FULL-SERVICE SCHOOLS' LEVEL OF READINESS IN IMPLEMENTING INCLUSIVE EDUCATION IN LIMPOPO PROVINCE

by

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DECLARATION

I, Hlabathi Rebecca Maapola-Thobejane, hereby declare that the dissertation entitled: *Full-Service Schools' Level of Readiness in Implementing Inclusive Education in Limpopo Province* is my own original work and that all the sources used have been duly acknowledged.

…… ……..

Signature Date

Thobejane H.R.

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DEDICATION

This work is dedicated to my mother and father, Gladys and Paul Maapola, for having inculcated in me, the values of reading, creativity and exploring beyond the horizon. May God continue blessing both of you with an abundant life for you to witness what you have invested in us.

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ABSTRACT

Full-service schools have been introduced as a means to pilot the implementation of inclusive education in South Africa. The purpose of the study was to explore whether this model of full-service schools is ready to roll-out the implementation of inclusive education to all schools or not. The study followed a qualitative research approach and a case study design was adopted. Scaccia, Cook, Lamont, Wandersman, Castellow, Katz and Beidas (2015) readiness theory ($R = MC^2$) was adopted. Sixteen teachers (16) and eight (8) Head of Departments (HoDs) from eight full-service schools were recruited to form part of the study. Data was collected through interviews, observations and document analysis.

The study came up with five findings: i) the implementation of inclusive education was perceived as a good practice, ii) teachers did not acquire adequate training during pre-service training, iii) insufficient provision of resources, iv) lack of on-going support , and v) lack of collaboration amongst stakeholders. The overall finding of the study is that, although full-service schools in Limpopo Province appear motivated to implement inclusive education, they still lack the capacity to implement it. As a result, full-service schools in Limpopo Province are not yet ready to roll-out the implementation of inclusive education. Recommendations that may assist in realising a smooth roll-out to all other schools have been presented by the study.

Keywords: Inclusive education, full-service schools, readiness theory

KAKARETŠO

BOEMO BJA MALOKA BJA DIKOLO TŠA DITIRELO KA MOKA GO PHETHAGATŠA THUTO YA GO AKARETŠA KA PROFENTSHENG YA LIMPOPO

Dikolo tša ditirelo ka moka di thomilwe e le mokgwa wa go leka phethagatšo ya thuto ya go akaretša ka Afrika Borwa. Morero wa nyakišišo ye ke go hlohlomiša ge e ba mohuta wo wa dikolo tša ditirelo ka moka o loketše go kgona go phethagatša thuto ya go akaretša go dikolo ka moka goba aowa. Nyakišišo ye e latetše mokgwatshepetšo wa dinyakišišo wa khwalithethifi gomme gwa dirišwa gape le tlhamo ya thuto ya nyakišišo. Teori ya go lokela (R = MC2) ya Scaccia, Cook, Lamont, Wandersman, Castellow, Katz le Bedas (2015) e dirišitšwe.Barutiši ba lesometshela (16) le Dihlogo tša Mafapa tše seswai (8) go tšwa dikolong tša ditirelo ka moka tše seswai ba ile ba kalatšwa gore ba be karolo ya nyakišišo ye. Tshedimošo e kgobokeditšwe ka mananeopotšišo, kelotlhoko le tshekaseko ya ditokumente.

Nyakišišo e tšweleditše dikutollo tše tlhano: i) phethagatšo ya thuto ya go akaretša e bonwe e le tirišo ye botse, ii) barutiši ga se ba hwetša tlhahlo ya maleba nakong ya tlhahlo ya pele ga tirelo ye, iii) kabo yeo e hlaelago ya methopo, iv)tlhokego ya thekgo yeo e tšwelago pele, v)tlhaelelo ya tirišano magareng ga batšeakarolo. Kutollo ya kakaretšo ya nyakišišo ye ke go re, le ge dikolo tša ditirelo ka moka ka Profentsheng ya Limpopo di na le mafolofolo a go phethagatša thuto ya go akaretša, di hloka bokgoni bja go e phethagatša. Ka fao, re ka se fetše ka go re, ka moo dikolo tša ditirelo ka moka di phethagatšago thuto ya go akaretša ka profentsheng ke tsela ya maleba ka nako ye. Ka lebaka leo, dikolo tša ditirelo ka moka ka Profentsheng ya Limpopo ga di maleba go thoma go phethagatša thuto ya go akaretša. Ditšhišinyo tšeo di ka thušago go lemoga thelelo ya go thoma go dikolo tše dingwe ka moka di hlagišitšwe ke nyakišišo ye.

Mantšu a motheo: thuto ya go akaretša, dikolo tša ditirelo ka moka, teori ya go lokela

ACRONYMS

ACE	Advanced Certificate in Education
ADHD	Attention Deficit and Hyperactivity Disorder
ANA	Annual National Assessments
ASD	Autism Spectrum Disorder
CAPS	Curriculum Assessment and Policy Statements
DBSTs	District Based Support Teams
EBIs	Evidence Based Interventions
EFA	Education for All
EWP6	Education White Paper 6
HoDs	Head of Departments
ISF	Interactive Systems Framework
ISP	Individual Support Plan
LTSM	Learning and Teaching Support Material
MMIs	Mild to Moderate Intellectually Impaired
NGOs	Non-Governmental Organisations
NSNP	National School Nutrition Programme
SASA	South African Schools Act
SBSTs	School Based Support Teams
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment and Support
SMIs	Severely Mentally Impaired
SMTs	School Management Teams

UDL	Universal Design Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The implementation of inclusive education in South Africa started after the education for all global monitoring report of the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2009) had indicated a 20% difference in primary school attendance rate between children with disabilities and their counterparts in the world. This disproportion was because of an education system that separated schooling into mainstream and special education.

The education system had a dual system that separated learners according to ability and disability (De Jager, 2013). Learners with disabilities were placed in special schools while others were placed in mainstream schools. This led to the disriminatory practices that excluded learners with disabilities from access to quality education (Lomofsky & Lazarus, 2001). This practice for separate education was criticised as a system that is at best inefficient and wasteful, and at its worst, unjust (Engelbrecht, 2006).

Therefore, after the 1994 democratic elections, South Africa brought in new changes. These changes included, amongst other things, the creation of a single education system and the policy that is committed to human rights and social justice. Such commitment is evident in key policy documents including:

- The White Paper on Education and Training in a Democratic South Africa (Department of Education, 1995) which discusses the importance of addressing the needs of learners with disabilities in both special and mainstream schools.
- The South African Schools Act (Republic of South Africa, 1996) which compels public schools to admit learners and to serve their educational needs without unfairly discriminating in any way.
- The White Paper on an Integrated National Disability Strategy (Ministerial Office of the Deputy President, 1997) which recommends specific action that

ensures that people with disabilities are able to access the same rights as any other citizen in South Africa.

- The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services Report (Department of Education, 1997) which identifies barriers that lead to the inability of the education system to accommodate diversity.

The above legal frameworks are based on international human rights agreements such as the Salamanca Statement which support the development of an education system that recognises a wide range of diverse needs and ensures a wide range of appropriate responses (United Nations Educational, Scientific and Cultural Organisation, UNESCO, 2005). These frameworks articulate the goals of equity and the rights of learners with diverse learning needs to equal access to educational opportunities.

The initiative by the South African Government's commitment to an education system that caters for all, led to the development of a policy on inclusive education. The policy is entitled: Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System, EWP 6 (DoE, 2001). This policy provides a framework for the implementation of an inclusive education system that would realise constitutional rights of learners with diverse learning needs.

As a result, full-service schools were introduced in 2009 to pilot the implementation of inclusive education for future roll-out to all other schools (Department of Education, 2005). These schools are ordinary mainstream schools that are equipped and supported to provide for a full range of learning needs for all learners irrespective of age, race, disability, gender, religion or class EWP 6 (DoE, 2001). Their readiness or lack thereof, is key to whether the implementation of inclusive education will succeed or not.

Research on the implementation of inclusive education internationally and nationally has so far addressed this phenomenon (Sag, 2014). The studies conducted used various theoretical groudings to explore the implementation of inclusive education. For example, the constructivist theory was used (Maguvhe, 2014 & de Jager, 2013) to determine whether schools see knowledge as a social construct. The studies found that the process of learning in schools could actively involve all learners by

recognising their prior knowledge and building new knowledge on it. In addition, the Bronfenbrenner's bio-ecological model is another theoretical grounding adopted by the inclusive education studies (Chireshe, 2013; Hlalethwa, 2013 & Katz, 2015) that have been conducted. This theory states that systems in the society (micro, meso, exo and macro) need to interact to support the learner and; as the systems interact, the learner's learning develops. However, the readiness theory has not been used in any of the inclusive education studies conducted. The readiness of mainstream schools to become full-service schools by applying the readiness theory may benefit the implementation of inclusive education.

Therefore, to address this knowledge gap, and to make research based recommendations, it is important for at least three reasons. First, it will provide valuable information to policy makers that could serve as baseline data about what works and what does not work. Second, such information could provide initial teacher education institutions with basic principles and practices that could be crafted into their training programmes. Third, such knowledge could be useful to inclusive education researchers who might draw from full-service schools to theorise about what constitutes readiness.

Given this backdrop, this study sought to explore whether full-service schools are ready to roll out inclusive education in South African schools or not. More specifically, whether their level of readiness is anything to go by in upscalling the implementation of inclusive education.

1.2 STATEMENT OF THE PROBLEM

Sixteen years have ended since the inception of inclusive education, however, its implementation in schools remains a challenge in South Africa (Agbenyega, 2011; Engelbrecht, 2013). Maguvhe (2014), de Jager (2013) and Tshifura (2013) argue that full-service schools still experience challenges in implementing inclusive education. The reasons advanced are that these schools do not have the capacity to implement inclusive education (Agbenyega, 2011 & Engelbrecht, 2013). As a result, there is a concern that, diverse learners who have been admitted to these schools remain marginalised and excluded (Croft, 2013; Romm, Nel & Tlale, 2013).

Research on whether the implementation of inclusive education in full-service schools is effective or not has been conducted in pockets of practice here and there,

especially in South African rural schools like in Limpopo Province (Maguvhe, 2014 & de Jager, 2013). These studies used Vygotsky and Bruner's social constructivist theories to investigate the implementation of inclusive education. Findings of the studies revealed that full-service schools are not implementing inclusive education effectively. In contrast, another study was conducted with teachers of full-service schools in North West Province, South Africa, by Motitswe (2014).

The study explored the implementation of inclusive education in full-service schools in that province, presenting its findings that teachers of full-service schools in the province are using curriculum differentiation to accommodate all learners in their classrooms. The study concluded that full-service schools in South Africa are able to address learners' diverse needs and that they are beacons of good practice. However, this study failed to address the question of the present study. Its results notwithstanding, the question is whether the model of full-service schools is ready to roll out the implementation of inclusive education to all schools or not remains unanswered.

There has not been any comprehensive research that used the readiness theory to make research based recommendations that full-service schools can use as a point of reference when implementing inclusive education. More specifically, in Limpopo Province, no study has been conducted yet as to whether the pilot project is viable or not.

1.3 PURPOSE OF THE STUDY

The purpose of the present study is to explore whether full-service schools are ready to roll-out the implementation of inclusive education to all schools or not.

1.4 RESEARCH QUESTIONS

To address the above purpose, the study was guided by the following research questions:

- How is inclusive education realised in full-service schools?
- What are the factors that hinder its implementation?
- How useful could the readiness theory be in expounding the problem of the implementation of inclusive education in full-service schools?

1.5 RESEARCH METHODOLOGY

1.5.1 RESEARCH DESIGN

The study has adopted a qualitative research approach. The case study design was considered most appropriate. An exploratory case study was used to explore whether the model of full-service schools is viable to roll-out the implementation of inclusive education or not (Yin, 2009). From an interpretive perspective, full-service schools were explored to get a holistic understanding of how the participants implement inclusive education and how they make meaning of their implementation.

1.5.2 SAMPLE

Purposeful sampling was employed in this study because I was considering a particular set of criteria: teachers and heads of departments (HoDs) who have done inclusive education during teacher education or have attended workshops or in-service training on inclusive education. The criteria was employed because I wanted to have an in-depth information of how inclusive education is being implemented in their schools. Eight schools were sampled, from each school, two teachers and one HoD were sampled. Therefore, a total of sixteen teachers and eight HoDs were sampled.

1.5.3 DATA COLLECTION

The data were collected through three methods: interviews, observations and document analysis.

1.5.3.1 Interviews

Semi-sturctured interviews were conducted to explore how inclusive education is implemented, or why it is not implemented and the factors that show that the implementation of inclusive education is sluggish in full-service schools of Limpopo Province. Teachers were interviewed to gain in-depth information as to their experiences, feelings, fears and frustrations. HODs were interviewed to take into account their individual constructions of their schools' level of readiness in implementing inclusive education.

1.5.3.2 Observations

Teachers were observed while teaching in an inclusive class in order to record deliberations of the real inclusive class, check how lessons were prepared, how learners were assessed and the teaching strategies that were used. I also observed the general layout of the schools to check the physical resources: access to water, toilets, condition of buildings and playgrounds. I also wanted to observe whether the schools were clean and orderly, which is one of the requirements of how a full-service school should look like (Department of Basic Education, 2010).

1.5.3.3 Document Analysis

School policy documents on inclusive education, teacher's portfolios and the school based support teams' (SBSTs) files, which have the potential to impact upon the implementation of inclusive education, were analysed. De Vos, Strydom, Fouché and Delport (2011) state limitations of using documents as incompleteness of many reports, statistical records and historical documents, with gaps in the data base that cannot be filled in any other way, as well as bias in documents not intended for research. Nevertheless, I used the documents to verify the data collected through interviews and observations.

1.5.4 DATA ANALYSIS

Qualitative methods of analysing data were employed. I used Creswell's model (2013) to do the physical sorting and analysis of data. I described, analysed and interpreted what was seen and heard in terms of common words, phrases, themes or patterns that would assist the understanding and interpretation of that which was emerging. The raw data was coded into themes, categories, general ideas, and concepts of similar features that relate to the purpose of the study. A comprehensive report on the analysis of data is presented in Chapter 5.

1.6 DEFINITION OF CONCEPTS

1.6.1 INCLUSIVE EDUCATION

Inclusive education is defined by UNESCO (2008) as a process of addressing and responding to diverse learners' needs within and from education. I agree with this definition; responding to diverse learners needs should be through the provision of appropriate support needed by diverse learners. In this study, inclusive education refers to the system of education, that the Limpopo Department of Education has adopted, whereby all schools' structures, systems and learning methodologies support all learners in their diverse nature, showing that learners are benefitting and succeeding from the interventions and provisions made by the department.

The Department of Basic Education (2010) sees inclusive education as a process of addressing the diverse needs of all learners by removing or reducing barriers to, and within the learning environment. Reducing and removing barriers to learning will become possible if the school systems and policies could be adapted to cater for everyone. Learners should be catered for irrespective of their diverse background, disabilities or ability. When diverse learners feel welcomed by the systems that cater for all of them, the goals of inclusive education could be realised.

1.6.2 FULL-SERVICE SCHOOLS

Several initiatives have been embarked upon to facilitate the effective implementation of an inclusive education system in South Africa. One of the initiatives was to introduce full-service schools to pilot the implementation of inclusive education before the total roll-out to all other schools. Ideally, these schools are piloting the implementation of inclusive education in South Africa. The Department of Basic Education (2010) states that full-service schools are mainstream institutions that provide quality education to all.

In Limpopo Province, some schools have also been identified as full-service schools. They have been registered as such on the department's database. Some of these schools are primary and others are secondary schools. EWP 6 (DOE, 2001) notes that these schools are ordinary schools that are specially resourced and orientated to address a range of barriers to learning. Therefore, it is presumed that unlike mainstream schools, full-service schools have been specially resourced to cater for

diverse learners. Again, it is also presumed that the personnel in these schools have been specially capacitated on how to support diverse learners that have been admitted in the schools. This study was conducted in some of these full-service schools of the province. Demographics of different provinces of South Africa differ, however; it therefore becomes crucial to briefly describe the demographics of Limpopo Province.

1.6.3 LIMPOPO PROVINCE

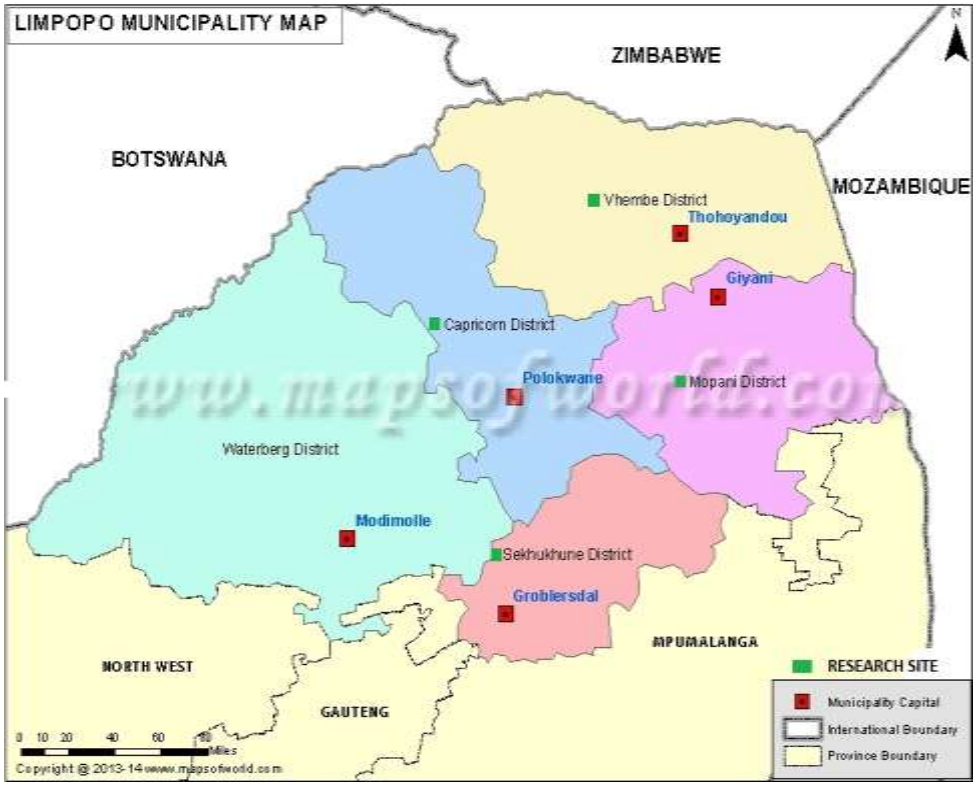

Figure 1.1: Limpopo Province map

The present study was conducted in four districts, indicated green on the map key above. Limpopo Province is South Africa's northern-most province, lying within the great curve of Limpopo River. It shares borders with Botswana, Zimbabwe and Mozambique. It covers an area of 125 755 square kilometres, which is 10, 3% of South African area. Its population is 5 404 868 (2011) and estimated at 5 630 500 in

2014. Reyers (2004) states that the population of the province stands at 96,7% Black Africans; 2,6% White; 0,3% Indians or Asians and 0,3% Coloured.

Limpopo Province is South Africa's province with the highest level of poverty; with 78, 8% of the population living below the national poverty line. In the province, 52 % of the households are severely food insecure, while others are either mildly or moderately food insecure; only 16 % of the households are food secure. (Baiyegunhi, Oppong & Senyolo, 2016). In 2011, 74, 4% of local dwellings were located in a tribal or traditional area, compared to the national average of 27, 1%. It has five districts, namely Capricorn, Waterberg, Greater Sekhukhune, Vhembe and Mopani. In this study, Limpopo Province refers to one of the provinces of South Africa which implements EWP 6 (DOE, 2001), a policy of the Department of Education.

1.6.4 DIVERSE LEARNER

Classrooms in South Africa have a rich diversity of learner population (Engelbrecht, 2013). The diversity emanates from different backgrounds in terms of socio-economic, cultural, racial, ethnic, religious, gender, sexual orientation and ability groups. In addition to the diversity in learner population, learners have diverse learning needs. They have different intelligencies (spatial, logical mathematical, bodily-kinaesthetic, interpersonal, intrapersonal, linguistic and musical) and different learning styles. This diversity has to be valued and embraced by providing an appropriate support. Failure to embrace the diversity in classrooms often leads to barriers in learning.

The barriers in learning according to Department of Basic Education (2011): Guidelines for responding to learner diversity in the classroom, include learners who have difficulty in reading and writing, learners with hearing, visual and coordination difficulties, learners living in poverty, learners with health and emotional difficulties, learners experiencing difficulties in remembering what has been taught to them and learners who need assistive devices and adapted materials. Therefore, schools and teachers in particular have a duty of providing quality education to diverse learners through an appropriate support for them to reach their potential and be able to contribute meaningfuly in society.

1.6.5 READINESS

Readiness is a state of preparedness of systems or organisations to carry out an innovation (Weiner, 2009; Rafferty, Jimmieson & Armenakis, 2013). Full-service schools as pilots of the new innovation of the implementation of inclusive education in South Africa need to be prepared for the implementation. As an indication of their preparedness, Scaccia, Cook, Lamont, Wandersman, Castellow, Katz and Beidas (2014) mention two requisites to measure organisational readiness: willingness and ability. In agreement to the descriptions, full-service schools' level of readiness in implementing inclusive education relies on teacher willingness to implement it. Their willingness to implement inclusive education is also determined by whether they have the appropriate knowledge, capacity or ability needed to be able to support diverse learners.

In addition, Shea, Jacobs, Esserman, Bruce, and Weiner (2014) state that the successful implementation of an innovation needs organisations to be ready to make the required adjustments. This study explored full-service schools' perceptions about the implementation of inclusive education, the knowledge acquired about inclusive education and how that knowledge is being applied as well as whether adjustments have been made on the physical resources of full-service schools in the province. Again, the type of on-going support offered to full-service schools and the collaboration that full-service schools have established were explored because they also determine the schools' readiness in implementing inclusive education.

1.7 CHAPTER DIVISIONS

The study is outlined as follows:

Chapter 1 introduces the research topic. The statement of the problem, research questions, the research methodology and the definition of concepts are presented in this Chapter. In Chapter 2, the evolution of inclusive education and its conceptualisation are briefly outlined. Thereafter, inclusive pedagogy, aspects of learning and teaching in an inclusive classroom, the collaboration needed in inclusive education and the barriers to inclusive education are also briefly outlined. Lastly, the implementation of inclusive education internationally and in South Africa

in particular is also outlined. Chapter 3 presents the theoretical framework underpinning the study. Firstly, the basic tenets of readiness are laid out. Secondly, components of the readiness theory are presented. Lastly, the chapter presents how the theory has been used to understand full-service schools' level of readiness in implementing inclusive education. Chapter 4 explains the research approach, research design, sampling, data collection and the data analysis used in the study. Ethical considerations and quality assurance mechanisms are also presented in this. In Chapter 5, the research findings from the data collected in eight full-service schools of Limpopo Province are presented. Lastly, Chapter 6 discusses the findings of the study. Recommendations and conclusions of the study are also presented in this Chapter.

1.7 CONCLUSION

The aim of this chapter was to introduce the implementation of inclusive education in Limpopo Province. The reasons for the need to conduct this research were also outlined. Some models of best practices were briefly outlined, and are discussed in detail in the next chapter, which presents the narrative descriptions of inclusive education practices.

CHAPTER 2

NARRATIVE DESCRIPTIONS OF INCLUSIVE EDUCATION PRACTICES

2.1 INTRODUCTION

This study takes as its point of departure the assumption that full-service schools are not ready to implement inclusive education (Engelbrecht, 2013 & Makoelle, 2014). This chapter presents: (a) the evolution of inclusive education and its conceptualisation, (b) the inclusive pedagogy, (c) collaboration in inclusive education, (d) other factors towards the effective implementation, (e) barriers to inclusive education, (f) the implementation of inclusive education internationally and (g) its implementation in South Africa.

2.2 THE EVOLUTION OF INCLUSIVE EDUCATION AND ITS CONCEPTUALISATION

UNESCO (2005) states that one of the greatest challenges facing individuals in most societies throughout the world is exclusion from participation in the economic, social, political and cultural life of communities. Inclusive education has evolved as an undertaking that pursues to contest these exclusionary policies and practices. It can be regarded as a struggle against the violation of human rights and unfair discrimination. It also seeks to ensure that social justice in education prevails. Education and human rights are addressed in the United Declaration of Human Rights which states that everyone has the right to education (UNESCO, 2005).

In addition, the declaration states that inclusive education shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall advance the activities of the United Nations for the maintenance of peace (Article 26: Universal Declaration of Human Rights). Therefore, inclusive education has been encouraged since the United Nations Declaration (UN) in 1948 and has been cited at all phases in a number of key UN Declarations and Conventions (UNESCO, 2005). These include the 1948 Universal Declaration of Human Rights which ensures the right to free and compulsory elementary education for all children; the 1989 UN Convention on the Rights of the Child, which ensures the right to

receive education without discrimination on any grounds; the 1990 World Declaration on Education for All (Jomtien Declaration), which sets the goal of Education for All (EFA); the 1993 UN Standard Rule on Equalisation of Opportunities for Persons with Disabilities, which not only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in an integrated school setting as well as in the general school setting (UNESCO, 2005) .

Furthermore, inclusive education has been cited in the 1994 Salamanca Statement and Framework of Action on Special Needs Education, which requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions; the 2000 World Education Forum Framework for Action, Dakar, EFA and Millenium Development Goals, which stipulates that all children should have access to a free and compulsory primary education by 2015, and the 2001 EFA flagship on the right to education for persons with disabilities: towards inclusion and the 2005 UN disability convention which promotes the rights of persons with disabilities and mainstreaming disability in development (UNESCO, 2001).

It is estimated that more than 300 participants, representing 92 governments and 25 international organisations, met in Salamanca in 1994 under the umbrella of UNESCO and the Spanish Government to advance the intentions of Education for All (Ainscow, Farrell & Tweeddle, 2000; Ainscow, Dyson, Goldrick & West 2012; Enabling Education Network [EENET], 2004; Peters, 2004; UNESCO, 2005). The Salamanca Statement on Principles, Policy and Practice in Special Needs Education was drawn together with the Draft Framework for Action (Peters, 2004; UNESCO, 1994; UNESCO, 2005). The statement proclaims five principles that reflect the rights in respect of education that are enshrined in the Universal Declaration of Human Rights (UN, 1948) and the United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities (UN, 1993).

The principles include the following: every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning, every child has unique characteristics, interests, abilities and learning needs, educational systems should be designed, and educational programmes implemented, to take into account the wide diversity of these characteristics and

learners with special educational needs must have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting these needs. In supporting these principles, UNESCO (1999) states that regular schools that adopt this inclusive orientation are the most effective means of combating the discriminatory attitudes, creating welcoming communities, building inclusive society and achieving education for all. Because these schools provide effective education to the majority of children, they might improve their efficiency and, ultimately, the cost-effectiveness of the entire educational programme (Maguvhe, 2014).

In an attempt to heed UNESCO's call, South Africa engaged in various discussions which committed itself to the implementation of inclusive education in an integrated system of education where, the learning context and opportunities for all diverse learners could be provided. Such a commitment was evident in key policy documents which, amongst others include: the White Paper on Education and Training in a Democratic South Africa (Department of Education, 1995), which discusses the importance of addressing the needs of learners with special needs in both special and mainstream schools, and The South African Schools Act (Republic of South Africa, 1996), which compels public schools to admit learners and to serve their educational requirements without unfairly discriminating against them in any way.

Thereafter, two legistaltive frameworks paved the way for inclusive education in the country. The White Paper on an Integrated National Disability Strategy (Ministerial Office of the Deputy President, 1997), which recommended specific action to ensure that people with disabilities were able to access the same rights as any other citizen in South Africa, and The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services Report (Department of Education, 1997), which identified barriers to an inclusive education system. Their report made a major impact on the compilation of Education White Paper 6. All these legal frameworks are based on the international human rights agreements, such as the Salamanca Statement, which supports the development of an education system that recognises a wide range of diverse needs and ensures a wide range of appropriate responses (UNESCO, 2005). These frameworks articulate

the goals of equity and the rights of diverse learners to equal access to educational opportunities.

The South African government's commitment to Education for All led to the development of a policy on inclusive education and training entitled: Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001). This policy formally came into effect in 2001. Thereafter, guidelines to help with the implementation such as: The National Strategy on Screening Identification, Assessment and Support (SIAS, 2014), Guidelines for Inclusive Teaching and Learning (2010), Guidelines for responding to learner diversity in the classroom (2011) were made available. However, despite these policies, (Walton, 2012) asserts that learners with diverse learning needs remain marginalised and excluded in schools. Therefore, whether the implementation of inclusive education will succeed or not remains to be seen.

This challenge remains because of a gap that exists between policies and the actual practice. Walton and Lloyd (2012) state that there is a huge gap between the above mentioned policies and the actual practice in South Africa. Also, Powell (2015) concurs with the view of the policy practice gap. He further elaborates that, this gap is excarcerbated by barriers arising from societal values and poor economic factors. Moreover, the gap is widened by lack of a cohesive conceptualisation of inclusive education, and that has a negative bearing on its implementation. I argue, as others do (Walton & Lloyd, 2012; Powell, 2015) that as long as this gap is not norrowed, full-service schools' notion will remain an illusion. The next section briefly outlines how the literature, scholars and researchers describe the concept of inclusive education.

Attempts to define inclusive education by what it is, are problematic because such definitions can be impacted by shifts in educational practice, context, culture and circumstances that can quickly render it inappropriate and obsolete (Forlin, Loreman, Sharma & Earle, 2009; Forlin, Earle, Loreman & Sharma, 2011). Such definitions tend to assume that educational practice is subject to a set of commonalities that are static across time and place, but this is not the case. However, despite this challenge, it is necessary to define what inclusive education means because in the absence of a unified definition and a restricted conceptual focus, there could be

misconceptions that might lead to confused practice. So far, I have put the conceptualisation in a continuum as indicated in Figure 2.1 below.

Practical ⟷ Theoretical

Figure 2.1: The conceptualisation continuum

2.2.1 Practical conceptualisation

Practical conceptualisation here refers to the teachers' ability to implement inclusive education with more palpable and measurable outcomes, such as methodologies that accommodate diverse learners. This conceptualisation is well articulated by Mitchell (2014), who states that in inclusive education, participation should be an issue for any learner regardless of his or her disability, gender, behaviour, poverty, culture, refugee status or any other reason. Again, he emphasises that the desirable approach for schools is not to establish special programmes for the newly identified individual or group need, but rather to expand mainstream thinking, structures and practices to ensure that diverse learners are accommodated. This type of definition puts more weight on measurable outcomes. Within this conception, it is paramount that existing structures and practices in full-service schools be expanded to accommodate diverse learners.

Furthermore, Powell (2015) provides a synthesis of the features of inclusive education evident in a variety of sources found in the literature which are: all children attend their neighbourhood school, and that schools and districts should have a zero-rejection policy when it comes to registering and teaching children, and all children should be welcomed and valued. In addition, he describes its features thus: in inclusive education children learn in regular, heterogeneous classrooms with same-age peers. Regarding teaching and learning in the classroom, Forlin, Earle, Loreman and Sharma (2011) note that all children follow practically similar programmes of study, with curriculum that can be adapted and modified if needed; modes of instruction are varied and responsive to the needs of all, and all children contribute to regular school and classroom learning activities and events. All children are supported to make friends and to be socially successful with their peers. Lastly, they point out that adequate resources and staff training are provided within the school and district to support inclusive education. Their explanation support the practical conception at the expense of a theoretical position. These views support

and advance the assumption of the study that, full-service schools are not ready to implement inclusive education. As a result, basing practice on the craftness of the teachers without any theoretical base might be rather problematic.

In addition to the policies, structures and the culture of the school, Florian and Rouse (2009) provide a definition of inclusive education along with school and classroom-based examples. Their definition include: availability of opportunity, acceptance of disability and/or disadvantage, superior ability and diversity, and an absence of bias, prejudice and inequality. This seems to be a balanced definition because the provision for opportunity and support for all remain the cornerstone of inclusive education. If this view could be taken as a point of departure, it could lessen misconceptions of inclusive education in full-service schools. Florian (2007) makes a good point when she notes that inclusive education means full membership of an age-appropriate class in your local school doing the same lessons as other pupils and also that all learners have friends whom they spend time with outside of school.

There is an argument that inclusive education is an alternative approach to special education which goes beyond strategies, and draws on the creativity and novelty of schools to enhance meaningful learning (Ainscow & Sandill, 2010; Ballard, 1999). However, Shaddock, MacDonald, Hook, Giorcelli and Arthur-Kelly (2009) argue that inclusive education has primarily been a special education movement, and as such it is easy to fall into thinking that it is only about children with disabilities. In addition to it being seen through the disability lens, inclusive education is defined as using special education strategies in the mainstream schools (Rief & Heimburge, 2006). The drive for inclusive education has, indeed, come from outside of the mainstream; from those who have been traditionally excluded, mainly as a result of ability or disability. However, the society hold the view that inclusive education is concerned with diversity (Engelbrecht, 2013).

The different interpretations of what inclusive education is challenge full-service schools to think about the work of teaching and learning in different ways, and from different perspectives. As a result, the majority of schools may know very well what inclusive education is, but it is sometimes convenient for them to manipulate the term to suit whatever practice they happen to be currently engaged in, be it inclusive or not (Forlin, Earle, Loreman & Sharma, 2011). Other definitions of inclusive education

refer to the presence of community (Pearpoint, 1992), ordinary schools expanding what they do (Clark, Dyson, Millward & Robson, 1999), problem solving (Rouse & Florian, 1996) and response to learners' needs via curriculum organisation and provision (Ballard, 1999). These definitions emphasise just but one aim of ensuring that diverse learners are being seen as members of the society, and are being provided with appropriate support. In the following section, this view is contrasted with the theoretical conception of inclusive education.

2.2.2 Theoretical conceptualisation

Inclusive education is built on different learning theories like the social cognitive theory, the bio-ecological model of Bronfenbrenner and the constructivist theory (Nel, Engelbrecht, Nel, & Tlale, 2014). The theoretical conceptualisation of inclusive education refers to an assumption of what the concept seems to entail (Florian, 2007). This view seeks to ask philosophical questions such as what informs inclusive education, what political agenda does it serve, and other such related questions. These questions, and others might look into social justice matters such as transformation, equity and redress as more critical than ones related to practices (Florian & Black-Hawkins, 2011).

This view is well captured by UNESCO (2008) when it states that inclusive education is the most effective way to counter discriminatory approaches and attitudes towards learners with disabilities because it seeks to ensure that ordinary schools become better at educating all children in their communities. Equally, the European Agency for Development in Special Needs Education (2012) captures it succinctly when it defines it as a basic human right and the foundation for a more just and equal society. In South Africa, inclusive education is seen as the creation of enabling structures, systems and learning methodologies that seek to redress the imbalances of the past (EWP6, 2001). It is this conception that the present study subscribes to as opposed to the view that confines itself to practical disability issues that are, by and large, embedded in the medical model of understanding disability which see the disability as a problem that need to be fixed.

These varied definitions of what inclusive education is, jeopardise its implementation in schools (Pearson & Tan, 2015). Therefore, although we have witnessed the

introduction of inclusive education globally, full-service schools in South Africa are faced with a challenge as they implement inclusive education (De Jager, 2013). This is because of their tendency to gravitate towards the practical conceptualisation rather than unpacking more theoretical and philosophical underpinnings that threaten the posibility of its practice (Agbenyenga, 2011). If the theoretical conceptualisation of inclusive education is anything to go by, it will determine how we think and practice inclusive education better (Engelbrecht, 2013). Among others, it will guide pedagogies that are inclusive, and those that are not. The next section outlines what an inclusive pedagogy is and how it may benefit diverse learners.

2.3 UNDERSTANDING INCLUSIVE PEDAGOGY

Since the advent of inclusive education, attempts to define the concept of inclusive pedagogy remain a challenge (Florian & Black-Hawkins, 2011). This challenge continues and there is a slight effort of what constitutes an effective inclusive pedagogy (Forlin, Earle, Loreman & Sharma, 2011). To change inclinations towards the attitudes and the under-preparedness for the implementation of inclusive education, teachers have to be able to respond with suitable pedagogies. Teacher education seems to have the responsibility to ensure that as teachers qualify they are ready, able and willing to respond with an appropriate inclusive pedagogy to meet the needs of diverse learners in their classes. Again, in-service teachers also have to be capacitated and supported to respond with an appropriate pedagogy. The question that remains is, what constitutes an inclusive pedagogy?

Inclusive pedagogy is defined as an approach intended to promote a culture of accommodating all and ensuring practice based on the use of diverse teaching strategies (Corbett, 2001). The practice of embracing diversity by using a variety of teaching strategies that caters for all is plausible. Learners' prior knowledge has to be considered and thereafter, the new content could be added to what learners already know. Nilholm and Alm (2010) see inclusive pedagogy as a process whereby learners constantly engage with the learning material, drawing on their experiences. I also agree with this notion because when learners engage fully with what they are taught by drawing on their past experiences, they become interested in acquiring new knowledge.

In addition, Florian and Linklater (2010) argue that it is not whether teachers have the necessary knowledge and skills to teach in inclusive classrooms, but how they can make best use of what they already know when learners experience difficulty. Furthermore, inclusive pedagogy is also presumed to include beliefs and conceptions about what constitutes inclusive teaching and learning. This could be answered with the belief that all learners' capacity to learn can change and be changed for the better as a result of what happens and what people do in the present (Florian & Linklater, 2010).

However, there is still a debate raging around the question whether there is a pedagogy that is purely inclusive or not (Corbett, 2001). Many UK authors such as Florian and Rouse (2009); Nind, Sheeny, Rix and Simmons (2003); and Rief and Heimburge (2006) write about the inclusive strategies of teaching learners with special educational needs in mainstream schools while borrowing teaching strategies from special-education discourse. This is where strategies like starting remedial lessons for some learners and allocating a special class for learners classified as wanting a particular intervention are used. Nevertheless, Engelbrecht (2006) and Romm, Tlale and Nel (2013) argue that in South Africa, inclusive practices could be developed by encouraging participation and collaboration. I do agree with their sentiments, labels put on learners as able or not could be minimised by believing that all children can learn when given the necessary support.

2.3.1 Learning in an inclusive classroom

How diverse learners experience the learning process is of vital importance (Makoelle, 2014). The acquisition of new content and the ability to retain that knowledge is crucial for academic success. Hannon (2015) points out that teachers have to understand how learners learn to enhance the implementation of inclusive education. However, learning may mean different things to different people. As a result, the concept of learning has been briefly described in the next paragraphs.

Ballard (1999) states that learning occur in three stages: reception (acquiring facts or knowledge), construction (making meaning out of knowledge), and reconstructing (rebuilding through interaction with others) and is influenced by the contact an individual is engaged in with others. All the three stages are crucial for the

acquisition of new knowledge in an inclusive classroom. During the reception stage, the learner will be exposed to the new content. The learner will start drawing on past experiences of the content and construct the new knowledge. Thereafter, through engaging with teachers and fellow learners, the learner will start reconstructing the prior knowledge by augmenting it with the new knowledge. In addition to the three stages, there are different theoretical interpretations on how learning occurs. I have selected two of the theoretical interpretations (behaviourist and constructivist) and their brief overview about how learning occurs is presented in the next section.

2.3.2 Behaviourist approach to pedagogy

The behaviouristic approach to pedagogy is a teaching approach which adopts certain teaching strategies. This teaching approach is aimed at changing the behaviour of learners (Ainscow, Farrell & Tweeddle, 2000). Learning is regarded as bringing about a change of behaviour in the learner (Makoelle, 2014; Wheldall, 2012). Farrell (1997) maintains that according to this approach, teaching occurs within the context of three premises, namely, setting conditions, antecedence and the consequences. The approach also regards teachers as more knowledgeable than the learners. Furthermore, the interaction between the teacher and the learner is not emphasised in this approach. As a result, teachers and learners regard themselves differently, teachers are regarded as transmitters of knowledge while learners are regarded as passive recepients of that knowledge.

Therefore, this study assumes that full-service schools rely on the behaviourist approach and that could serve as a major hindrance towards the implementation of inclusive education. It could become a hindrance because the behaviourist approach encourages memorisation and knowledge assimilation as learners are mostly the passive recipients of knowledge (Makoelle, 2013). Moreover, the approach advocates for a change of behaviour in the learner (Artiles & Dyson, 2005). Learners should not be ragarded as empty vessels. They have to be made to contribute to their own learning according to the constructivist approach. Graves (2013) is of the view that contributing to one's own learning enables learning through discovery. Given the diversity of learners in full-service schools, the constructivist approach could benefit diverse learners. Learners could also learn from each other.

Although the behaviourists see learners as passive recipients of knowledge, Houghton, Merrett and Wheldall (1998) argue that motivation and rewards could be used by behaviourists to ensure that diverse learners participate in lessons. However, participating in this regard means simply playing according to the rules. Learners are expected to reproduce what they have been fed with for them to be regarded as having acquired knowledge. Their prior knowledge does not benefit them in a way that they could refer to and build the newly acquired knowledge on it Learners are unique beings who bring to class an array of intelligencies that could benefit them. Therefore, the behaviourist approach could serve as a barrier to the implementation of inclusive education in full-service schools.

2.3.3 Constructivist approach to pedagogy

The constructivist approach is an approach that positions the learner at the centre of the pedagogic involvement and participation, thus becoming more inclusive and ensuring social justice for the vulnerable. This approach leads to more successful outcomes (Artiles, Dorn & Christensen, 2006). The reason behind its successful outcomes is because the approach is learner-centred and believes that learners construct their own meaning of the learning content. Baeten, Dochy, Struyven, Parmentier, and Vanderbruggen (2016) see learners as active participants in education. If the implementation of inclusive education is to succeed in full-service schools, learners should be allowed to make sense of information themselves. They should also be allowed to influence how they should be taught by building on what they already know.

In addition, according to the constructivist approach, an inclusive pedagogy can enhance social justice and create an inclusive environment where the pedagogic practice is not prescriptive but takes into consideration the contribution of learners to their own learning (Engelbrecht, 2013). Therefore, the role of the teacher according to this approach is to create an environment which allows diverse learners to see themselves as knowledge constructors. Their prior knowledge is valued and regarded as the basis for adding new knowledge with ease. The question that lingers is whether diverse learners' prior knowledge is valued and used as a point of departure for learning in diverse classrooms of full-service schools.

The behaviourists and the constructivists' s assumptions influence teaching and learning approaches in these diverse classrooms. The behaviouristic approach to teaching is teacher-centred because teachers have more authority to determine the approach to teaching and learning. However, the constructivist approach to teaching and learning seems to be more learner-centred by providing the teacher with the knowledge that the learner already has. Again, it also affords the learner the opportunity to be part of the teaching and learning process. A one size fits all is an antithesis to this approach (Rhodes & Rozell, 2015). Despite their different views of learning, the two approaches influence teaching and learning in an inclusive classroom. Research conducted by (De Jager, 2013) assert that classrooms are still characterised by the traditional way of teaching were the teacher is still seen as the knowledge transmitter.

The constructivist approach should be considered when implementing inclusive education in full-service schools. Baeten et al. (2016) posit that learners are active participants in education. In inclusive classrooms, learners should be made to be actively involved in their learning to increase their level of interest as suggested by the constructivist theorists in the content that is being taught. Therefore, teachers should explore ways that ensure that diverse learners benefit out of the teaching process. As teachers, they will only be able to reach diverse learners through employing a variety of teaching strategies (including individualisation) that actively engage learners in learning.

2.3.4 Teaching in an inclusive classroom

The diverse nature of learners in inclusive classrooms makes it imperative that teachers make an initiative to support the needs of all learners as they impart knowledge. Teachers have to be mindful of how they teach because that has an impact on learners' varying learning needs (Bryant, Bryant & Smith, 2016). The above stated approaches serve as guidelines. Although Sorensen (2016) suggests great teachers find a balance between a behaviourist and the constructivist approach, it would seem that the effective implementation of inclusive education in full-service schools rely on what teachers do when planning, presenting and assessing for an inclusive class.

Planning a lesson means the way teachers think about instructional choices (Boudah, Deshler, Schumaker, Lenz & Cook, 1997; Onosko & Jorgensen, 1997). Historically, lesson planning has been based on the assumption of universal impact whereby all learners will acquire the same learning from a single instructional activity (Young & Luttenegger, 2014). This assumption often makes teachers to struggle planning for diversity because other learners are seen as add-ons to the class. Haley-Mize and Reeves (2013) postulate that inclusive education requires teachers to plan their lessons and then differentiate them for inclusivity. This will mean added work to teachers. It is possible that, when planning a lesson, a teacher could begin planning by thinking about the educational needs of diverse learners and creating a single lesson that would work for all of them (Engelbrecht, 2013). I agree with this sentiment, planning one lesson that caters for diverse learning styles is possible. This was evident in the research conducted by (Florian, 2012) were a different activities that cater for multiple intelligencies were employed so that learners with diverse learning needs benefit.

The one lesson that is prepared in a way that caters for diversity will benefit both the teacher and the learners. Teachers should therefore take their time planning that type of a lesson. Haley-Mize and Reeves (2013) point out that planning is that moment when teachers ask themselves the following questions: what do I want learners to learn? How can I stimulate their interest? How will I ensure that diverse learners benefit from the lesson? How can I make activities stimulating and fun? And, how can I make learners not to be assigned activities that are based on their academic ability alone (Kayalar, 2016).

The teacher does not have to plan separately for diverse learners, especially for learners with barriers to learning. In the same way, a well thought-out lesson plan will also benefit diverse learners. Whether teachers of full-service schools consider making learning activities stimulating and fun to accommodate diversity when they plan their lessons has been explored in this study; the findings are presented in Chapter 5 and 6. After lessons have been planned, how they get presented to accommodate diversity in full-service schools is also essential.

Teachers have the responsibility to ensure that their lesson presentations cater for diverse learners. Walton (2007) suggests various strategies to assist teachers to

meet diverse needs of all learners such as: using a multi-sensory approach, presenting material in small sequential steps, teaching specific strategies like taking notes and reading comprehension, reviewing key points frequently, assigning a buddy reader or note taker, using colour coding to match materials and concepts, reducing visual distractions, using visual reminders as memory aids, using teacher-initiated signals for redirecting attention, highlighting sections of text, providing tape recording of the lesson, giving oral and written directions, speaking slowly and clearly, and many more. These strategies could assist teachers of full-service schools when they present their lessons in an inclusive class.

Depending on the content that is being presented, teachers could employ different strategies to ensure that learners are able to make meaning of the content (Engelbrecht, 2013). As a result, they will achieve the set outcomes of the prepared lesson. In addition, different models suggest different techniques of presenting a lesson in an inclusive classroom. Firstly, the Whitworth model suggests using games, involving learners whilst solving problems, focusing on the strength of a learner, encouraging learners to help each other and teaching using songs and stories (Whitworth, 1999). The model asserts that the concept of inclusive education should place an emphasis on changing the system rather than the child. It also suggests that learners should be made to be active participants in their learning. The argument brought forward is that the education system, structure and practices need to become more flexible, more inclusive and more collaborative to be able to accommodate diverse learners in full-service schools.

This seems to be a better model especially in rural contexts like Limpopo Province where there are no adequate learner-support materials. When learners are made to be actively involved by using their senses, learning becomes fully engrained in their minds, and concepts start to make meaning to them and they will not easily forget what they have learnt. Furthermore, this model argues that the teacher is the main teaching aid that may benefit diverse learners. Indeed teachers of full-service schools should regard themselves as the main teaching aids for the successful implementation of inclusive education. Whether they regard themselves as such has been explored in this study.

Another framework to assist teachers of full-service schools with the implementation of inclusive education is called the universal design learning (UDL) framework. Dalton, Mckenzie and Kahonde (2012) regard this as a framework that conceptualises and addresses the need for a curriculum design to lower the barriers and to include diverse learners in the learning process. This framework also sees the teacher as having the responsibility to design the learning content in a way that caters for all learners. Teachers' capacity to adapt the curriculum to meet the range of learning needs as one factor that contributes to the effective implementation of inclusive education has also been explored in this study.

Moreover, the Zee learning intervention program is another intervention programme initiated by EFA (Zee & Koomen, 2016). In this programme, teachers are taught how to make learners use their senses in learning. Kuhlthau, Maniotes and Caspari (2015) indicate that teachers should ensure that learners use as many of their senses as possible during presentation of lessons. In addition, collaboration amongst learners for the successful implementation of inclusive education is also emphasised by this programme. As learners work together, deviations and gaps could be detected for timeous intervention (Vancraeyveldt, Verschueren, Van Craeyevelt, Wouters, & Colpin, 2015). The use of senses and the collaboration amongst learners were seen to be benefitting diverse learners, as a result, full-service schools may employ the programme to enhance the implementation of inclusive education.

In addition, there are other augmentative strategies that teachers could use to support diverse learners in their classes. Florian (2012) posits that quality inclusive pedagogy is dependent on teachers' craft knowledge; what, why and how they do what they do. Teachers craft knowledge is what teachers acquire during their experience of working with diverse learners. Therefore, teachers of full-service schools should be able to augment the teaching methods with their craft knowledge for the benefit of all learners. Walton and Nel (2012) postulate that teachers of full-service schools are making an effort to include diverse learners, but they are uncertain about whether they are doing it right or not. How they use their time to employ their craft knowledge to augment their teaching methods has been explored in the study.

In addition to their craft knowledge, Gous, Eloff and Moen (2014) indicate that preparing teachers with augmentative methods may assist them to meet the challenge. Differentiating the curriculum is an augmentative strategy that teachers of full-service schools may use to cater for the individual needs of learners (Shaddock, MacDonald, Hook & Arthur-Kelly, 2009). This strategy is a proactive method that responds to the needs of all learners and may inform the teaching and learning methods (Rief & Heimburge, 2006). The strategy requires considerable teachers' expertise of how to differentiate the curriculum. If teachers of full-service schools could know how to differentiate the curriculum, diverse learners may benefit. In addition to differentiation, Voss and Bufkin (2011) declare that adapted curricula should also be used by teachers to support diverse learners in inclusive classrooms.

In the same way, adapting the curriculum to suit the needs of diverse learners in full-service schools need to be embraced and employed by teachers of full-service schools. Therefore, teachers' capacity in differentiating and adapting the curriculum to suit the educational needs of diverse learners will suggest whether full-service schools are succeeding in the implementation of inclusive education or not. This aspect has also been explored in this study and the findings are presented in Chapter 5 and 6. Furthermore, Tchombe (2016) confirms that learning and teaching devices are also critical in augmenting teaching methods in diverse classes. Inclusive classrooms are believed to be equipped with the required technological devices to assist teaching. Two technologies that appear to be dominant in the inclusive research literature are computer-assisted instruction (CAI) and information-communication technology (ICT) (Afolabi, 2016). The CAI uses computers to conduct lessons, capture learner performances and give feedback about learner progress, while ICTs such as web quests, spread sheets and graphic presentations are recently being used to support instruction (Florian, 2007). Teachers of full-service schools should be able to use these technological devices by ensuring that diverse learners have access and know how to use them.

However, technology should be regarded as a tool to aid teaching and learning and not as a replacement for the teacher (Tchombe, 2016). Therefore, while it is important for teachers in full-service schools to promote the use of technological devices, learners should not depend on these devices to a degree that hinders the

learning process (Nind, Sheehy, Rix & Simmons, 2003). Moreover, the absence of learning devices in full-service schools, especially in rural areas, should also not be seen as a hindrance to the implementation of inclusive education. Instead, other augmentative strategies should be employed at these schools so that diverse learners could benefit. Another augmentative strategy that could benefit diverse learners in full-service schools is known as multi-level instruction.

Multi-level instruction is a strategy that teachers could use to respond to the different levels of learners' learning experiences. This form of instruction allows learners to work at their own level of experience (Väyrynen, 2003). Their different levels of learning emanates from the multiple intelligences theory as founded by Howard Gardner in 1992. Katz, Mirenda and Auerbach (2002) remark that multiple intelligences are in nine different forms: verbal-linguistic, mathematical-logical, musical, visual-spatial, bodily-kinaesthetic, interpersonal, intrapersonal, naturalistic and existential. These different intelligencies demonstrate that learners learn in different ways. Therefore, teachers of full-service schools should know and consider this diversity in order to adjust and modify their teaching to suit diverse learners' needs. Another noticeable practice of the teaching process in an inclusive classroom is the use of the senses while learning. This strategy, known as multi-sensory instruction is another augmentative strategy that could be employed by teachers of full-service schools. Rief and Heimburge (2006) describe multi-sensory instruction as teaching that involves all the senses; that is, seeing, hearing, tasting, touching and smelling.

Teachers of full-service schools should allow learners to use their senses during the learning process using a variety of their different senses. This could be done according to the learners' needs. For example, Makoelle (2014) confirms that, in language teaching, some learners depend primarily on the use of observation while some depends on their thoughts to process information. The information that they have learnt is maintained and consolidated differently using the senses. Teachers' responsibility in these instances should be to create learning opportunities for all learners, despite their different learning needs. To achieve that, teachers of full-service schools should strive to enhance the use of the senses in all lessons that they present.

Therefore, teachers of full-service schools need to be guided and supported in using different strategies so that they are able to support learners with diverse barriers to learning (Gargiulo & Metcalf, 2015). The guidance and support will make them feel confident and ready to implement inclusive education. In the same way, as diverse learners receive the necessary support that they need in their learning, they will start to have confidence in themselves and start participating fully during lesson presentations (Hutchison & Colwell, 2016). Another role that teachers of full-service schools have after presenting lessons is to assess diverse learners' level of understanding. This is done to establish whether diverse learners have benefitted from the learning process.

Heitink, Van der Kleij, Veldkamp, Schildkamp and Kippers (2016) postulate that assessment is an important aspect of identifying the individual learner's abilities. It is a key factor because it also gives teachers of full-service schools an obligation to monitor each learner's learning process and development and report any need for support. Furthermore, Freedman (2015) confirms that, through assessment, the teacher can establish a basis for selecting suitable methods that meet each learner's learning preferences. Assessment can also help teachers of full-service schools to have an insight into individual differences that underpin every learner's learning process.

In addition, Brookfield (2015) posits that assessment allows a teacher to reflect on whether the teaching strategies used are benefiting diverse learners. Moreover, through assessment, the teacher is able to evaluate the inclusive pedagogy used and thereafter, explore other appropriate teaching strategies (Spratt & Florian, 2015). There are different assessment strategies that teachers could use to assess diverse learners in inclusive classrooms. Teachers could allow alternate test response (oral, computer), read test aloud to learners, use alternate forms of evaluation (oral report, group projects, and debate), provide proof-reading checklist and accept print or cursive writing (Lewis, Wheeler & Carter, 2016). Using these strategies may help diverse learners of full-service schools to realise the goals of education like all other learners in different settings. As a result, the goals of the implementation of inclusive education will also be realised.

How learners of full-service schools should be assessed need to be shared and known by all teachers who implement inclusive education. This study explored whether learners are assessed appropriately in full-service schools of Limpopo Province and findings are presented in Chapter 5 and 6. For teachers to be able to employ effective teaching and learning strategies in full-service schools, they need to collaborate with other stakeholders so that good practices could be shared and be made known to all. Sebba and Ainscow (1996) regard collaboration as a method that could enhance the implementation of inclusive education. Collaboration could also be used in full-service schools as a means to learn from each other.

2.4 COLLABORATION IN INCLUSIVE EDUCATION

Collaboration within an inclusive education system entails a sharing community that involves everyone linked to the school: principals, parents, learners, teachers, administrative staff, district officials and SBST members (Nel, Engelbrecht, Nel & Tlale, 2014). There are conditions that should exist for the successful implementation of inclusive education. One such condition is that all professionals who are involved should be conscious and define their specific roles. In full-service schools; teachers, HoDs, principals, SGBs and parents should have a concrete and common understanding of their roles. Whether these individuals in full-service schools have a common understanding of their roles on the implementation of inclusive education has been explored in this study.

Moreover, all stakeholders in education should appreciate and take ownership of the successful implementation of inclusive education. This ownership is best developed through continuous and active cooperation and interaction with HoDs, teachers, learners and parents/guardians (Haug, 2010). This coordinated effort requires complementary roles that eventually enable a holistic input (Sebba & Ainscow, 1996). Full-service schools therefore have a role to source these complementary inputs from other professionals, the society as well as all stakeholders in education for them to succeed in the implementation of inclusive education.

However, full-service schools may face a challenge of initiating, coordinating, facilitating and managing collaboration. In the same way, Haines, Gross, Blue-Banning, Francis and Turnbull (2015) see collaboration as an important prerequisite for implementing inclusive education. It is an important prerequisite because the

expertise, knowledge, experiences and different abilities could be shared and utilised by all stakeholders in education like; teachers, parents, learners and professionals to benefit the implementation of inclusive education in full-service schools. Loreman, Forlin and Sharma (2013) postulate that the foundation of collaboration is communication, which requires a voluntary, mutual and creative decision making process for all involved. Full-service schools therefore need a high level of commitment in negotiating and sourcing collaboration to ensure their sustainability. Their role should be to sustain communities of learning with shared goals. Planning, coordinating and sharing responsibilities becomes the core of their responsibilities (Smith & Leonard, 2005; Murawski & Goodwin, 2014). Collaboration should be used in full-service schools.

2.4.1 Collaboration between teachers

Haines, Gross, Blue-Banning, Francis and Turnbull (2015) advise that teachers have to agree on the content of curriculum they are supposed to teach and how they will ensure that diverse learners benefit out of the curriculum. That will need an element of commitment, mutual respect and cooperation amongst teachers. Teachers of full-service schools have to cooperate for them to learn from each other. As they learn from each other, the level of their confidence in implementing inclusive education will improve (Haug, 2010). This will enable them to acquire new strategies that will benefit diverse learners in their classes. Moreover, Brookfield (2015) has also proven that learners learn better when they collaborate with each other as peers.

2.4.2 Collaboration between learners (peer tutoring)

Scruggs, Mastropieri and Marshak (2012) note that peer tutoring is a system of learning whereby proficient learners assist their less proficient peers with their school work in a mutual academic relationship. It emanates from collaborative team work where learners share tasks (Makoelle, 2014). Again, it has benefits for both the cognitive and affective (socio-emotional) domains of learner development (Meijer, 2003). Miles and Ahuja (2007) also mention that leaners benefit from their peers and invest heavily in building sound human relationships with their fellow learners, family and teachers. I agree with their sentiments, therefore, teachers of full-service schools have a task of teaching learners to work collaboratively.

This could be made possible when teachers of full-service schools could advocate the advantages of peer tutoring in their classs to inculcate the spirit of mutual benefit among learners. Learners should be taught that, as they learn together, they start to appreciate and realise that individual differences they could learn a lot from each other, despite their differences. The element of respect also becomes strengthened when learners work together (Messiou, Ainscow, Echeita, Goldrick, Hope, Paes & Vitorino, 2016). They may start to value one another and happily learn together without any form of prejudice. Whether this atmosphere has been created in full-service schools of Limpopo Province has been explored in the present study. However, how learners behave towards one another in schools mirror what they have been taught at home. Therefore, full-service schools also have to collaborate with parents. This will strengthen parents' sense of ownership for the school.

2.4.3 Collaboration with parents

Parents are the most critical components of the success of the implementation of inclusive education (Department of Education, 2005). They should fully be involved in their children's education. Thomas, Dyment, Moltow and Hay (2016) recommend that before any decision on the education of their child can be made, parents need to be well informed and advised. Therefore, full-service schools have the responsibility of ensuring that parents are involved and given appropriate information, advice and support before major decisions about their children' education can be taken. In addition, full-service schools also have the responsibility to make parents aware that their commitment to the schools determines the success of the implementation of inclusive education, which will result in the academic success of all learners.

Farmer and Lippold (2016) point out that parents are their children's first teachers. And, Horner and McIntosh (2016) postulate that schools expect parents to teach their children how to provide the verbal interaction and build the routines they will need to succeed at school. I argue that, although they are first teachers themselves, they may not be aware of the learning barriers that their children might have. Therefore, collaboration with parents becomes necessary. However, Hampshire, Butera and Bellini (2016) argue that parents may sometimes deny the advise given to them by schools about their child. And, Crozier (2016) confirms that other parents, especially in rural areas do not have much professional knowledge about the type of

support their children need. Therefore, full-service schools have a role of collaborating with parents to explain explicitly the need for the school's suggested intervention for the benefit of the learners. Furthermore, full-service schools should also collaborate with neighbouring schools.

2.4.4 Collaboration with neighbouring schools

Neighbouring schools need to support each other on the implementation of inclusive education (Rajala, Kumpulainen, Hilppö, Paananen, & Lipponen, 2016). Heers, Van Klaveren, Groot and van den Brink (2016) state that full-service schools are resource centres for all other schools. They should be willing to share their expertise and provide leadership on the implementation of inclusive education matters in their various circuits, regions and provinces. This avoids the unnecessary referrals of learners made by schools to full-service schools.

EWP 6 (DoE, 2001) states that all schools in the country should ultimately become inclusive. Another aim of inclusive education is that learners must receive support at the school closest to them (Björn, Aro, Koponen, Fuchs & Fuchs, 2016). Therefore, full-service schools should have programs to support and capacitate neighbouring school on the implementation of inclusive education. Whether these programmes have been established in full-service schools of Limpopo Province has been explored in this study. The findings are presented in detail in Chapter 5 and 6. Collaboration as has been indicated above, is one factors that contributes to the effective implementation of inclusive education.

2.5 OTHER FACTORS TOWARDS THE EFFECTIVE IMPLEMENTATION

As stated above, different factors contribute towards the successful implementation of inclusive education. Stofile (2008) asserts that the success of any public policy depends on various factors. The presence or absence of those factors determines the success or failure of the policy that is being implemented. Biktagirova and Khitryuk (2016) postulate that the success of the implementation of inclusive education relies solely on the type of teachers employed. Teachers employed at full-service schools should have the necessary capacity to implement inclusive education. They have to be able to identify barriers to learning; to support learners in the classroom; to collaborate with other support structures; to determine the levels of

support needed by learners, and they should also be able to adapt the curriculum to meet the needs of diverse learners as outlined in SIAS (2014). Bryant, Bryant, and Smith (2016) suggest that teachers' knowledge of what to do in inclusive classrooms determines the successful implementation of inclusive education. This should be so because diverse learners that teachers are faced with in full-service schools equally have the right to education. They all need quality education to succeed in their learning regardless of the learning barriers they might be experiencing.

Therefore, teachers of full-service schools should have the capacity to ensure that the fundamental right of diverse learners is realised through appropriate support. Biktagirova and Khitryuk (2016) point out that teachers also need on-going support in dealing with certain areas of their day to day engagements for them to be able to support diverse learners. In full-service schools, these areas may include: coping with large class sizes, teaching learners from diverse cultural and linguistic backgrounds, and developmental variations of learners' skills and social problems. In addition to the calibre of teachers employed, Zee and Koomen (2016) see having a qualification in inclusive education as a prerequisite for the effective implementation of inclusive education. In this regard, I argue that, although a qualification in inclusive education is needed, the type of that qualification determines the success of the implementation in full-service schools.

2.5.1 An inclusive education qualification

Different universities have different approaches on how inclusive education is catered for in initial teacher education in South Africa (Ogunniyi & Mushayikwa, 2015). Some universities offer inclusive education as a part module that is embedded in other disciplines (Engelbrecht, 2013). An assumption is that the course in inclusive education can provide teachers with the capacity needed to implement inclusive education effectively.

However, research reveal that, even after having done inclusive education as a module or at post-graduate level, teachers still feel that they do not have the capacity to teach a diverse class (Agbenyega, 2011; Engelbrecht, 2013). They are not able to meet the academic needs of diverse learners. To augment their qualifications, Schumm, Vaughn and Sobel (1997) suggest that teachers need continuous development on the implementation of inclusive education. The continuous

development may be in the form of school-based workshops, observing other teachers, mentoring programmes, collaborative teaching and learning new teaching methods (Spratt & Florian, 2015). These support interventions will revive what they were taught during teacher education. Again, teachers will also be kept up to date about the developments that are being made on inclusive education so that they could improve on their practices (Makoelle, 2014).

However, Walton, Nel, Muller and Lebeloane (2014) argue that a one or two-day staff development programme is not enough to give teachers the capacity they need to implement inclusive education. I do agree, but, a sustainable intervention could help them to improve. In addition, an intensive teacher programmes could improve teachers' teaching strategies (Lyons, Thompson, & Timmons, 2016). Freedman (2015) confirms that teachers want the satisfaction of knowing that they meet the educational and social needs of diverse learners. It could be achieved if teachers are qualified in inclusive education. Nonetheless, Florian and Black-Hawkins (2011) argue that teachers craft knowledge contributes to the successful implementation of inclusive education. By their craft knowledge, the researchers mean that teachers experience in teaching diverse learners led them to thinking and knowing other strategies that successfully benefit diverse learners in their classes.

Although teachers craft knowledge in inclusive education is paramount, the qualification in inclusive education is equally perceived as essential. Mckenzie (2016) maintains that being qualified in a particular area gives one the confidence and assurance to perform in that area. An assurance that they are doing the right thing, through applying different theories that attest to their practices, may make them feel comfortable with the teaching methods that they employ. Moreover, the acquired knowledge, skills, values and attitudes may put a demand on them to be organised, establish routines and be adaptable to the ever-changing factors and conditions in diverse classrooms (Klein & Knight, 2005). As a result, a qualification in inclusive education is essential.

Furthermore, Murawski and Goodwin (2014) postulate that during initial teacher education in inclusive education, teachers are taught to involve parents, community partnerships and collaboration. This lessens the responsibilities that teachers have because after qualifying, they will be able to source an appropriate support

timeously. In addition to their qualification, management support is also crucial (Makoelle, 2014). Teachers of full-service schools should know how to work with the school management to improve the implementation of inclusive education. In the same way, the school management should also know how to support the implementation of inclusive education in their respective schools. The various capacities needed by the management of full-service schools to be able to support the implementation of inclusive education are presented in the next paragraphs.

2.5.2 Management capacity

Teacher's capacity can be compromised if the management of the school does not have capacity to implement inclusive education themselves (Osher, Kidron, DeCandia, Kendziora, & Weissberg, 2016). This means that the capacity of the management determines the success of the implementation of inclusive education in full-service schools. It is upon the management of the school to ensure that, on an operational level, systems are put in place for full-service schools to implement inclusive education effectively. Their commitment and expertise, coupled with their ability to seek for appropriate resources, could result in the effective implementation of inclusive education.

Athough Stofile (2008) argues that the management capacity to function depends on the policies of the country, represented by national systems, public governance, social norms, values and practices, the management of full-service schools should have clear goals of what they want to achieve on the implementation of inclusive education. Teachers should feel that they are being supported and their initiatives are being valued by the management of the school. Valli, Stefanski, and Jacobson (2016) suggest that the school management should make initiatives to source capacities that will help teachers to implement inclusive education effectively. This will motivate teachers to go an extra mile in ensuring that they cater for diverse learners, including learners with diverse learning needs. Moreover, the school management should arrange on-going school based support programmes like the inclusive education school based workshops.

In addition, Messiou, Ainscow, Echeita, Goldrick, Hope, Paes and Vitorino (2016) postulate that the school management support in inclusive education should enable

teachers to work collaboratively. To strengthen the collaboration, the school management should also be willing and able to influence other stakeholders in education to support the implementation of inclusive education in full-service schools. They should initiate programmes to network with parents, community members, other professionals, NGOs and different departments. The school management in full-service schools should also provide opportunities for teachers to initiate other programmes that could benefit the implementation of inclusive education.

As indicated above, the successful implementation of inclusive education in full-service schools also depend on the ability of the management to network. The Department of Basic Education (2010) confirms that different government departments, directorates within the Department of Education, schools and communities, teachers and parents, teachers and teachers, businesses and non-governmental organisations should work together for the successful implementation of inclusive education. It is the responsibility of the management of full-service schools to initiate and strengthen the networks. They should put systems in place to ensure that all stakeholders as indicated above are able to contribute to full-service schools.

On the other hand, Dyson (2008) states that capacities could be compromised by factors that negatively affect full-service schools to perform beyond measure. Those factors serve as barriers that hinder full-servce schools to implement inclusive education effectively.

2.6 BARRIERS TO INCLUSIVE EDUCATION

Clough and Corbett (2000) note that there are different aspects that are seen as barriers to the implementation of inclusive education. Firstly, Shaddock, MacDonald, Hook and Arthur-Kelly (2009) concluded that, in Australia barriers perceived include: lack of time, inadequate training and resources, lack of school support, compromising the learning of others, drawing negative attention to learner's differences and failing to prepare learners for the real world. Failing to take these features into account may also serve as a barrier towards the effective implementation of inclusive education in full-service schools of Limpopo Province.

Secondly, the attitude of society also continues to create significant barriers to inclusive education (Forlin, Loreman, Sharma & Earle, 2009). The society should have a positive attitude towards the implementation of inclusive education so that they are ready to support programmes that are being initiated in full-service schools. Savolainen, Engelbrecht, Nel and Malinen (2012) indicate that many nations consist of diverse cultures and ethnic groups with diverse understandings of inclusive education. As a result, different perspectives of inclusive education become influenced by the way any given society, culture and ethnic group sees it and therefore, the implementation of inclusive education may vary enormously between these societies, cultures and ethnic groups.

Thirdly, the school improvement approach which emphasises the way the school is organised could also act as a barrier to the implementation of inclusive education in full-service schools. For example, Ainscow and Sandill (2010) state that there is a growing tendency to focus on pass rates, apparently in the interests of raising standards, and to exclude learners whose performance is perceived to be weak. In this instance, teachers end up focusing on their schools' pass rate by concentrating on the highly intellectually gifted learners while others are being ignored. In addition, Barnes (2016) and Walmsley (2001) attest to this by postulate thating that learners who have physical or psychological disabilities become deliberately excluded in classrooms. This discrimination becomes a barrier to their learning and it compromises the goals of inclusive education.

Furthermore, Cousins and DeLuca (2016) postulate that the pedagogical approach whose basis emanates from the medical deficit model also acts as a barrier to the implementation of inclusive education. The medical model believes that teaching and learning are designed to address the learners' medically diagnosed shortcomings. According to this approach, the learner is hypothetically seen to have a handicap which hampers effective learning and this becomes another barrier to the implementation of inclusive education in full-serice schools.

Lastly, the socio-ecological approach which developed as a critical response to the medical deficit model should be considered for the effective implementation of inclusive education (Ainscow & Sandill, 2010). Nel, Engelbrecht, Nel and Tlale (2014) postulate that this approach sees the learner's social context as being at the

central of accepting diversity and allowing his or her participation regardless of individual differences and this also acts as a barrier to the effective implementation of inclusive education in full-service schools.

2.6.1 Context of implementation

Stofile (2008) asserts that the context in which policies are being implemented plays a major role in the successful implementation of any policy. This explains that the success of a policy in one context does not guarantee its success in another context. Makoelle (2014) posits that the successful implementation of a policy is dependent on the socio-cultural, socio-economic and socio-political conditions. Regarding the socio-cultural factor; Stofile (2008) mentions that in some cultures, women are not involved in the education of their children because of their low level of self-esteem due to lack of knowledge and ability in educational matters. This may serves as a barrier towards the implementation of inclusive education.

It may serve as a barrier because if women are not involved in matters of their children' s education, basic informal education taught at home by women which could benefit full-service schools become compromised. EWP 6 (DoE, 2001) highlight parents as key role players in inclusive education. Therefore, the absence of women in some societies could negatively affect the implementation of inclusive education in full-service schools. This is so, especially because most women run their families as single parents. Also, in some cultures, learners with disabilities are regarded as a family curse (Mattsson, 2013). As a result, families with such children choose to keep them at home rather than sending them to schools, especially to the mainstream schools. This robs the learners the basic education that all are entitled to.

With regard to the socio-economic factors, Schweiger and Graf (2016) postulate that poverty and development constraints also contribute negatively to the implementation of inclusive education in full-service schools. These constraints may serve as barriers to the effective implementation of inclusive education in full-service schools, especially Limpopo Province because of its rural nature. Moreover, socio-political factors may also serve as barriers to the effective implementation of inclusive education in full-service schools. Stofile (2008) confirms that practices are sometimes fiercely affected by the change in the management of schools. This

change may affect full-service schools of their privilege to advance the implementation of inclusive education.

Furthermore, the curriculum may also act as a barrier towards the implementation of inclusive education in full-service schools (Tshifura, 2013). UNESCO, (2004) and the EWP 6 (DoE, 2001) see the curriculum as a key issue and a critical input when working with schools and teachers in addressing the diverse needs of learners. It is seen as a key issue and a critical input because diverse learners want to benefit from the content. Therefore, teachers of full-service schools have the responsibility of familiarising themselves with aspects of the curriculum as they implement inclusive education. The figure below illustrates three aspects of the curriculum that could serve as a guideline to teachers as they implement inclusive education in full-service schools.

What is taught	How it is taught	How it is assessed
	- Teaching and learning strategies	
	- Teaching and learning materials	
	- Pace of teaching	
	- Language of instruction	

Table 2.1: Aspects of the curriculum (Adapted from EWP6,2001)

The three aspects should form the core of curriculum delivery because every classroom in Limpopo Province is characterised by a diverse learner population. The curriculum is therefore a critical variable for the effective implementation of inclusive education that could serve as a barrier to learning if it not appropriately implemented. However, teachers should also consider the issue of a flexible curriculum by being able differentiate the curriculum in a way that will enable diverse learners to benefit from the learning process as they implement the curriculum.

The National Commission on Special Needs in Education and Training and National Committee on Education Support Services Report (Department of Education, 1997) confirms that the curriculum needs to be accessible and responsive to the needs of all learners in an inclusive education and training system. Teachers of full-service

schools should take note that adaptations to the curriculum ensures the effective implementation of inclusive education. As a result, some level of expertise and commitment on their part becomes crucial (Silver, 2016). This will depend on their willingness to employ a variety of teaching strategies that enable diverse learners to benefit.

2.6.2 Teachers' attitudes towards inclusive education

Hopkins (2015) states that the education system can provide good policy, education support, resources and build the capacity of participants to implement the policy, but if attitudes have not changed, the implementation will fail. Similary, Van Reusen, Shoho and Barker (2000) suggest that the success of any policy implementation depends on two factors; capacity and will. They argue that training can be offered, consultants can be hired and funds can be made available, but if there is no willingness on the part of the implementers, that will serve as a barrier and the implementation will not be successful. Research also shows that the success of the implementation of inclusive education is dependent on teachers' attitudes (Al Neyadi, 2015). Forlin (2010) adds by regarding attitudes and beliefs of the school staff, students, parents and the local community as variables that impact on the school's effectiveness in implementing inclusive education. Their readiness in supporting full-service schools will determine the successful implementation of inclusive education.

In addition, the attitude of the school management is also a key factor to the successful implementation of inclusive education in full-service schools. The school management directly influence resources allocation, staffing, structures, information flows and the operating processes that determine what shall and shall not be done by the organisation (Hipp & Huffman, 2000; Praisner, 2003). Praisner (2003) further states that the school management demonstrate their beliefs and priorities by how they make and honour commitments; what they postulate that in formal and informal settings; what they express interest in and what questions they ask.

However, Olson (2015) asserts that the concept of attitude is a generally complex phenomenon. In an organisation like a school, it is not easy to determine whether stakeholders' attitudes are positive or not because it is difficult to observe attitude directly. One can only deduce people's attitudes from their viewpoints and from what they do (Avramidis, Bayliss & Burden, 2002). As a result, this study explored

feelings, beliefs and intended behaviours of school teachers and HoDs through listening to their verbal statements of their attitudes towards the implementation of inclusive education. Again, emotional reactions of what participants feel when dealing with diverse learners in their classrooms were also observed in this study. The findings have been presented in Chapters 5 and 6. Apart from the barriers that have been presented in this study, extensive literature has proven that different countries experience the implementation of inclusive education differently.

2.7 THE IMPLEMENTATION OF INCLUSIVE EDUCATION INTERNATIONALLY

Pearpoint (1992) states that countries with strong track records of implementing inclusive education, such as the New Zealand, United States and Australia, have developed models of implementation. Some of the research-based frameworks that have been initiated in these countries include the Universal Design Learning (UDL) developed in New Zealand which helps teachers to explore how hidden barriers to learning can be identified and minimised. The framework also helps to plan learning that meets the diverse and variable needs of all learners including those with ADHD, ASD, Down Syndrome, Dyslexia, Dyspraxia, Deaf and Hard of Hearing, Low vision, Speech, Language and Communication as barriers to learning (Florian, 2012). Technologies are also used in classrooms to stimulate motivation and sustained enthusiasm (Felix, Mena, Ostos & Maestre, 2016). The technologies have also been reported to benefit diverse learners in the country. These technologies could also assist full-service schools with the effective implementation of inclusive education.

Another model of inclusive education implementation has been developed in the United States of America. The model is called the framework of participation. The key focus areas of the framework of participation include access (being there), collaboration (learning and working together), achievement (supporting everyone's learning) and diversity (recognising and accepting differences). The main purpose of this framework is to provide teachers with a manageable structure for collecting evidence about their existing classroom practices to inform their future actions and decision making (Messiou, Ainscow, Echeita, Goldrick, Hope, Paes & Vitorino, 2016).

How teachers implement inclusive education in their classrooms in Australia include differentiating or introducing alternative curricula, the application of universal design,

and the use of technologies (Bourke & Carrington, 2007). It also includes individual planning through Individualised Education Plans (IEP) and a focus on quality teaching for all learners. Researchers in the country have shown how a wide range of adjustments to school cultures, organisational practices and teacher behaviour accelerates inclusive practice in the country. Shaddock, MacDonald, Hook and Arther-Kelly (2009) postulate that teachers in Australia are provided with the appropriate support, collaboration, planning and feedback to ensure that they are able to apply good practices of inclusive education. As a result, teachers in the country are able to implement inclusive education. Learning these best practices could also benefit the implementation of inclusive education in full-service schools of South Africa.

Furthermore, education departments in various Australian regions have introduced alternative curricula or resources to assist learners with disabilities to achieve outcomes appropriate to their future environments. The rapid increase in available technologies (both assistive and instructive) has provided teachers with resources to support learners with disabilities in the mainstream classroom (Bryant, Bryant & Smith, 2016). These assistive technologies used allow learners with disabilities to access physical environments, be mobile, communicate effectively, access computers and enhance functional skills that may be difficult without the technology (Dalton, Mckenzie & Kahonde, 2012). Moreover, the increase in iPads and other mobile learning technologies in classrooms have been cited as improving learners' productivity, creativity and engagement while allowing for differentiated, explicit and individualised instruction (Tchombe, 2016). As a result, diverse learners benefit from these interventions.

In Canada, diverse learners attend and are welcomed by their neighbourhood and put in regular classes where they are being supported by teachers to learn (Katz, 2015). These learners contribute and participate in all aspects of the school life. Schools, classrooms, programs and activities are developed and designed in a way that enables all learners to learn together. As a result, diverse learners learn, play and grow together.In addition, in Denmark, the proportion of learners with disabilities, who are included, varies by place and the type of disability. It is relatively common for students with milder disabilities and less common with certain kinds of severe

disabilities (Sprutt & Florian, 2015). 99 % of learners with learning disabilities like dyslexia are placed in general education classroom and are being supported by teachers. Learners that are most commonly included are those with physical disabilities that have no effect on their academic work like diabetes mellitus, epilepsy, food allergies, paralysis and those with all types of mild disabilities (Naraian, 2016). These barriers to learning have also been explored in the current study and findings are presented in Chapter 5.

Zimbabwe, a signatory to Salamanca, presents positive gains of inclusive education observed as major improvements in the implementation. However, lack of resources is painted as a significant barrier in the country (Chireshe, 2013). As a result, the study by Dube (2015) recommended that more resources on inclusive education need to be made available in the country. Another research conducted in the country by Chitiyo, Odongo, Itimu-Phiri, Muwana and Lipemba (2015) on the implementation of inclusive education recommended that more teachers need to be trained on the implementation of inclusive education in the country. The study also recommended that more community awareness programmes on inclusive education have to be conducted. Therefore, although positive gains on the implementation of inclusive education have been reported, the country still has some spade work to do towards the effective implementation of inclusive education in schools (Chireshe, 2013). Studies conducted in South Africa (de Jager, 2013 & Engelbrecht, 2013) also recommended that teachers need to be trained on the implementation of inclusive education.

In Uganda, a survey was conducted a survey was conducted by Estevez, Janowski and Lopez (2016) at Hill Preparatory School in Kampala a suburb of Naguru. The school has been implementing inclusive education for twenty-five years. The school had trained educators that support diverse learners. They had facilities like ramps, computers, and vocational training equipment like sewing machines. Classes had small numbers of twenty children where with every four regular children there was a special needs child. The findings from participants showed positive gains of the implementation of inclusive education in the country. Amongst others were that youngsters with disabilities learned a lot from regular ones and regular ones learned a lot from those with disabilities.

In Tanzania, most learners who have physical disabilities, who experience epileptic seizures, who have visual impairements and those who have hearing impairements dropped out of the school system because of the numerous encounters that they had to face. There was an acute shortage of teaching and learning resources to cater for learning disability in inclusive settings (Tuomi, Lehtomäki & Matonya, 2015). Teachers lacked the essential training and qualifications required to handle students with learning disabilities. Recommendations were made in the study conducted by Mungai (2015) to the ministry of education that, workshops and conferences for teachers in public schools should be conducted. The current study explored whether teachers of full-service schools are being supported with their implementation of inclusive education in their classes. In Nigeria, schools lacked trained education personnel, specialised material and architecturally friendly buildings, and inclusive education is associated with a greater tolerance on the part of teachers (Ajuwon, 2012). Despite the challenges that they are facing in the implementation of inclusive education, teachers ensure that diverse learners are being supported in their classes.

In Ethopia, a study conducted by Dagnew (2013) revealed different factors that impede the implementation of inclusive education like inexperienced teachers, lack of in-service training and lack of collaboration among teachers. The study suggests that the policy on inclusive education should be reviewed regularly. Again, it suggests that diverse and specialised professional development options that allow teachers to gain experience must be produced. Lastly, it suggests that in-service training should be on-going and that collaboration among teachers should be encouraged because collaboration has the potential to promote greater confidence, competence and professional relationship. Therefore, just like in many other countries, the implementation of inclusive education in this country is still work in progress. As a result, full-service schools were considered as institutions were inclusive education could be implemented and its advancement be easily monitored. However, different countries used the concept of full-service school differently.

2.7.1 International perspectives of full-service schools

In the United States, full-service schools are referred to as full-service community schools. Dryfoos (1995) states that policymakers considered full-service schools as

sites for intervention in the late 1970s and early 1980s after experiencing various challenges in the country. Challenges included, teenage pregnancy, substance abuse, access of certain groups of children to medical care, and mental health. The reasons advanced were that a high proportion of children, young people even a significant number of those considered to be high-risk youth could be contacted and worked with in schools (Momeni, 2015). Schools were seen as places where the prevention, treatment and support services that children, young people and, on occasions, families and communities need to succeed, could be provided.

These full-service schools are based on partnerships between a school and its community where academics, youth development groups, family support, health and social services, and community development agencies are intergraded (Sanders, 2015). They emerged as community centres, a one-stop centre to meet diverse needs and to achieve the best possible outcomes for each child. The full-service schools' goal was to support diverse learners learn and succeed, reinforce families and communities, offer amenities such as sports facilities and support to address the needs of diverse learners and form bridges amongst schools, families and communities. Their mandate was not only to promote academic excellence, but they also to provide health, mental health, and social services on the school campus (McCart, Sailor, Bezdek, & Satter, 2014).

Furthermore, the Florida Department of Education indicated that a full-service school integrates education, medical, social and human services that are beneficial to meeting the needs of children and youth and their families on school grounds or in locations which are easily accessible. The primary model put forward in by Dryfoos (1995) was that space should be set aside in a school building so that school-based health and social services could be brought in by outside community agencies in conjunction with the school personnel. Full-service schools provided the types of prevention, treatment, and support services that children and families need to succeed (Franklin, Harris & Allen-Meares, 2013). Again, high quality and comprehensive services were built on interagency partnerships from cooperative endeavours to intensify collaborative arrangements among the state, public and private entities.

An important feature of full-service schools in the USA is that the programmes and services they provide are often determined by the needs of the local community through broad-based collaboration of schools, public and private agencies, parents and other members of the community (Ainscow, Dyson, Goldrick & West, 2012). The implementation of inclusive education include a range of on-site and referral services for learners and a concern for quality education for all (Kronick, 2014). Inclusive education programs are no longer seen as add-ons but have been integrated into the curriculum. Lawson and van Veen (2016) state that the first, experimental full-service schools have evolved into highly successful full-service community schools in the country. This means that the schools were seen as succeeding in the implementation of inclusive education.

In addition, Sammons, Power, Elliot, Robertson, Campbell and Whitty (2003) list benefits of full-service schools which include: improved attendance rates, improved early intervention and early warning action and better attainment in examinations of learners who have disabilities. Again, benefits included improved employment prospects, less drug abuse, fewer teenage pregnancies, reduction in crime and violence in the community. Schargel and Smink (2014) indicate that after the introduction of full-service schools in the country, young people have been drawn back into the school system and agencies work more closely with schools. Moreover, more productive partnerships between schools, parents and the wider community were proven. Other benefits included the provision of expert services in schools and, more efficient use of resources and parental alienation towards schools and mistrust of parents towards schools and teachers were reduced.

The interventions stated above brought a positive impact on the well-being of diverse learners, both socially and academically in USA. Therefore, the question that lingers is whether South Africa has been able to adopt the model of full-service schools, and align it to suit the South African context by making interventions that are specific and could work in the country.

2.8 THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN SOUTH AFRICA

Just like many other countries, South Africa adopted the policy on inclusive education. This was in response to the Salamanca Statement, that pledged international commitment to inclusive education and an appeal to all governments to adopt as a matter of law or policy the principle of inclusive education EWP 6 (DoE, 2001). Strategies to drive the implementation were adopted in the country, for example:

2.8.1 Policy on Screening, Identification, Assessment and Support (SIAS: Department of Basic Education, 2014)

This is the policy that has been adopted by the Department of Basic Education in South Africa to drive the implementation of inclusive education policies. In summary, the policy has two major components, elaborated in two sets of guidelines:

2.8.1.1 Early identification and support

Firstly, the policy provides guidelines on early identification and support, the determination of nature and level of support needed by learners and, the identification of the best learning sites for support. It has paper obligations that require teachers to fill for each and every learner at school called the Individual Support Plan (ISP). This puts the responsibility on teachers to be able to track the progress that individual learners are making out of the support they are offering. Teachers, should be able to intervene immediately whenever the learner needs additional support and fill in the necessary documents.

However, the paperwork was reported to be a challenge to teachers (Skaalvik & Skaalvik, 2015). Providing teachers with the appropriate guidance of how to balance the paper work demands stipulated in the policy with their day-to-day classroom responsibilities becomes crucial.

2.8.1.2 The central role of teachers and parents

Secondly, the policy provides guidelines on the central role of parents and teachers in implementing the policy. This also has demands for the teacher to keep close contact with parents. Bacon and Causton-Theoharis (2013) state that teachers have

to note every discussion they hold with parents and make constant follow-ups whenever necessary to fast-track the support needed by diverse learners.

Engelbrecht (2013) posits that it may be a challenge to some teachers to locate other parents due to the following reasons: some parents do not stay with their children, others work far and they may only be coming home during weekends or month ends, others have divorced and their children are staying with grandparents who are very old and cannot not go to these schools when invited, others have died and the children are staying alone, parents who simply do not co-operate with teachers while others are on denial that their children need some form of support. This ordeal may put teachers of full-service schools in a state where they become compelled to apply contingency measures that will help learners by themselves (Mitchell, 2014).

To assist wih the implementation of inclusive education, Department of Basic Education (2011) provide guidelines for responding to learner diversity in the classroom. That has been made available in CAPS which provide practical guidelines for school managers and teachers on how to plan and teach to meet the needs of diverse learners. The guideline starts by stating the importance of why curriculum needs to be adapted, how it should be differentiated and how lessons could be structured. Sample of lesson plans have been provided as guidelines to teachers. Sample lesson preparations have also been provided in the CAPS documents.

Another component that is needed in full-service schools for the effective implementation of inclusive education is the school governing body (SGB). As parent representatives, the SGBs are responsible for the governance of schools (South African Schools Act, 1996). They have the responsibility of ensuring that the admission policy of the school accommodates diversity and also ensures that the school's infrastructure is able to cater for diversity. Their efforts always ensure the smooth running of the implementation of inclusive education in full-service schools. Moreover, their roles include influencing decisions taken by the community because they come from different clusters of the community. Therefore, they should work closely with full-service schools to advise each other on the type of services that

schools need (Elphick, De SasKropiwnicki & Elphick, 2016). This will ensure the effective implementation of inclusive education.

Furthermore, the School-Based Support Teams (SBSTs) and the District-Based Support Teams (DBSTs) are the teams which are established to support the implementation of inclusive education in the country. These are the two support structures that are crucial for the success of the implementation of inclusive education in full-service schools EWP 6 (DoE, 2001). Their primary role is to put coordinated support services in place for the successful implementation of inclusive education (Lyons, Thompson, & Timmons, 2016). In order to realise the goals of inclusive education, SBSTs should ensure that full-service schools are able cater for the needs of diverse learners. Department of Education (2001) postulate that SBSTs should ensure that schools change their principles, cultures and practices by adopting best practices that accommodate diversity. Therefore, they have the responsibility to bring the implementation of inclusive inclusive education in full-service schools as close as possible to the national intention of an inclusive system which aims at giving learners equal and quality education.

In the same way, the DBSTs have been established to support the institutional developments (Villa & Thousand, 2016). They should do that through various forms of interventions like managing inclusive education in the districts, organising interventions that require skilled personnel like the training of teachers by a specialist based at the district office, special school or resource centre. The DBSTs also have the responsibility of ensuring that full-service schools receive physical, material and human resources (Department of Basic Education, 2010). Furthermore, teacher aiders are assistant teachers who should be appointed in full-service schools to support the teachers with their day-to-day activities of implementing inclusive education (EWP6, 2001). Their main task is to assist teachers in identifying barriers to learning of individual learners in the classroom. Again, they assist in advocating the inclusion of learners, implement programmes to address barriers to learning, assist in evaluating the effectiveness of programmes and also assist with assessing learner performance (Watkinson, 2014). However, teachers of ful-service schools remain with the responsibility of executing their mandated tasks and not shift their responsibility to the teacher aiders.

The different specialist services are also regarded as key to the effective implementation of inclusive education in full-service schools. These specialised services are the support structures that respond professionally to a range of organisational, individual and family needs (Walton, Nel, Muller & Lebeloane, 2014). They should be co-ordinated both within and between different sectors (education, health, social services and teams of support personnel). Their role is to support in the best way possible successful transitions of all learners between different phases of their lifelong learning (early childhood development, primary, secondary and tertiary education). Such support structures employ an inter-disciplinary method that integrates the knowledge and perspectives of different areas of professional expertise in order to consider learners' needs holistically (McCart, Sailor, Bezdek & Satter, 2014). To realise that goal of the implementation of inclusive education, the different specialist services should play their role in full-service schools.

Organisations also have an essential role in translating and implementing policy that promotes quality in the implementation of inclusive education (Dyson, 2008). In addition, Ainscow, Dyson, Goldrick and West (2016) postulate that different organisations should know and perform their duties and responsibilities to ensure the effective implementation of inclusive education. Different provincial government departments should provide proper infrastructure and support to full-service schools. Municipalities should provide basic services in full-service schools while non-govermental organisations (NGOs) could provide training and support of their different specialised capacities.

Therefore, different organsations should include how they will support full-service schools on the implementation of inclusive education in their policies. As a result, the implementation of inclusive education will become everyone's responsibility and ts goals could be realised. The extent of organisational involvement on the implementation of inclusive education in full-service schools of Limpopo Province has been explored and the findings are presented in Chapter 5 and 6. As stated earlier in the Chapter, the concept of full-service schools is not a South African concept, it emanates from developed countries and the concept has been adopted in the country.

2.8.1.3 National perspectives of full-service schools

In South Africa, full-service schools have been introduced to provide quality education to all learners without discriminating against anyone. EWP 6 (DOE, 2001) describes these schools as schools that will be equipped and supported to provide for the full range of learning needs among all learners. Furthermore, these schools strive to achieve access, equity, quality and social justice in education by providing educational support to diverse learners, especially to learners who experience barriers to learning (Department of Basic Education, 2010). In addition to their ordinary learner population, they should become accessible to learners who experience barriers to learning and provide them with the necessary support.

Engelbrecht, Nel, Smit and van Deventer (2015) postulate that in the initial inclusive education implementation stages, full-service schools should be models of institutional change, which reflect effective inclusive cultures, policies and practices. Their special emphasis should be development of flexibility in teaching and learning and the provision of support to learners and teachers. Whether full-service schools of Limpopo Province mirror such features has been explored in this study and findings are presented in Chapters 5 and 6. Notwithstanding the fact that, the Department of Education (2002) anticipated that full-service schools will experience many challenges in realising the implementation of inclusive education. This is so because these schools were initially mainstream schools that were considered to be unable to cater for learners experiencing barriers to learning. The same mainstream schools were transformed to become full-service schools. In addition, the same teachers who taught in the same mainstream schools continued teaching in their respective schools which were transformed into full-service schools. As a result, adjustments that have been made in these schools to enable them to cater for diverse learners have been explored in the study to see their level of readiness in implementing inclusive education.

Guidelines provided list the principles for full-service schools in the country. The principles include: celebrating diversity through recognising potential, increasing participation, overcoming and reducing barriers and, removing stigmatisation and labelling. More principles include adopting a holistic, flexible and accommodative approach as well as reaching out to various stakeholders around the school

(Department of Basic Education, 2010). Furthermore, the principles state that full-service schools should address prejudice and all forms of discrimination by developing awareness raising activities and programmes to build respect among all role players.

The principles serve as yardsticks to measure full-service schools' level of readiness in implementing inclusive education. This therefore gives full-service schools a formidable task of ensuring that the implementation of inclusive education continues as suggested in the guidelines.

2.8.1.4 Local perspectives of full-service schools

After the introduction of the Education White Paper 6 in 2001, a directorate for inclusive education was established in Limpopo Province in 2005 (Xitlhabana, 2008). Just like in other provinces of South Africa, a number of schools were then declared as full-service school in the province. Kgothule (2013) asserts that since the move towards decentralised education systems in South Africa was in the limelight in 1994, when the country became a democracy, the provincial education systems in Limpopo Province did not consider how to implement inclusive education. Officials of the inclusive education directorate were only put at head office then; none were put at district and circuit levels (Xitlhabana, 2008). Therefore, school teachers were not able to access the information about inclusive education timeously. This was so because the head office does not liaise with schools directly; it has to go via the districts, then to the circuits before reaching the schools. As a result, the implementation of inclusive education in full-service schools might have also been affected by the practice (Kgothule, 2013).

In addition, Kgothule (2013) asserts that full-service schools in Limpopo Province are affected by lack of visits by circuit managers to conduct monitoring and support on the implementation of inclusive education. In addition, (Xitlhabana, 2008) state that there are no regular workshops on inclusive education for teachers and that education specialists in the province are seldom seen in full-service schools, but are concentrated at regional and head offices. Therefore, teachers' training on the implementation of inclusive education becomes crucial (Engelbrecht, 2013).

Sharma, Forlin and Loreman (2007) postulate that teachers trained to implement effective teaching practices in inclusive education raise student achievement more than untrained teachers. However, Tshifura (2012) confirms that in Limpopo Province, principals and teachers have not been trained on the implementation of inclusive education. Moreover, provincial and district officials appointed to roll-out inclusive education did not have the capacity themselves, and the type of training they offerred to teachers was chaotic and confusing (Xitlhabana, 2008).

Furthermore,Tshifura (2012) cautions that lack of teacher support, inadequate leadership skills among principals and overcrowded classrooms, are also stumbling blocks for the successful implementation of inclusive education. Overcrowded classrooms in full-service schools of Limpopo Province were also found to be the common and major barrier of the implementation of inclusive education in the province (Kgothule, 2013). The Department of Education (2002) confirms that the teacher/learner ratio could pose a barrier to inclusion as big classes may prevent learners who experience barriers to learning from working effectively with other learners. Engelbrecht (2013) also emphasises that overcrowding and unfavourable teacher/learner ratios place enormous stress on the teachers. Whether overcrowding is still being experienced in full-service schools of Limpopo Province has been explored in the current study and findings are presented in Chapter 5 and 6.

In addition, another study has been conducted in Limpopo, Free State and Mpumalanga by Maguvhe (2014) on the implementation of inclusive education. Again, the study found that, senior provincial and district officials lacked skills to train and support teachers on the implementation of inclusive education in Limpopo Province. The study also indicated that the expected change for the better has become a night mare in Limpopo Province. Therefore, a need for massive teacher development was recommended by the study

In contrary to the findings, I rather suggest that, if all stakeholders could play their part to support full-service schools on the implementation of inclusive education, teachers will be ready to implement inclusive education (Motitswe, 2014). It is a fact that Limpopo Province, as a rural province, does not have sufficient resources to enable teachers to implement inclusive education effectively (Kgothule, 2013). However, measures could be put in place to ensure that full-service schools become

ready to implement inclusive education as suggested by UNESCO. UNESCO (2005) indicated that in countries where resources are scarce like in Zimbabwe and Uganda, some cost-effective measures have been identified for the effective implementation of inclusive education.

The cost effective measures include: utilising a trainer-of-trainer model for professional development, linking university students in pre-service training institutions with schools, converting special needs schools into resource centres to provide expertise and support to clusters of mainstream schools, building capacity of parents and linking with community resources, utilising students themselves in peer programmes and ensuring that there is effective individualised support to maximise social, emotional and academic progress that is consistent with the goals of inclusion. Improvisations stated above could be made with the limited resources available to take the implementation of inclusive education in full-service schools of the province to the next level.

Furthermore, in Limpopo Province, how teachers prepare their lessons and the type of teaching strategies they employ in their classes remains unknown due to lack of research. The state of infra-stuctural provisions to accommodate diversity in full-service schools also remains unknown due, also, to lack of research. In addition, lack of continuous teachers' professional development on inclusive education in the province further aggravates the situation (Maguvhe, 2014). Therefore, an initiative was undertaken in this study to explore the level of readiness of full-service schools in implementing inclusive education in the province.

2.9 CONCLUSION

This chapter presented the narrative descriptions of inclusive education practices. The variables that are critical to ensure full-service schools' readiness in implementing inclusive education were also outlined. The next chapter presents the theoretical framework that was adopted by the study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In this chapter, the theory of readiness by Scaccia, Cook, Lamont, Wandersman, Castlellow, Katz and Beidas (2015) is used to explore full-service schools' level of readiness in implementing inclusive education in Limpopo Province. To do so, I firstly describe the basic tenets of readiness. Secondly, I state components and their sub-components of the readiness theory. Lastly, I demonstrate how the theory of readiness was used to understand full-service schools' level of readiness in implementing inclusive education in Limpopo Province.

3.2 BASIC TENETS OF READINESS

Readiness is perceived as a way of determining whether or not an organisation is capable of putting a particular innovation into practice (Flaspohler, Duffy, Wandersman, Stilman & Maras, 2008). Furthermore, literature has proven that readiness is an essential part of successfully implementing an innovation (Lehman, Greener & Simpson, 2002; Weiner, Amick & Lee, 2008). In addition, Scaccia et al. (2015) posit that readiness is a construct that encompasses the conditions that are necessary to ensure quality implementation through the entirety of the innovation lifespan like: exploration, preparation, implementation and sustenance.These necessary conditions have a direct impact on the successful implementation of an innovation.

However, there has been little agreement among researchers about what constitutes readiness as a construct or how to best measure an organisation's readiness for an innovation (Rafferty, Jimmieson & Armenakis, 2013; Weiner, 2009). This disparity has been made beyond the consensus that readiness is an important factor in the successful implementation of an innovation. In trying to address the disparities, Scaccia (2014) provides the Evidence Based Interventions (EBIs) that could be used to measure the organisational readiness on the implementation of an innovation. The organisation's willingness and ability to implement an innovation were used as evidence towards the attainment of an intended outcome of an innovation.

The intervention had implications for organisations that are mandated to implement policies, programme, or process by showing that there is potential to enhance the capabilities of organisations and therefore improve their ability to get positive outcomes of an innovation. In this study, full-service schools as organisations that implement inclusive education are explored to determine their level of readiness in implementing inclusive education. Their willingess and ability are used as constructs to measure their readiness.

In addition to knowing that organisations should be willing and able to implement an innovation for the successful implementation of an innovation, there seem to be other components. Researchers and practitioners should understand how to create readiness. Scaccia et al (2015) assert in their theory of readiness that understanding organisational readiness in implementing an innovation is a function of three components. The next section describes these components and their sub-components.

3.3 COMPONENTS OF THE READINESS THEORY

The theory of readiness comprises three components: motivation, the general organisational capacity and the intervention-specific capacity. The three components are portrayed as: $R = MC^2$ (Readiness = Motivation x General Organisational Capacity x Intervention-Specific Capacity). In addition, these components of the readiness theory have their sub-components as indicated in Figure 3.1 below.

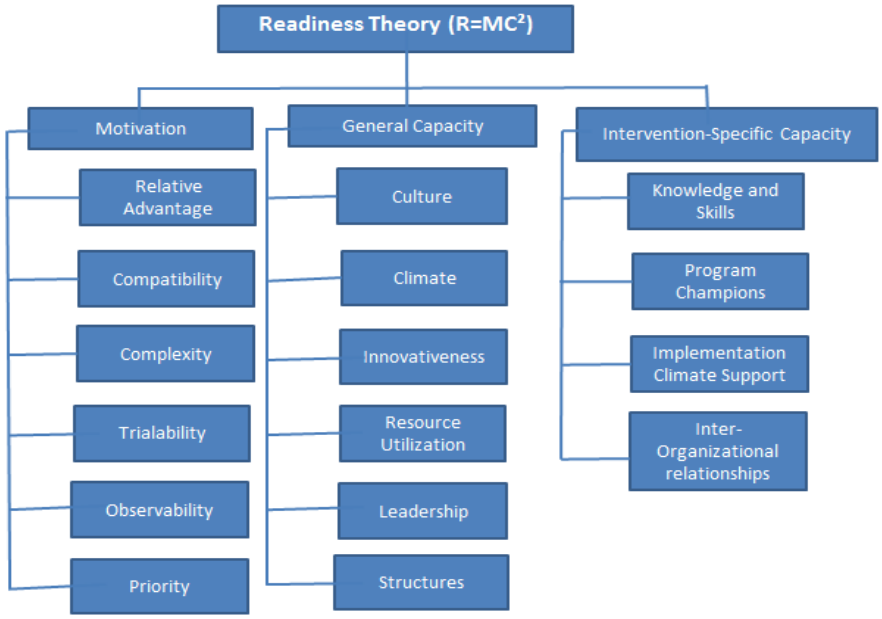

Figure 3.1: Components and sub-components of the readiness theory

The theory of readiness describes motivation as the cognitive and affective perceptions of an innovation that draws or pushes an organisation towards the use of an innovation Wandersman et al (2008). The general organisational capacity is referred to as the human, technical and fiscal conditions that are necessary to successfully implement a particular innovation. And, the intervention-specific capacity is explained as the skills, characteristics, and the overall functioning of the organisations that are associated with the ability to implement or improve an innovation.

Scaccia et al. (2015) state that if any of the components of the readiness theory are not found, the organisation is not ready to implement an innovation. Therefore, all components should be independently measured because they equally contribute to the organisation's readiness in implementing an innovation. The implication is that, any attempt to implement the innovation when other components are missing could likely yield unsuccessful outcomes. The following section further outlines the components and the sub-components of the readiness theory that determine an organisational readiness in implementing an innovation.

3.3.1 MOTIVATION

Ambrose and Kulik (1999) see motivation as the cognitive and affective perceptions of an innovation that attracts or pushes an organisation towards the use of an innovation. Other researchers refer to it as the characteristics of the innovations (Choi & Ruona, 2010; Rogers, 2003). Lehman, Greener and Simpson (2002) alternately define it as the perceived needs and pressure for change, while Scaccia et al. (2015) describe motivation as feelings, pre-occupations, thoughts, and considerations given to a particular issue or task. In addition to the different descriptions, Rafferty, Jimmieson and Armenakis (2013) state that there are factors that influence motivation and, these factors address how organisations feel about an innovation and whether the feelings influence the organisation's decision to use or continue using an innovation.

Based on the assumptions indicated above, this study explored the perceptions of full-service schools teachers and HoDs on the implementation of inclusive education. How their perceptions of inclusive education affect the implementation has also been explored in this study. In addition to their perceptions, the sub-components of motivation also assisted in determining the level of motivation of full-service schools on the implementation of inclusive education.

3.3.1.1 Sub-components of Motivation

As shown earlier in Figure 3.1, the components of the readiness theory have their sub-components. Sub-components of motivation are briefly described in the following paragraphs.

3.3.1.1 (i) Relative Advantage

Relative advantage is the degree to which a particular innovation is perceived as being better than the innovation that it is being compared against (Wolfe, 1994). It can include perceptions of anticipated outcomes. Weiner (2009) sees it as whether or not the innovation is valued by the organisation. In addition to the descriptions, Rogers (2003) confirms that when relative advantage is high, then the innovation is more likely to be adopted. There are many different ways in which the relative advantage of an innovation can be interpreted. Choi and Ruona (2010) posit that relative advantage can be interpreted in different ways including economic

profitability, initial and on-going cost of the innovation, decrease in subjective discomfort, social prestige, efficiency and immediacy of rewards. In this study, the benefits and the value of the intended outcomes of the implementation of inclusive education in full-service schools have been explored.

3.3.1.1 (ii) Compatibility

Compatibility is the degree to which an innovation is intuitively perceived as being consistent with the existing values, cultural norms, past experiences with similar innovations and needs of potential adopters (Rogers, 2003). Scaccia (2014) states that if an innovation is perceived as more compatible to an organisation, it is more likely to be adopted. Armenakis, Harris and Mossholder (1993) and Lehman, Greener and Simpson (2002) add by postulate thating that an organisation can develop ownership over an innovation and this increases the likelihood that the innovation will be seen as relevant. In addition, Rogers (2003) declares that the innovation can also be packaged and named in a way that increases perceived compatibility. The degree to which full-service schools intuitively perceive inclusive education as being in line with values and cultural norms of the school community has been explored in this study.

3.3.1.1 (iii) Complexity

Rogers (2003) and Weiner (2009) postulate that the implementation of innovations can be an extremely strenuous process. To support their sentiments, Flaspohler, Duffy, Wandersman, Stilman and Maras (2008) describe complexity as the degree to which an innovation is perceived as relatively difficult to understand and use. An innovation that is seen as complicated and hard to use can negatively affect an organisation's willingness to adopt it. But, if an innovation is easier to use, organisations will be more likely to adopt it. However, misperceptions of complexity can be a significant barrier that prevents adoption.

Increases in perceptions of complexity, which decrease the likelihood of adoption, by not fully appreciating the depth and requirements of quality implementation, contributes to misconceptions about an innovation (Rogers, 2003). Notwithstanding the fact that, managing complexity requires effective processes to frame the innovation into user friendly and easily understood components (Scaccia et al.,

2014). The more clearly the core components of the innovation are specified, the more readily an innovation can be implemented (Choi & Ruona, 2010). Therefore, this study explored whether full-service schools perceive the implementation of inclusive education as a complex process and a daunting exercise that is difficult to understand and use.

3.3.1.1 (iv) Trialability

Trialability is another sub-component of motivation. It is seen as the degree to which an innovation can be tested and experimented with by the organisation (Rogers, 2003). Fetterman and Wandersman (2007) postulate that facilitating active participation in the implementation of the innovation increases the opportunities to form more refined perceptions of the innovation. When organisations are given the opportunity to try innovations prior to formal implementation, it increases the likelihood of use (Armenakis, Harris & Mossholder, 1993). The level of full-service schools' readiness in implementing inclusive education will determine the success of the implementation of inclusive education in the country.

3.3.1.1 (v) Observability

Obervability is the degree to which the outcomes that results from the innovation are visible to others (Rogers, 2003). This means that it is easier for people or organisations to accept an innovation that has been seen used and succeeding somewhere. This type of evaluation provides tangible feedback about the benefits of a particular innovation (Weiner, 2009). The success of the implementation of inclusive education in full-service school has a direct influence on its total roll-out to all other schools as indicated earlier. The outcomes of the implementation of inclusive education as seen by other mainstream schools has a direct impact on the future roll-out. The findings of this study may assist other schools to perceive the implementation of inclusive education as a way to go in the country.

3.3.1.1 (vi) Priority

Klein and Knight (2005) regard it as an extent to which the intervention is regarded as more important than other interventions. This also includes the degree to which an innovation is expected, rewarded, and supported (Rogers, 2003). In addition, Weiner, Amik and Lee (2008) note that the motivational climate for a particular

innovation can be affected by the influence of key individuals, such as leadership, programme champions, or administrative bodies. Whether the management of schools, the HoDs, teachers and the Department of Education prioritise the implementation of inclusive education in full-service schools has been explored in this study. Moreover, the level of parental involvement and how community members support full-service schools on the implementation of inclusive education has also been explored in the present study.

3.3.2 GENERAL ORGANISATIONAL CAPACITY

The general organisational capacity is the second component of the readiness theory $R = MC^2$. These capacities are seen as the skills, characteristics, and the overall functioning of the organisations that are associated with the ability to implement or improve any innovation (Flaspohler, Duffy, Wandersman, Stilman & Maras, 2008). They include the infrastructure, skills, abilities, context, environment and processes that determine the effective implementation of an innovation (Choi & Ruona, 2010). In full-service schools, these capacities can be applicable and they impact the implementation of inclusive education. Scaccia (2014) argues that general capacities must be in place if an innovation is to be implemented and sustained. To further elaborate on how the general capacities have been explored in this study, to show how full-service schools have these capacities to implement and sustain the implementation, its sub-components are explored.

3.3.2.1 Sub-components of the General Organisational Capacity

The next section briefly describes sub-componentts of general organisational capacity as the second component of the readiness theory.

3.3.2.1 (i) Organisational Culture

It is the set of expectations about how things are done in an organisation (Rogers, 2003). In addition, Rafferty, Jimmieson and Armenakis (2013) see it as an organisation's identity, or the extent to which central and enduring characteristics distinguish organisations. The distinctive characteristics of full-service schools which separates them from other schools have been explored in this study. Different viewpoints and practices of how full-service schools implement inclusive education have also been explored in this study.

3.3.2.1 (ii) Organisational Climate

Climate is an aggregate construct that represents within-group agreement (or disagreement) about the work environment (Weiner, 2009). This can include how individuals identify with an organisation, measures of job satisfaction, how engaged people are in their work, how functional their interactions with co-workers are and how stressful they perceive their day-to-day tasks (Ambrose & Kulik, 1999). In the same way, organisational climate refers to how employees collectively perceive, appraise and feel about their current working environment (Scaccia et al., 2015). Using this sub-component, how full-service schools identify themselves with the implementation of inclusive education, how committed they are in ensuring that the implementation becomes a success, as well as how co-workers interact to ensure that the implementation of inclusive education becomes a success in their schools has been explored in this study.

3.3.2.1 (iii) Organisational Innovativeness

This is how generally receptive an organisation is toward change and whether the organisation tries new things and fosters a learning environment (Fetterman & Wandersman, 2007). Rafferty, Jimmieson and Armenakis (2013) state that innovativeness sets a tone of how an organisation reacts to change by promoting a strong future orientated perspective. The success of an innovation depends on how people put an effort to ensure that the outcomes of an innovation are realised. As a result, establishing innovation workgroups within organisations is associated with the positive implementation (Choi & Ruona, 2010). Therefore, the amount of creativity that full-service schools employ to bring about change and advance the implementation of inclusive education has been explored in this study. In addition, their efforts to change for the better by introducing and advocating initiaves that drive the implementation have also been explored.

3.3.2.1 (iv) Resource Utilisation

Resources are existing structures, funding, programmes, and other activities that are potentially available for programming (Weiner, 2009). Resource utilisation is how resources are acquired and used. This can include physical resources such as adequate office space, equipment, and technological capacity (e.g. computer access

and data collection systems) that can be dedicated toward different types of innovations (Lehman, Greener & Simpson, 2002). The concept of time, i.e. the amount of work hours available or allocated for an organisational change process, also determines the resource utilization for an innovation (Choi & Ruona, 2010). The existing teaching and learning resources that have the potential to assist the effective implementation of inclusive education have been explored in this study. This was done to check whether resources invested have a way to help full-service schools to advance in implementing inclusive education.

3.3.2.1 (v) Leadership

High quality leadership is associated with better staff attitudes toward adopting an innovation (Scaccia et al, 2015), increased risk tolerance, a positive self-concept and an increased likelihood of implementation (Lehman, Greener & Simpson, 2002). Moreover, quality leadership is motivational, considerate, engaging to staff, and promotes a climate for change (Rogers, 2003). The quality of leadership offered in full-service schools may assist teachers to execute their day-to-day activities with passion and understanding. In relation to an innovation, leaders need to be able to develop, communicate, model, and build commitment toward a strategic vision (Weiner, 2009). The type of leadership that is offered in full-service schools has been explored in this study to see whether it progresses the readiness of the implementation of inclusive education.

3.3.2.1 (vi) Organisational Structure

Choi and Ruona (2010) postulate that organisational structures include factors such as organisational architecture, size, specialisation, power structures, staff autonomy, staff cohesiveness, communication pathways and internal decision-making processes. These factors have an impact on how well organisations functions on a day-to-day basis. In addition, there are typical structural stressors that also have an impact on the implementation of innovations.

These typical structural stressors for organisations may include work overload, incivility, low task control, role conflict, ambiguity over tasks and responsibilities and negative attitudes to work (Lehman, Greener & Simpson, 2002). The school infra-strcture, learner enrolments, teachers' level of specialisation in inclusive education,

their workload and the type of relationships they have among themselves and with other stakeholders have also been explored to determine full-service schools' level of readiness on the organisational structural component.

3.3.2.1 (vii) Staff capacities

Flaspohler, Duffy, Wandersman, Stilman and Maras (2008) assert that the staff capacities are the general skills, education, and expertise of the staff. Certain general staff attributes include perceived opportunities for growth and professional development, feelings of efficacy in the ability to carry out duties, the mutual influence that the staff have over each other and the staff adaptability to changing work demands (Lehman, Greener & Simpson, 2002). Inclusive education as an innovation needs some form of expertise from the society as a whole to maximise its effective implementation. The level of teachers' qualifications in inclusive education has been explored in this study.

3.3.3 INTERVENTION-SPECIFIC CAPACITY

As the third component of $R = MC^2$, Scaccia et al. (2015) describe it as the human, technical and fiscal conditions that are necessary to implement a particular innovation successfully. At the organisational level, Flaspohler, Duffy, Wandersman, Stilman and Maras (2008) define it as the operational realities that allow or prevent innovation development and implementation. They are the knowledge, skills, abilities, and technological equipment needed to put a specific innovation into place. Since these capacities refer directly to innovation use, Weiner (2009) confirms that they are the process-specific capacities. Each new programme, practice or policy like inclusive education, has its own set of knowledge and skills required for its effective implementation. The sub-components of the intervention-specific capacities are briefly described below to show how the component contribution towards the level of readiness on the implementation of inclusive education in full-service schools has been used in the study.

3.3.3.1 Sub-components of the Intervention-specific Capacity

The next section briefly describes sub-components of the intervention-specific capacity as the third component of the readiness theory.

3.3.3.1 (i) Knowledge and skills

These are the distinctive competencies needed to implement an innovation. There are specific skills that are necessary to implement a particular innovation (Rogers, 2003). Full-service schools need specific knowledge and skills to be able to implement inclusive education. Examples of skills needed are: how to adapt and differentiate the curriculum to meet the needs of diverse learners; how to establish SBSTs as well as what their roles are, and how to generally support diverse learners etcetera. Therefore, whether full-service schools have the appropriate knowledge and skills has been explored in this study.

3.3.3.1 (ii) Program Champions

Scaccia et al. (2015) define a champion as a charismatic individual who put his or her organisational weight behind an innovation. These champions tend to occupy a key linking position in the organisation (not so senior that they are inaccessible, but not so minor that they cannot influence change), possess skills in understanding others' motives and aspirations and have good interpersonal negotiating skills (Rogers, 2003). They are the key stakeholder(s) who support organisational innovation through connections, knowledge, expertise, and social influence. By modelling positive emotional responses of innovations, champions can influence how people feel about the innovation process (Rafferty, Jimmieson & Armenakis, 2013). Some of the key stakeholders in the implementation of inclusive education in full-service schools are learner support teachers. Their function is to coordinate the implementation of inclusive education by liaising with the school management, the district and the provincial directorate of inclusive education. SBSTs are also key stakeholders in the implementation of inclusive education in full-service schools. Together with the DBSTs, their role is to coordinate and influence stakeholders to realise the successful implementation of inclusive education. Their commitment towards the implementation of inclusive education in full-service schools has been explored in this study.

3.3.3.1 (iii) Implementation Climate Support

This is the extent to which the intervention is tangibly supported to achieve an intended outcome. Klein and Knight (2005) postulate that without strong, convincing, informed, and demonstrable management support for implementation, employees are likely to conclude that the innovation is a passing fad. The support includes, the availability of resources for an innovation, the number and strategic placement of supporters in the organisation and whether there is consistent leadership support for the innovation (Choi & Ruona, 2010). A supportive implementation climate can be a significant predictor of whether the innovation is actually used (Klein & Knight, 2005). The availability of resources, the availability of support structures as well as the consistent support of the management of full-service schools on the effective implementation of inclusive education in full-service schools of Limpopo Province has been explored in this study.

3.3.3.1 (iv) Inter-organisational relationships

Communities of practice that include all relevant stakeholders can help to share information and offer advice about the implementation challenges and threats for sustaining the innovation (Aaron, 2011; Fetterman & Wandersman, 2007). Inter-organisational relationships can be cultivated through partnership building, developing resource sharing agreement, obtaining formal commitments and developing partnerships with academic units (Scaccia et al., 2015). Different capacities that come from all spheres of the society are equally important for the successful implementation of inclusive education. Therefore, the collaboration that exists between full-service schools and other departments, parents, NGOs, other professionals and tertiary institutions has been explored in this study to understand the level of full-service schools readiness on the component. The next section briefly outlines how the readiness theory was used in this study to understand full-service schools' level of readiness in implementing inclusive education.

3.4 APPLICATION OF THE READINESS THEORY TO UNDERSTAND FULL-SERVICE SCHOOLS' LEVEL OF READINESS

Having outlined the general overview of this theory so far, I now want to expand on its relevance to the study by looking into some details on each of the components in the following sections.

Regarding motivation, teachers and HoDs' perceptions that draw or push full-service schools towards the effective implementation of inclusive education have been explored in this study. In addition to the perceptions, the study also explored whether inclusive education is seen as a better innovation as compared to separate education (mainstream and special school) in full-service schools. Furthermore, the study explored whether the implementation of inclusive education is seen as easier to use or a complex exercise in full-service schools. Lastly, the study also explored whether the implementation of inclusive education is being prioritised at full-service schools. Because, if it is prioritised, mainstream schools in the province could visit full-service schools to learn about the implementation of inclusive education.

About the general organisational capacity, the availability, the skills and the inherent abilities of the human resources of full-service schools have been explored. Moreover, the state of the physical, human and financial resources in terms of the developments made to cater for diversity have also been explored. Lastly, on the intervention-specific capacity, the support and the type of collaboration and the on-going support that is available in full-service schools of Limpopo Province to assist with the implementation of inclusive education have been explored. The findings are presented in Chapters 5 and 6.

Scaccia et al. (2015) assert that organisations that wish to get results from their innovations should have an interest in making sure that sub-components are in place. This will guarantee their level of readiness in the implementation of an innovation. Therefore, full-service schools should consider the prevalence of the components of the readiness theory as they implement inclusive education. As they reflect, construct and adopt identity positions that are grounded in the components of the readiness theory, their level of readiness in implementing inclusive education could be taken to another level.

Furthermore, as indicated earlier in this chapter, components of the readiness theory are interrelated. Their interrelatedness has been proposed in the framework by Flaspohler, Duffy, Wandersman, Stilman and Maras (2008). The framework is known as the readiness theory's Interactive System Framework (ISF) for dissemination and implementation. This framework proposes that within a larger system perspective, there are bi-directional relationships that influence each other between all systems. According to the ISF framework, there are three systems that are interdependent and influence the dissemination and implementation of an innovation.

The three systems are: the delivery systems, the support systems and the synthesis and translation systems. The support systems use strategies like training and technical assistance to strengthen the delivery systems' ability to implement innovations with quality (Fetterman & Wandersman, 2007). The synthesis and translation system synthesizes the products of research and translates them into user-friendly formats that can be easily accessed and understood by practitioners between the support systems and the delivery systems. Figure 3.1 below shows how the ISF of the readiness theory has been used in this study.

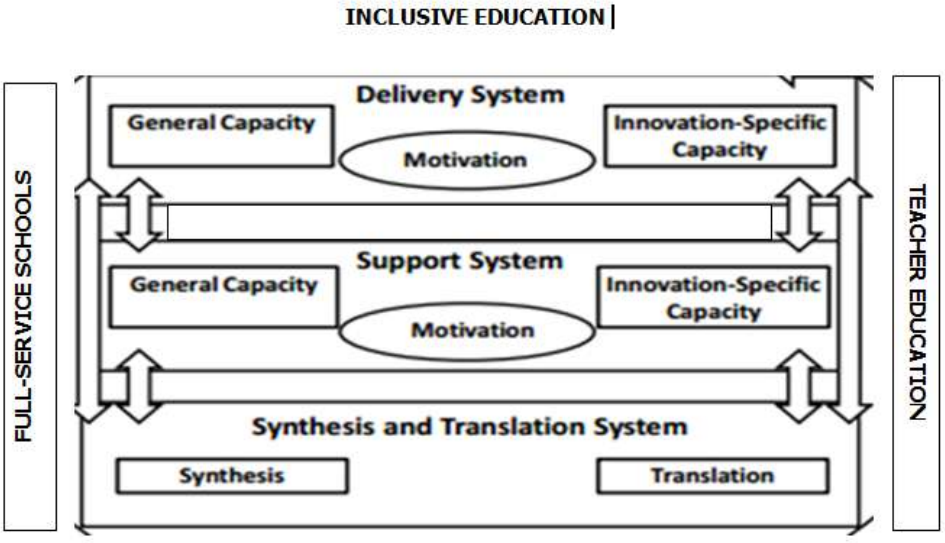

Figure 3.2: Interactive Systems Framework (*Adapted from Wandersman, 2012)*

This framework is mostly relevant to full-service schools' level of readiness in implementing inclusive education. On the delivery system (full-service schools),

organisational readiness is an important construct for implementing innovations. The support systems (stakeholders in education) could be used as drivers to advance the delivery system's organisational readiness. The ISF has an explicit focus on identifying and building delivery system capacity with the assistance from the support system to increase capacity that may enhance how an organisation implement an innovation.

While building capacity is a necessary method for getting an organisation ready for the implementation of an innovation, it is likely to be insufficient if the collective commitment of innovators is not present (Weiner, 2009). In summarising the findings of the study, the ISF for dissemination and implementation was used in this study to present recommendations of the study. Full-service schools are referred to as the delivery systems and the stakeholders in education as the support systems that have a contribution to make for the realisation of the implementation of inclusive education. The findings and implications for this research are referred to as the synthesis and translation systems. They are referred to as such because they are seen as the products of this study that may benefit both the delivery systems (full-service schools) and the support systems (stakeholders in education).

3.5 CONCLUSION

This chapter outlined the Readiness Theory by Scaccia et al. (2015) as the theory that is used to understand full-service schools' level of readiness in implementing inclusive education. Basic tenets of readiness, components and sub-components of the readiness theory and how the theory is used to understand full-service schools' level of readiness in implementing inclusive education was outlined in this chapter. The next chapter presents the methodology that was adopted by the study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The narrative descriptions of inclusive education practices and the theoretical framework in the previous chapters form the framework on which I firmly located the study. This was done to address the purpose of the study which is to explore whether full-service schools are a viable model for the implementation of inclusive education or not. To address this purpose, I followed the qualitative research approach, where a case study design was adopted. The lay-out of this chapter is as follows: first, I discuss the research approach and the research design, including sampling issues. This is followed up by a description of how data was collected and analysed. Then, a brief description of ethical issues and the rigourness of how the research process unfolded is outlined.

4.2 RESEARCH APPROACH

This study is an exploration of full-service schools' level of readiness in implementing inclusive education in Limpopo Province. Therefore, a qualitative research approach was considered most appropriate because it offered me the opportunity to interact with the participants of full-service schools (Creswell, 2013). I was able to capture, interpret and portray their experiences of implementing inclusive education in their own words. In addition, this approach allowed me to enter into the terrain of their experiences, feelings, fears and frustrations of working in schools. Within this approach, a case study design was adopted.

4.3 RESEARCH DESIGN

The research followed a case study design because it provided me with the opportunity to interrogate one aspect of the problem in some depth. Yin (2009) describes three main categories of case studies: explanatory, exploratory and descriptive. This study adopted the exploratory case study because I explored full-service schools in an in-depth manner to get to understand their level of readiness in implementing inclusive education. Cresswell (2013) describes two types of case studies: multiple and single case studies.

I used a single case study to understand full-service schools' readiness in implementing inclusive education. This was done in an in-depth manner to produce credible and acceptable findings. Moreover, it was because the nature of this study required that I deeply immerse with the participants to be able to observe them in their natural settings.

4.4 SAMPLING

Cohen, Manion and Morrison (2004) define a sample as a subset or portion of the population that must be viewed as an approximation of the whole rather than as a whole in itself. The study used purposeful sampling to collect data. Creswell (2013) confirms that purposeful sampling is a strategy in which a particular setting, person or activities are selected deliberately in order to provide information that cannot be found in other choices. Purposeful sampling was employed in the study because it was able to elicit the most information rich sources in the field of research (Leedy & Ormrod, 2010). Four districts out of a total of five districts of Limpopo Province were used. From the four districts, eight full-service schools were sampled. In each full-service school, two teachers and one HoD who did inclusive education during their initial teacher education were sampled. A total of sixteen teachers and eight HoDs was sampled.

In instances were teachers and HoDs were all not qualified in inclusive education, I sampled teachers who form part of the SBST and have attended a number of provincial inclusive education workshops on inclusive education. I intended sampling one male and one female teacher from each school. However, at School A and School G, only female teachers were recommended by the management. I was told that only female teachers could be able to provide rich descriptions of inclusive education practices because the teaching staff was predominantly female. With the HoDs, four males and four females were sampled.

4.4.1 Selection of sites for the study

Limpopo has five districts: Capricorn, Greater Sekhukhune, Vhembe, Mopani and Waterberg as reflected in Figure 1.1. Full-service schools across all the five districts were sampled at first. However, one district (Waterberg) was not researched because saturation point had already been reached after the fourth district. As a

result, eight full-service schools in four districts of Limpopo Province were sampled in this study.

4.4.2 Selection of participants

(1) Teachers

Two teachers (preferably those who had done inclusive education during teacher education or those who had undergone training in inclusive education) from each of the eight schools were sampled. That gave a total of sixteen (16) teachers. Teachers were selected to explore their day-to-day experiences of implementing inclusive education.

(2) Head of Departments (HoDs)

One HoD from each school was sampled. That gave a total of eight (8) HoDs. HoDs were selected because as curriculum managers, they manage the implementation of inclusive education in their respective schools. Again, they also influence decisions and initiatives of their school leadership because they are part of the School Management Team (SMT). A total of sixteen teachers and eight HODs. They are coded as follows in the study:

Table 4. 1: Sample of full-service schools

Name of School	Name of Teacher	Name of HOD
School A	Teacher 1 and 2	HOD 1
School B	Teacher 3 and 4	HOD 2
School C	Teacher 5 and 6	HOD 3
School D	Teacher 7 and 8	HOD 4
School E	Teacher 9 and 10	HOD 5
School F	Teacher 11 and 12	HOD 6
School G	Teacher 13 and 14	HOD 7
School H	Teacher 15 and 16	HOD 8

4.5 DATA COLLECTION

The study collected data through interviews, observations and document analysis.

4.5.1 Interviews

An interview is a two-way communication in which the researcher meets participants and asks them questions during the process of data collection. The qualitative interview is a commonly used data collection method in qualitative research (Greeff, 2005; Mouton & Babbie, 2001). This method attempts to understand the world from the subjects' points of view (Kvale, 1996). Its aim is to see the world through the eyes of the participant (Creswell, 2013). McMillan and Schumacher (2014) attest to this by postulate thating that one interviews because one is interested in other people's stories, as stories are a way of knowing. With the interviews I conducted, I was attempting to understand the world from the participants' point of view, to unfold meaning of their experiences and to uncover their worlds prior to scientific explanation. The interviews provided me with an opportunity to learn about that which I could not observe in a person's natural environment.

Interviews were conducted with sixteen teachers and eight HoDs to gain in-depth information as to their experiences on the implementation of inclusive education and to honour their individual constructions and experiences Because the study was an exploration of full-service schools' level of readiness in implement inclusive education; the data collected from teachers and HoDs was particularly effective in providing information about the level of readiness of full-service schools in implementing inclusive education. Data gathering was done through semi-structured interviews to ensure that similar data is collected from all participants (Leedy & Ormrod, 2010).

Semi-structured interviews enabled me to follow up ideas, to probe responses and investigate motives and feelings (Bell, 1987). Greeff (2005) confirms that semi-structured interviewing is more appropriate when one is particularly interested in pursuing a specific issue. In this study, semi-structured interviews were considered to be appropriate in eliciting specific information about the topic that is being studied. Probing was used to allow the participants to elaborate more, in order to understand and confirm what was said (McMillan & Schumacher, 2014). Interviews were

audiotaped so that I do not miss anything that was said by the participants when transcribing. Two interview schedules i.e. for the teachers (Appendix F) and for the HoDs (Appendix G) were prepared and used during the interviews to elicit in-depth information from them.

4.5.2 Observation

Creswell (2013) describes observations as the systemic process of recording the behavioural patterns of participants, objects and occurrences and further confirms that, as a qualitative data gathering technique, it is used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed. Denzin and Lincoln (2013) postulate that observations offer a first-hand account of the situation and give a holistic interpretation of the phenomenon that is being investigated when combined with interviews and document analysis. From the same sample of teachers that were interviewed, four (4) teachers from four (4) full-service schools (one full-service school in each districts) were observed while teaching an inclusive class to record proceedings of the real inclusive class, checking how lessons are prepared and taught, how classrooms have been arranged, how learners are being assessed, the inclusive pedagogies that are used as well as how learners respond in inclusive classrooms. Different phases in different districts were sampled. From the schools sampled, one teacher from the two that were sampled was randomly sampled and observed teaching. The schools sampled were, school A, B, C and D.

Observations, according to Hartas (2010) also helped me to increase the trustworthiness of the study since it was possible to see how teachers dealt with learners experiencing barriers to learning in their classrooms. As a non-participant observer, I gave myself an hour to observe classroom interactions without interfering with the proceedings and without influencing them using the observation schedule (Appendix I). The classroom proceedings were audio taped so that I would be able to listen to the teacher teaching when transcribing. Observations assisted me to explore how teachers of full-service schools implement inclusive education in their classrooms by seeing what they do in their classes, relatively to what they said during the interviews.

Moreover, the HoDs of all the eight full-service schools sampled took me around the school after being interviewed and I used an observation checklist (Appendix K) to note my observations. A walk around the school was undertaken to observe the general layout of the full-service schools in terms of the infrastructure, the external environment of schools, how classes are arranged and how learners interact with one another during the break. Observation schedules for classrooms and the general layout of the school environment were used to verify information and, where necessary, additional notes were made. The observation data was transcribed and coded.

4.5.3 Document Analysis

McMillan and Schumacher (2014) point out that documents provide an internal perspective of an organisation. Documents that could be valuable to the study were scrutinised. On the contrary, Creswell (2013) states that one of the limitations of using documents is that reports, documents and other records are incomplete, and as a result, gaps in the data base cannot be filled and those that are not intended for research may be biased.

Patton (2002) notes that the strength of one technique can compensate for the weakness of another. Therefore, I have used the documents to verify the data that I collected through interviews and observations. The combination of techniques enabled me to validate and substantiate the findings. Documents that I have analysed include schools' policy documents, SBST files and teachers' portfolios. These documents were analysed because they have the potential to impact upon the implementation of inclusive education. I corroborated the data I got from the documents with the data I obtained from interviews and observations.

4.6 DATA ANALYSIS

Qualitative methods of analysing data were employed since this study is qualitative in nature. Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Silverman, 2011). Moreover, Denzil and Lincoln (2013) describe qualitative data analysis as working with data, organising it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and deciding that which could be learned and imparted to others. In this

study, data was analysed deductively and inductively. Components of the readiness theory were deductively used a themes. These theme were used as preset codes when the physical sorting and analysis of data was done (Creswell, 2013). He asserts that preset codes are used when the researcher knows what to look for in the data collected. Components of the readiness theory (motivation, general organisational capacity and intervention-specific capacity) were the preset categories that I used as follows:

Table 4.1: Motivation

Theme	**Initial categories**
Relative advantage	Better innovation, perceptions of anticipated outcomes
Compatability	Consistent with existing values and norms
Complexity	Perceived as difficult to understand
Trialability	Can be tested and experimented with
Observability	Outcomes are visible to others
Priority	Seen as the main thing

Table 4.2: General organisational capacity

Theme	**Initial Categories**
Organisational culture	Distinctive characteristics
Organisational climate	Collective perceptions
Organsational innovativeness	Effort towards realisation
Resource utilisation	Resource usage
Leadership	Ability to develop, communicate, model and build commitment
Organisational structures	Skills and expertise, size, specialisation, power structures

Table 4.3: Intervention-specific capacity

Themes	**Initial Categories**
Knowledge and skills	Inherent abilities needed to implement
Programme champions	Key programme leaders
Implementation climate support	Strategic placement of support, leadership
Inter-organisational relationship	Partnership building

These themes provided me with the direction for what I was looking for in the data. Thereafter, raw data was arranged into general ideas and concepts of similar features that relate to the purpose of the study using Creswell's model. Creswell, (2013) states that researchers triangulate data among different sources of data to enhance accuracy of their study. Denzin and Licoln (2013) add by indicating that triangulation involves multiple sources of data with the hope that they will all converge to support a particular theory or hypothesis.

Multiple viewpoints I collected made me feel that I was moving towards the accuracy and the credibility through a variety of sources of information, confirmations, individual and processes of data collection. I described, analysed and interpreted what was seen and heard in terms of common words, phrases and themes. The data was then categorised as data from observations, document analysis and interviews. It was reread several times and arranged. The data collection methods inductively brought other themes that emerged from the components of the readiness theory. Data was then synthesised to form a global picture that answers the questions at hand. Thereafter, final categories that guided the analysis of the findings were found and arranged as indicated on the table below.

Table 4.4: Final categories

School Profile	**Motivation**	**General Organisational Capacity**	**Intervention-Specific Capacity**
- Access	- Perceptions	- Knowledge acquisition - Knowledge Application - Resource allocation	On-going support - SBST - management - circuit - district - province Collaboration - teachers - neighbouring schools - NGOs - municipality - departments - initial teacher education

These final categories guided the analysis of data. They were used to explore the level of readiness of full-service schools in implementing inclusive education. The interrelatedness of themes and the importance of the presence of all themes for the readiness of full-service schools in implementing inclusive education was sought. The interrelatedness of themes is demonstrated on the Figure 4.1 below.

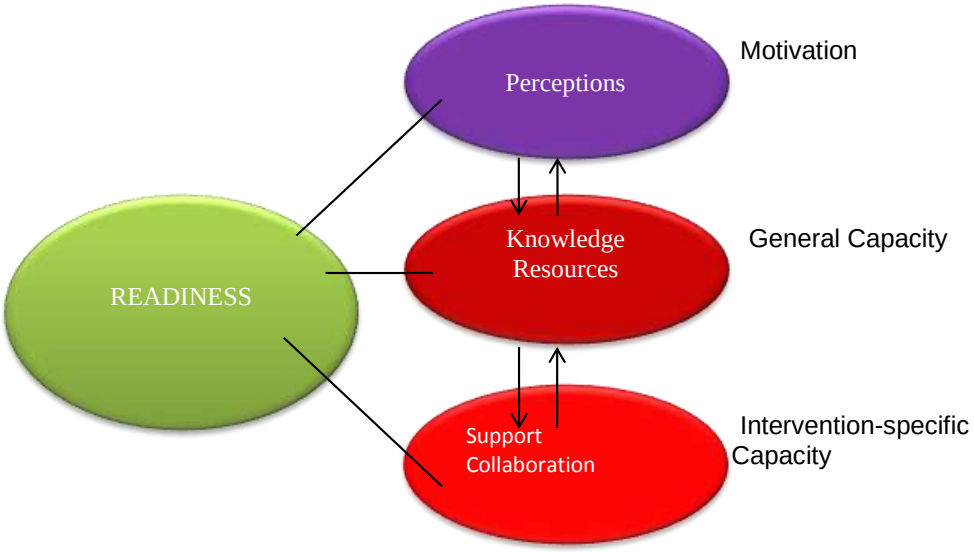

Figure 4.1: The interrelatedness of themes

The figure shows the interrelatedness of the three components. Scaccia et al.(2015) state that for an organisation to be regarded as ready to implement an innovation like inclusive education, all the three components should be there. As a result, the success of one component relies solely on the presence of another component. A comprehensive report of the analysis of data is presented in Chapter 6.

4.7 ETHICAL CONSIDERATIONS

The fact that inclusive education is in the public domain warrants careful attention to ethical considerations, particularly individual rights of participants (Durrheim & Wassenaar, 2002). The relevant people and authorities (Limpopo Department of Education, full-service schools and the ethical committee of the University of Limpopo) were consulted and permission was granted. The following ethical issues have also been observed: (a) Informed consent, (b) confidentiality and anonymity, (c) discontinuance, and (d) security of data.

4.7.1 Informed consent

The detailed explanation of the purpose and procedure of the study was given to participants and their consent sought. I explained to the participants that their participation in the study was entirely voluntary. I ensured that I secured the consent

of the respondents by adequately informing them of the purpose of the study. I also pledged my commitment to confidentiality, privacy and anonymity of the participants as much as possible. The participants were made to sign a consent form upon agreement (Appendix E).

4.7.2 Confidentiality and anonymity

Confidentiality must be assured as the primary safeguard against unwanted exposure (Denzin & Lincoln, 2013). In recording and storing data, I used pseudonyms rather than the participants' actual names to ensure that I do not compromise confidentiality and anonymity. I have upheld the rule of confidentiality and protection of identity. Information was not used in such a way that it directly or indirectly discloses the participants' real identity. I also considered suggestions participants had regarding their right to privacy.

4.7.3 Discontinuance

The fact that participation in research is entirely voluntary and that anyone is free to withdraw at any time was explained to the participants. I explained to them that their participation was entirely voluntary and that they were free to withdraw at any time. Again, they were made aware that, should they choose to withdraw, their information would not be used anywhere in the study.

4.7.4 Security of data

Data collected was kept safe in a locked cupboard to prevent other people who are not involved in the study to access it. I also applied a fundamental technique of removing identifiers, such as information on names, telephone numbers, e-mail addresses et cetera from data files. The names of schools and participants were replaced with pseudonyms to protect their identity.

4.8 QUALITY ASSURANCE MECHANISM

For quality assurance, a number of processes were taken into consideration.

4.8.1 Trustworthiness

The value of any piece of research work is measured against the validity and reliability of the processes undertaken by the researcher to finally arrive at the

findings in quantitative research (Creswell, 2013). However, in qualitative research, the focus is on the standards of rigour known as trustworthiness. In this study, the standards of rigour discussed include credibility, transferability and conformability. Denzin and Lincoln (2013) demonstrate this by associating trustworthiness in research with credibility, transferability, dependability and conformability. Therefore this study, just like any qualitative research project, outlines the four issues of trustworthiness as described above.

4.8.2 Credibility

Silverman (2011) points out that credibility refers to the correctness of data that translates more appropriately for naturalistic enquiry. In addition, Denzin and Lincoln (2013) argue that credibility is an evaluation of whether or not the research findings represents a credible conceptual interpretation of the data drawn from the participants' original data. Therefore, credibility in research exists when the research findings reflect the perceptions of people under study. In addition, credibility in qualitative research implies the extent to which the phenomenon studied is accurately reflected in the research. In this study I used interviews, observations and document analysis to enhance the credibility of the research findings and the three different data collection methods allowed the corroboration of the findings.

4.8.3 Transferability

Cohen, Manion and Morrison (2004) see transferability as the extent to which the findings of the research can be applied to other groups within the wider population or to other situations. They propose that it is up to the reader, rather than the investigator, to determine if the findings can be transferred or applied to another setting. In order to achieve transferability, I provided a detailed description of research methods, sampling, data collection and data analysis. I did this in order to place the readers in the context and to allow them to determine if the findings are transferrable. I involved researchers that I was studying with by making them review and ask questions about the study so that the account resonates with people. The use of other researchers made my study to be continuously appraised so that it is weeded of my own perceptions, beliefs and inclinations. As a result, the transferability of the study was enhanced.

Moreover, frequent de-briefing sessions were held between me and my promoter. The sessions were used to discuss alternative approaches, ideas or meanings inherent to the data. Meetings with my promoter also provided a sounding board for me to test my developing ideas and interpretations. Furthermore, probing from the promoter assisted me to recognise my own biases and preferences.

4.8.4 Dependability

Creswell (2013) argues that dependability of data is the extent to which the same findings could be repeated. The same research instruments were simulated with similar respondents under similar conditions. As a result, a dependable study has to be accurate and consistent. Denzil and Lincoln (2013) state that dependability is achieved through a process of auditing and therefore researchers are responsible for ensuring that the process of research is logical, traceable, clearly documented and can be demonstrated through an audit trail, where others can examine the researcher's documentation of data, methods, decisions and the end product.

To ensure the dependability of the study, audio tapes containing raw data were kept electronically and manually. Transcripts, field notes, observation checklists, interview instruments and the final draft of the research project were also kept for auditing and verification by interested groups and individuals. The auditing of the research processes can also be used to authenticate conformability.

4.8.5 Conformability

Denzil and Lincoln (2013) define conformability as the extent to which findings are free from bias. Conformability focuses on the characteristics of the data collected and the processes leading to its collection that yields to findings that are objective, neutral, credible and consistent as opposed to those that are based on the researcher's perceptions and preconceptions. Since conformability and dependability are interwoven processes, the material that has been identified for auditing was made available for those interested in auditing the study. I kept the field journal with me throughout the study to help me record all issues that could affect my personal attitudes and emotions, as well as those of participants and ensured that my personal views, feelings and attitudes do not influence the explorations.

4.9 CONCLUSION

This chapter has described the research methodology used in this study. Descriptions of the data collection procedures and data analysis have been provided. The next chapter presents the findings of the study from eight full-service schools. The school profiles of each individual full-service school visited has been briefly outlined. Thereafter, three components of the readiness theory as the theory that the study adopted and explained in the preceeding chapters, are used to explore whether full-service schools are ready to roll-out inclusive education to all schools or not.

CHAPTER 5

PRESENTATION OF THE FINDINGS

5.1 INTRODUCTION

A qualitative investigation conducted in this study serves as a source of information in exploring full-service schools' level of readiness in implementing inclusive education in Limpopo Province. Relevant literature was reviewed in Chapter 2. In Chapter 3, I presented the theoretical framework adopted by the study. Thereafter, I discussed the research methodology and gave the reasons for my selection of the participants and data gathering instruments in Chapter 4. In this Chapter, the biographical profile of participants is presented. Thereafter, data collected from individual school profiles, interviews, observations, document analysis is presented. The results and a brief analysis of data are presented using the individual schools coded as School A, B, C, D, E, F, G and H. Teachers have been coded as participant 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 and 16. HoDs were coded as HoD 1,2,3,4,5,6,7, and 8. Data has been captured as it is; it has not being tempered with.

5.2 BIOGRAPHICAL PROFILE OF PARTICIPANTS

Table 5.1: Biographical profile of participants

Participants	**Gender**	**Age**	**Teaching Experience**	**Highest Qualification in inclusive education**	**Attended workshops on inclusive education**
School A					
Teacher 1	Female	Over 50 years	22 years	No formal qualification	Yes
Teacher 2	Female	Between 45 and 50 years	24 years	Honours degree in special needs education	Yes
HoD 1	Female	Over 50	28 years	Certificate in Remedial teaching	Yes

School B					
Teacher 3	Female	Between 45 and 50	23 years	Degree in Foundation Phase. inclusive education done as a module	Yes
Teacher 4	Male	Over 50	29 years	B Ed Honours in inclusive education	Yes
HoD 2	Male	Between 45 and 50	23 years	No formal qualification in inclusive education	Yes
School C					
Teacher 5	Male	Between 40 and 45	19 years	Honours degree in Psychology	Yes
Teacher 6	Female	Over 40	27 years	No formal qualification in inclusive education. Just honours degree in Management	Yes
HoD 3	Female	Between 45 and 50	27 years	No formal qualification in inclusive education	Yes
School D					
Teacher 7	Male	Between 45 and 50 years	24 years	ACE in inclusive education and B Ed honours in inclusive education	Yes
Teacher 8	Female	Between 45 and 50	27 years	2 years Remedial Education Certificate	Yes

HoD 4	Male	Over 50	23 years	ACE in Remedial Education	Yes
School E					
Teacher 9	Female	Between 45 and 50	25 years	No formal qualification	Yes
Teacher 10	Male	Between 45 and 50	26 years	No formal qualification. ACE in Life Orientation	Yes
HoD 5	Female	Over 50	28 years	No formal qualification in inclusive education	Yes
School F					
Teacher 11	Male	Over 50	28 years	Honours in Environmental Education and inclusive education was embedded.	Yes
Teacher 12	Female	Between 45 and 50	20 years	No formal qualification	Yes
HoD 6	Male	Over 50	26 years	No formal qualification in inclusive education	Yes
School G					
Teacher 13	Female	Over 50	26 years	Studying Honours degree in Special needs education	Yes
Teacher 14	Female	Over 50	23 years	ACE in Special needs education	Yes

HoD 7	Male	Between 40 and 45	23 years	No formal qualification in inclusive education	Yes
School H					
Teacher 15	Male	Over 50	27 years	No formal qualification in inclusive education	Yes
Teacher 16	Female	Over 50	19 years	2 years Remedial Education certificate	Yes
HoD 8	Female	Over 50	25 years	Honours degree in Remedial Education	Yes

5.3 FINDINGS FROM INTERVIEWS

5.3.1 Findings from School A

5.3.1.1 School Profile

This is a township full-service primary school with 989 learners. The school has 28 teaching staff and one admin clerk employed. There are 5 food handlers responsible for the national school nutrition programme (NSNP) and 3 cleaners that have been appointed by the SGB. Teachers have a minimum of 46 learners and a maximum of 71 learners in their classrooms. Diverse learners have been admitted at the school irrespective of their ability or background. Participant 1: *We take all learners except those that are severely mentally retarded whose parents are advised to take them to the nearby special school. The physically challenged are not that many*. Participants also indicated that the school admits diverse learners in line with South African Schools Act (Act 79 of 1996) which states that public schools must admit learners without unfairly discriminating in any way. However, they indicated that the mild to moderate intellectually (MMI) impaired learners are the ones that have been mostly admitted at the school.

5.3.1.2 Motivation

5.3.1.2 (i) Perceptions about inclusive education

Participants were asked about their perceptions about inclusive education and they indicated that they love inclusive education. However, conditions at the school that make it impossible for them to reach learners with diverse learning needs as expected were highlighted: Participant 1: *It is a good practice because all learners are being catered for. No child should be left behind according to inclusive education… Even if I know that I must accommodate them all, overcrowding makes it very difficult.* Participant 2 added: *I can postulate that… I can postulate that I love it so much, it must be kept because we are all the same and equal. Nobody must be discriminated. We only have to ensure that we have all the necessary resources to ensure that all are being catered for.*

Their comments confirmed what is stated in the supreme law of South Africa, Act 108 of 1996 (Chapter 2, Bill of Rights) when it confirms that we all have the right to education, no one should be discriminated on account of race, gender, class, disability, religion and vulnerability. Although teachers indicated their love for inclusive education, overcrowding and lack of necessary resources were highlighted as barriers that hinder their performance at this school.

5.3.1.3 General Capacity

5.3.1.3 (i) Knowledge acquisition

When asked about their qualifications in inclusive education, the knowledge they have acquired during teacher education, their ability to apply what they have been taught and whether they are able to apply what they have been taught; the study found that some teachers at the school are qualified in inclusive education. Those that are qualified were found to have a certificate in remedial education and an Honours degree in inclusive education. Participants indicated that teachers who do not have an inclusive education qualification rely on the training offered by the inclusive directorate of the Provincial Department of Basic Education.

On the extent of the knowledge they have acquired, participants indicated that although they have learnt about inclusive education when they were doing the short

learning programme and the Honours degree, they do not feel they have acquired enough. As a result, they indicated that they cannot confidently postulate that they have acquired enough because the content about inclusive education that they were taught was mainly theory than practical. Their concern confirmed what was said by Donohue and Bornman (2014) that, teacher education content on inclusive education is mainly theory than practical. Furthermore, participants indicated that the type of teacher education course in inclusive education that they have received is not effective to can enable them to implement inclusive education effectively. The participants' view of teacher education in inclusive education supports what was said by Luningo (2015) that, the nature of professional development offered to teachers on inclusive education is not effective to can ensure the effective implementation of inclusive education at schools.

It is on this basis that Oswald and Swart (2011), suggested that contemporary teacher education in South Africa should train teachers how to accommodate diverse learners in a single classroom in line with the social model of disability that views disability centrally as a social construct created by an ability-oriented environment. Lastly, participants were asked to suggest their ideal teacher education programme on inclusive education that will help them to implement inclusive education effectively to initial teacher education. They indicated that firstly; initial teacher education should make inclusive education a compulsory subject for all student teachers. And, secondly; participants indicated that initial teacher education should make an effort to close the theory-practice gap on the course offered on inclusive education by ensuring that student teachers are made to do their practice teaching in full-service schools.

5.3.1.3 (ii) Knowledge application

Participants were asked about how they apply the knowledge about inclusive education in their classes to cater for learners' diverse learning needs. Teachers indicated that they find it hard to practically apply the theory they have been taught. As a result, participants indicated that in their classes, they do things the way they used to do them before being identified as a full-service school. The following are some of the sentiments they have shared:

Participant 1: … *It is heart-breaking. I still need more training on how to implement inclusive education in an overcrowded school like ours… Here it is not easy to implement the strategies that they are taught us…You know what you must do, but you are unable to do it.*

To emphasize the fact that participants feel they have not acquired enough to be able to implement inclusive education, Participant 2 added: *I can postulate that, teacher education is not doing enough. We have not acquired enough mam... Mmmmmhhh...The only thing is that the things that they theoretically teach us to do, practically they are not working.*

The HoD emphasized the theory-practice gap : *Eeeeeehhhh…I can postulate that, since we were trained at different institutions … and the thing is what you learn in the textbook is not actually what you face in the real work situation. Eyaaa…Theory versus practice is a challenge. Eyaaaa…I can postulate that, let them change a little bit.*

In addition, participants indicated that, the fact that they feel they have not acquired enough, coupled with the challenge of overcrowding that they are faced with, makes it difficult for them to implement inclusive education effectively. They indicated that they are not able to adapt and differentiate the curriculum to meet the needs of diverse learners as stated in the Department of Basic Education (Guidelines for full-service/inclusive schools, 2010).

Moreover, when analysing the teacher portfolio of the class that I have observed, I found that copies of all lesson plans in the teachers' file, did not show how diverse learning needs are being catered for. I have also observed that when teachers present their lessons in the classes , they do not cater for diversity and when they assess learners, they assess them in the same way regardless of their diverse nature. This is what participants said:

Participant 1 said: *Here at school we prepare in the same way. I prepare the same lesson for all learners and I also teach them in the same way…preparation is the same as the one I was doing before because even classes are still the same as before, overcrowded as before. I assess them in the same way … there is no such a thing as assessment according to ability here; we assess them the same way.*

Participant 2 added: *Preparing for them? The real classroom situation…forget. Mmmmmmm….I sometimes forget about the other category of learners, i.e. those that are slow. Our work is based on a pace setter which is a challenge to us.*

Therefore, I always make one preparation for all learners. I teach them all in the same way. Ehhh…..Ja assessment is just another issue. We just assess them in the same way … as if nothing is happening. Eja…we assess them the same way, the gifted and everybody.

Results from the classroom observations supported what participants said. The class that I observed was a Grade 6 class. The teacher was teaching Natural Science and the topic was on Solutes, Solvents and Solutions. The Department of Basic Education (Guidelines for Inclusive Teaching and Learning, 2010) provides different educational strategies that teachers should employ when teaching an inclusive class like using concrete materials that learners can see and touch. There were 54 learners in a class and two were absent and the class was overcrowded. The textbook method was used by the teacher, no concrete objects were used. The teacher was only theoretically giving an example of salt and water as stated in the textbook. As stated above, the teacher's lesson plan did not show any form of intervention that will be made to cater for diverse learners. Furthermore, when questions were asked during lesson presentation, only learners who raised their hands were the ones who were asked to respond to questions by the teacher. Thereafter, the teacher continued presenting the lesson ignoring those that were still not following what was taught to them.

What I observed was an indication that the principle of inclusive education that confirms that full-service/inclusive schools should celebrate diversity through increasing participation and recognise potential as stated in the Department of Basic Education (Guidelines for inclusive education implementation in full-service schools, 2010) is not being adhered to at the school.

5.3.1.3 (iii) Resource allocation

According to the participants, the resource allocation for classrooms which has been stated as the primary resource of achieving the goal of an inclusive education and training system as stated in the Education White Paper 6 (2001) is being compromised at the school.

Different aspects were highlighted by participants to explain the status of their school as a full-service school in terms of resources that have been allocated. Participant 1:

We are a full-service school on paper; we do not have the resources. Another participant added by postulate thating: Participant 2: *I just don't know where to start. I just don't really know... We are a full-service school, we are declared a full-service school, but now we do not see any difference, the difference is not actually seen… Eeeeehhh... at times we wonder ourselves, to be a full-service school, what does it mean, because we do not see any difference that makes us see that…Eyaaaa… We have put a big bill board on the road that state that we are a full-service school. When people see a board, they think they can come and learn from us.* What participants indicated made it evident that teachers at the school feel that lack of resources makes it difficult for the school to implement inclusive education.

5.3.1.4 Intervention-specific capacity

5.3.1.4 (i) On-going support

Participants were asked about the support for the implementation of inclusive education that they get from key stakeholders like the School Based Support Team (SBST), management; the government officials at circuit, district and provincial level. Participants indicated that they have established the SBST at the school but the only thing that the SBST does at the school is to provide the staff with copies of documents on inclusive education and to give the staff the short feedback after having attended the provincial workshops. They indicated that the SBST is not adding any value to them. Participant 1: *Even the SBST that we have established is just in the file because the department of Health and the police are just there in writing but practically they are not there. Even teachers teach the way they always use to teach. The different leaners that are here are not being catered for.*

Findings from document analysis supported what the participant said. I requested documents that the school use to record interventions made by the school to support learners with diverse learning needs. The SBST file was given to me and what I found in the file was a list of SBST members which comprised of teachers, a pastor, one Department of Health official and a policeman. I also found policy documents like the Education White Paper 6 (EWP6, 2001) and the Screening, Identification, Assessment and Support (SIAS) strategy. The program of action as well as the interventions that the SBST is engaged in, their successes and failures did not

feature anywhere in the file. What participants have said; what I observed in the class and what I found in the SBST file was in contrary with the system for the SIAS protocols as outlined in the SIAS policy of 2014 regarding equitable access to education and appropriate support in full-service schools.

Regarding how the management of the school support them on the implementation of inclusive education, participants indicated that the management of the school is not in anyway involved in inclusive education matters. They indicated that the implementation of inclusive education has been shifted to the SBST at the school and the whole management team does not see the implementation of inclusive education as their responsibility.

And when asked about the on-going support that they get at various level of the Department of Basic Education, participants indicated that they do not get any support from the circuit and the district offices. Their statements supported what is contained in the Department of Basic Education Report on the Implementation of Education White Paper 6, EWP6 (An overview for the period 2013/2014) which sets out that the circuit and district officials do not support full-service schools. However, participants indicated that the Provincial inclusive education directorate is the only source of support for the school because they invite them to workshops and visit their school sometimes.

5.3.1.4 (ii) Collaboration

Participants were asked about the collaboration that the school has established with various stakeholders in education like teachers, neighbouring schools, NGOs, the Municipality, other departments and initial teacher education institutions to support the implementation of inclusive education at the school. Regarding how often they meet as teachers to share good practices and their frustrations on the implementation of inclusive education, participants indicated that they do not work collaboratively as teachers at the school. They indicated that the only time they meet as a staff is when they are being called to staff meetings and when they analyse the results at the end of every quarter.

In addition, participants indicated that there is no collaboration that the school has established with neighbouring schools, NGOs, the municipality, and other

Departments. However, they indicated that the Department of Health sometimes come to the school to do general check-ups, but they only come on their own without being invited by the school. Regarding the collaboration with initial teacher education institutions, participants indicated that no relationship has been established between their school and institutions of higher education.

5.3.2 Findings from School B

5.3.2.1 School Profile

It is a junior primary full-service school in a rural area that starts from grade R up to grade 4. It has six teachers and 218 learners. The school has admitted diverse learners including those that experience epileptic seizures, those who have attention deficit disorder (ADD), those that have a visual impairement and the MMIs.

5.3.2.2 Motivation

5.3.2.2 (i) Perceptions

When asked about their perceptions about inclusive education, participants at the school indicated that inclusive education is a good practice because it does not discriminate. Participant 3: *It does not discriminate learners according to their levels, disability, race, religion and others. Ehhhh….It must be kept. It is good to see learners of different abilities learning together, they become used to one another, learn to respect one another and realise that they are all human beings.*

Participant 4 added: *I love it. It does not discriminate. Learners become used to one another in a way that they end up forgetting that they are different.* Participants also indicated that, as teachers, they need to see all learners being able to access and learn at schools closest to them which is one of the principles of inclusive education. In addition, they also highlighted that although they are trying their best to implement inclusive education at the school, they want to improve on their current inclusive practices so that other schools can come and learn from them. Participants' sentiments support what has been recommended in the Department of Basic Education, Draft National Norms and Standards for Resource Distribution for an

Inclusive Education System (June 2015), that; what full-service schools are doing need to be emulated by other ordinary public schools.

5.3.2.3 General Capacity

5.3.2.3 (i) Knowledge acquisition

Participants were asked about their qualifications in inclusive education and the knowledge they have acquired during teacher education. The study found that teachers at the school have degrees and Honours degrees in inclusive education. However, participants indicated that some of the teachers at the school do not have a formal qualification in inclusive education and rely on the provincial workshops. Furthermore, in contrary to what Avalos (2011), stated that, teachers of full-service schools have not acquired enough during teacher education; participants at the school indicated that they have acquired enough during teacher education. Another participant at the school assertedthat, they have been taught during teacher education that, when you are teaching the foundation phase; you must use concrete objects and always know that all children can learn.

5.3.2.3 (ii) Knowledge application

Regarding whether they are able to apply the knowledge that they have acquired during initial teacher education, participants indicated that they are able to apply the knowledge as a school. They stated that when they prepare their lessons, they consider diversity and when they assess learners, they also cater for diversity by supporting learners that are left behind or far ahead individually. Participant 3: *I teach grade 1 and learners are 57. I start by teaching the whole class and thereafter identify those that are struggling and intervene by attending to them individually… When I prepare, I prepare one lesson that indicates how I am going to assist those that are struggling as well as those that are highly gifted by setting activities suitable to their level of achievement. When I asses them, I set a single task…, however, after marking I identify the struggling ones, put them aside and plan for their intervention.*

Participant 4 supported the statement*: I am teaching grade 3. Ehhh…there are…49 learners in my class. I prepare one lesson for all of them. But…when I teach I make sure that I cater for all learners. Every time after marking their work I make sure that I*

write down those that are struggling and give them more attention. Those that finish writing quicker, I give them extra work because they like disturbing others. Participants also asserted that they are able to adapt and differentiate the curriculum to meet the needs of diverse learners in their classes at the school. Their statements were supported by what I observed in the grade 1 Literacy class, the teacher's lesson preparation in the teacher's portfolio indicated at the bottom how inclusivity will be catered for and the type of intervention that will be made.

5.3.2.3 (iii) Resource allocation

Participants at the school indicated that they do not have adequate resources to help them in the implementation of inclusive education at the school. What was asserted by participants is that, the present human resource provisioning at full-service schools is still the same as that of ordinary mainstream schools. They felt that this present human resource provisioning is not doing justice to them as full-service schools because of the amount of work they are faced with. *Participant 3: On the issue of the teacher-pupil ratio, full-service schools should be treated differently…We do not have enough teachers and that is a problem.*

Participant 4 added*: Ehhhh….we are only six, including the principal…We need more staff, even those that can assist teachers in class, like now, when one child wants to use a toilet, you have to leave your class and take one child to the toilet; and when you come back, the other one wants to go and you have to take the child again. You can spend the whole day going up and down. When you tell them that they will go during break, you'll just hear the smell in class. Then you have created yourself another job because you will have to clean the child. Another thing is, when you leave them they fight and hurt each other.*

What participants stated about the need for a review in staff provisioning of full-service school is in line with what has been suggested in the Department of Basic Education (Draft National Norms and Standards for resource distribution for an inclusive education system, 2015) that, the staff provision of full-service schools has to be reviewed. Participants also raised their concern about the state of their infrastructure at the school and indicated that inaccessible toilets and lack of ramps make it difficult for diverse learners to enjoy being at the school.

They asserted that their school's infrastructure does not cater for diverse learners. Participant 3: *The only thing is that our school is not environmentally friendly. In as much as we are a full-service school, our infrastructure should be able to cater for all. Ehhh...like you see the steps that we are using, we do not have ramps.* The support needed at full-service school in terms of infrastructure was emphasized by another participant. Participant 4: *We only need the support of the department of education... Look at our school, a very big yard, very dusty, no paving. Look at our veranda, very high steps, no ramps… if we can only get the paving and the ramps. Hope you see how big our yard is, toilets are very far, our yard is not user friendly for an inclusive school at all, but we are trying to keep it very clean, I hope you can attest to that mam.*

Despite the challenge of lack of resources, participants at the school indicated that they they make their own teaching aids to help diverse learners in their classes to benefit. An example of a teaching aids that the school use is on the picture below. A story was read and a visual made by the teacher was put on the board and was used as a teaching aid of the story. Some learners were made to narrate the story by mere looking at the picture while some were made to read the story. Eventually, all learners were able to relate the story. As a result, participants at the school indicated that as a school, they are applying inclusive education and all diverse learners are being catered for in the classrooms.

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Figure 5.1: Visuals of the story for Grade 1 made by the teacher. Photo taken by the author

5.3.2.4 Intervention-specific capacity

5.3.2.4 (i) On-going support

Participants were asked about the support that they get from the SBST, management, the government officials at circuit, district and provincial level on the implementation of inclusive education. Participants indicated that the SBST at the school is functional. I analysed the SBST file and found names of the committee, lists of names of orphans and vulnerable children at the school. The lists were arranged in grades and different interventions that are being followed up for each learner were clearly indicated in the file. Furthermore, participants indicated that everytime after trying everything possible to address the challenges that they are experiencing as individual class teachers in supporting learners, they submit those challenges to the SBST.

As part of the support, participants stated that the SBST, in collaboration with the management of the school invite experts in inclusive education to teach the whole teaching staff on aspects of inclusive education that teachers struggle with like, the Individual Support Plans (ISPs), where teachers at the school are taught how to develop the plans designed for learners who need additional support or expanded opportunities. In addition, participants stated that they get support from the management of the school on the implementation of inclusive education. They indicated that the management of the school provide a climate that enables them to implement inclusive education. Some of the management initiatives to support the implementation of inclusive education mentioned by participants included; providing teachers with the necessary documents for inclusive education, regularly organising school based workshops, inviting university lecturers to capacitate teachers on inclusive education and also inviting teachers from special schools to capacitate teachers with different ways of supporting diverse learners. Moreover, participants indicated that the management of the school also gives provision for extra-time during formal assessments to learners who are not able to finish writing on time.

However, participants indicated they are not getting any form of support from the circuit and the district officials. This is what they said: Participant 3: *The Circuit and the District officials are so quite about us.* And, Participant 4 supported the statement by postulate that*: When we tell the circuit they postulate that they do not have the expertise to assist us. We are then left alone to see for ourselves.* Similar comments were asserted by the HoD. HoD 2: *There is nothing that we get from the Circuit, the District used to come here, but we are no longer seeing them.* Furthermore, participants stated that as a school, they rely on the Provincial inclusive education directorate for the support on the implementation of inclusive education. They indicated that they attend those provincial inclusive education workshops and they benefit a lot from the workshops. The assertion that workshops are helping teachers contradicts what was stated by Bantjies, Swarts, Conchar and Derman, (2015) that workshops are not helping teachers in any way.

5.3.2.4 (ii) Collaboration

About the collaboration with colleagues, participants indicated that they support one another as teachers at the school. They are a staff of six members and they meet regularly to share good practices and challenges. Participants also indicated that they always ensure that they meet at least once a month and whenever there is a need to meet. They said, when they meet they advise each other and as such, that has made the grade 3 teacher to get two trophies in their circuit during the Annual National Assessments (ANA) 2014, because her learners came first. The HoD supported what teachers at the school are doing by postulate thating: *Teachers that we are having here know what they are doing. They even assist each other. We have one that we solely rely on, this teacher is one of those teachers who were taken to university for four years to go and learn about inclusive education. The teacher is doing a wonderful job and that has made the whole staff to love inclusive education.*

Teachers' collaboration at the school supports what was stated by Arrazola and Bozalongo (2014) that the collaboration of teachers encourages the professional development of teachers.

Many researchers assert that teachers do not have the capacity to implement inclusive education and they also have a negative attitude towards inclusive

education (Agbenyenga, 2011; Engelbrecht, 2013; Donohue & Bornman, 2014), but the HoD's opinion about the capacity that teachers at the school have on the implementation of inclusive education flouted the researchers' sentiments. Fortunately, the same teacher that was mentioned by the HoD to be helping other teachers a lot at the school was one of the participants and she affirmed the statements made by postulate that they have indeed benefited from the four year degree that they were sent to do full time by the Limpopo Department of Education.

Regarding the collaboration that the school has established with neighbouring schools, participants indicated that they only have a relationship with special schools that sometimes visit the school. Regarding the relationship with the NGOs, participants stated that they have a relationship with an NGOs which donated the library at the school. Despite the infrastructural challenges, participants indicated that even if they are not happy with the state of the infrastructure at their school, but, they do have a library, built of steel, that has been donated by an NGO. The library is being used by learners. They stated that the NGO trained teachers at the school on how to use the library and sometimes come to the school to teach learners to read and that is helping learners a lot. They indicated that the library is the one that assisted grade 3 learners to attain position one in the circuit during the 2014 annual national assessments (ANA).

However, participants indicated that as a school, they do not have any relationship with the municipality. HoD 2: *The municipality, we have never engaged them. They only come here at the beginning of every year to ask about the enrolment, from there, we will see them next year when they will be coming for the same information.* Furthermore, regarding the collaboration with other departments, participants indicated that they used to work closely with the Department of Health as a school. However, they stated that they no longer receive the services of the Department of Health. The reasons they have advanced are that the nurses told the school that they will no longer be able to visit the school because they were told that their visits will no longer be able to be put on the budget by the Department of Health.

Participants indicated that university lecturers sometimes visit the school to conduct workshops on how to implement inclusive education and they benefit a lot from those workshops. Regarding their ideal initial teacher education course in inclusive

education, participants indicated that initial teacher education content in inclusive education should be 80% practical and 20% theory. Again, they said they wish to see teachers being taken to school that are advanced on the implementation of inclusive education to learn the good practices so that other teachers from mainstream schools could be able to learn from them which is in line with Department of Basic Education (Guidelines for full-service/inclusive schools, 2010) that the first cohort of full-service schools will become examples of good practice and will chart the way for all schools to ultimately become inclusive institutions.

5.3.3 Findings from School C

5.3.3.1 School profile

It is a former Model C secondary full-service school with boarding facilities. The school has 31 members of the teaching staff and an enrolment of 1017 learners, 2 administrators, 8 hostel staff and 6 gardeners. All learners reside in the school premises. There are no teacher aiders, no nurses and no therapists. The school has dominantly admitted learners who have physical disabiities, learners who experience epileptic seizures and the MMIs.

5.3.3.2 Motivation

5.3.3.2 (i) Perceptions

Participants indicated that inclusive education is a good practice. However, they postulated that even if they see the implementation of inclusive education as a good practice, they do not implement it because they are overloaded. Participants indicated that what they do is that they only concentrate on ensuring that the grade 12 learners pass at the end of the year because the results will be in the public eye. I made rounds around the school and noted what was asserted by Ncube (2014) that learners should embrace diversity and live harmoniously with each other regardless of their differences. At the school, I saw learners working together and interacting with each other despite their differences as was indicated by participants.

5.3.3.3 General Capacity

5.3.3.3 (i) Knowledge acquisition

When asked about their qualifications in inclusive education, participants stated that none of the teachers at the school has a formal qualification in inclusive education. Participants indicated that they were only taught about inclusive education during the provincial workshops on inclusive education that they regularly attend. However, they indicated that the knowledge they have acquired about how to implement inclusive education during these workshops is not enough. Participant 5: *It is not enough because most of what we did was just theory.* As a result, another participant indicated that they cannot confidently postulate that they are ready for the implementation of inclusive education after having attended workshops*. Participant 6: No…not at all. That's why I am postulate thating we are not ready at all because it was actually theory that we did, not practical.*

5.3.3.3 (ii) Knowledge application

Participants were asked about how they apply the knowledge about inclusive education they have been taught about during workshops they have attended. They stated that when they do lesson preparations, they make one preparation like they used to do before they are declared a full-service school. Moreover, they indicated that when they teach, they also teach in the same way without considering the diversity of learners in their classes. Regarding assessment, participants asserted that they also formaly and formally assess diverse learners in the same way, using the same tasks. What participant stated was supported by what I saw in the grade 10 class that I observed were the teacher used the traditional lecture method throughout the lesson as he was teaching. Learners who were not participating were merely ignored by the teacher.

The HoD supported the statements made by the teachers and also highlighted an extent to which the mild to moderate intellectually impaired learners are being ignored at the school.

HoD 3: *Let me tell you the truth, these classes have been divided according to the intelligence of the learners. Class A is intelligent, B better...like that like that. The learners in Class D are suffering because teachers do not even go to classes. Because they postulate that the classes that do not respond to them the way they want them to…I think they are focussing on these ones, the highly gifted ones.* In

addition, participants indicated that diverse learners are being assessed in the same way at the school. Furthermore, they stated that they once tried to apply for examination concessions as a school and they did not get the approval from the Department of Education. As a result, they are no longer applying for concessions because they take time filling in the forms, inviting parents to also fill in the forms which ultimately becomes a daunting task when they do not get approvals at the end.

Again, participants indicated that they do not help each other as teachers at the school; each and every teacher does his/her own things his/her own way. Participant also indicated that they do not get any form of assistance from the school management on the implementation of inclusive education. I therefore saw it as a finger pointing exercise between the school management and the teachers. The HOD blamed teachers for ignoring the mild to moderate learners while the teachers blamed the school management for lack of support on inclusive practices. The shifting of the responsibility between the leadership of the school and the teachers on inclusive education practices leaves both the SMT and the teachers frustrated; as a result, there are no inclusive education programs that have been planned by the school.

5.3.3.3 (iii) Resource allocation

The school infrastructure has been well built to accommodate diversity. There are ramps all over and the grounds are accessible. However, the school was very filthy with papers and heaps of rubble hanging all over the school yard. Classes were also very dirty. When asked why they have neglected the school, participants indicated that they could not make learners to clean the surrounding and their classes because there are people at the school that have been employed to do the work and they are not being properly managed. One of the requirements of EWP6 (Department of Education [DoE], 2001) inclusive is that the school infrastructure has to be taken care of. Regarding the human resource provisioning, the teacher pupil ratio stood at 1: 33 at the time of research which the teacher stated that it leaves them overloaded.

5.3.3.4 Intervention - specific capacity

5.3.3.4 (i) On-going support

Participants were asked about the type of on-going support on the implementation of inclusive education that they get from the SBST, the management, the circuit, the distict and the province. Participants indicated that at the school, the implementation of inclusive education is the responsibility of the SBST which itself seem not to be winning and end up blaming teachers by postulate thating teachers do not have the interest in inclusive education. Participants also stated that they are also not been given the inclusive education documents as teachers at the school. Their sentiments was affirmed by the HoD. The HoD was asked about whether they provide teachers with the necessary inclusive education documents and the type of on-going school based support.: HOD 3: *No…no…they do not have. Only the SBST committee has. No…No… we do not organise the on-going support here at school.*

Regarding the school management support, participants indicated that the school management is aware that all teachers at the school do not have qualifications in inclusive education and have also identified the challenge that teachers are not involved in an initiative to implement inclusive education at the school. They indicated that, although they are aware as the school management team, there is nothing that the school management is doing to ensure that teachers get the necessary support of how to implement inclusive education.

In contrary, the school management indicated that there is lack of interest to implement inclusive education from the teachers at the school. The HoD highlighted the frustration that they have as the school management about the teachers that do not see inclusive education as their responsibility. *HOD 3: I don't know how we can make this to be more practical, how we can take this to the minds of every teacher. You find that when we are telling them about this, hei…for some, you will see that they are really not interested. You can see that they see this as not theirs but for some other people. I do not know how we can instil this in the minds of all teachers so that they see the seriousness of the whole process. The thing is these teachers have the knowledge, but I don't think they have the passion, just the interest. I think maybe it's because we are so overloaded, so they just postulate that this one we will see later, let us start with what will be going to the public eye.*

When analysing the documents, I found that the SBST had a file on inclusive education. However, the programme of action as to what the SBST has achieved as well as what it is still working on were not there in the file. In the file, there were workshop handouts, departmental policies for inclusive education and the year programme of the inclusive education provincial workshops. Regarding the support that the school gets from the circuit, the district and the province on the implementation of inclusive education, participants indicated that the support from the circuit and the district is non-existent. The provincial directorate of inclusive education was the only component that the school relies on for support on the implementation of inclusive education at the school according to participants.

5.3.3.4 (ii) Collaboration

Participants were asked about the collaboration that the school has established amongst teachers at the school, with neighbouring schools, parents, NGOs, municipality, other departments and initial teacher education. Participants indicated that they do not collaborate as teachers at the school to support one another on the implementation of inclusive education.

Regarding the collaboration that they have established with parents, participants indicated that they also do not collaborate with parents because parents do not support the school in the education of learners. One of the scenarios that was raised by participants was that the school is now unable to apply for examination concessions because parents do not come when they are being invited to school. Therefore, the examination concession process becomes difficult because the forms need a psychological report. Furthermore, participants also indicated that parents do not want to take their children for psychological assessment because they deny the fact that learners need an intervention.

Participants also stated that their school does not collaborate with neighbouring schools. However, they indicated that there is an NGO for doctors who have physical disabilities that supports the school. They stated that the NGO brings learners who have physical disabilitiesto the school. Those learners that are brought to the school are taken from the special schools to come and learn in a mainstream school. Participants also stated that the same NGO sometimes brings graduates who

attended school at the school for exhibitions, motivational talks and gala dinners. Unfortunately, only the SBSTs , the school management and learners who have physical disabilities attend the exhibitions, motivational talks and gala dinners. Participants asserted that teachers and support staff members are always not invited to those gatherings that usually take place once in every year.

Furthermore, participants indicated that the school does not have a relationship with the municipality, other departments and initial teacher education. Participants were asked about their ideal initial teacher education on inclusive education. They expressed their need to do a course in inclusive education.

Teacher 5: *First time when I came here I did not know the school was admitting learners with disabilities, as a teacher I was basically surprised. I was like, when I looked at the learners, they were like embracing all these learners, and you look at them you start to wonder what is making them to see everyone the same way. They will push the wheelchair, to me it was a surprise, but then gradually, I became used to it. Ehhhh… what I am trying to postulate that is that I think it is basically not enough until one is exposed to the real situation. Therefore, I think if universities can offer a part time course for us and include practical on their course content; we will appreciate it very much because we will be able to assist everyone in classes.*

Participant 6 added: Ehhhhh…, in as much as they are training these new teachers*, I think it is very imperative that a compulsory module on inclusive education should be offered for all student teachers during initial teacher education and for all of us in-service teachers.* HoD 3 also supported the statement by postulate thating: *If they can give us some short courses in inclusive education so that we are all taken on board, ehhhh… maybe for 6 months so that we learn.*

5.3.4 Findings from school D

5.3.4.1 School Profile

It is a full-service primary school in a semi-urban area with learners from grade R up to Grade 7. The school has a total of 29 teachers which includes 1 principal and 1 deputy principal. It has an enrolment of 1155 learners. There were also two teachers from Belgium that were on an exchange programme and 2 security officials employed by the SGB. When asked about the type of diverse learners that they have

admitted at the school, participants indicated that the school admits diverse learners including those who have a hearing and a visual impairement. They asserted that most of their learners are the MMIs.

5.3.4.2 Motivation

5.3.4.2 (i) Perceptions

Teachers postulated their love for inclusive education. Participant 7: *According to me, it is a very good thing because it shows no discrimination. I think we are all human beings; we must therefore live together in harmony without any fear.* Another teacher supported the statement and added by indicating that inclusive education should be rolled-out to all other schools. Participant 8: *What I understand is that ehhhh….each and every teacher should….should accept each and every learner's intellectual ability because we have learners who have some…who have barriers to learning. Ehhhhh…some understands slowly, some understands faster. I wish all schools can practice inclusive education so that all learners, regardless of disability or vulnerability are able to learn at schools next to them.* The only hindrance stated by participants was that their classes are overcrowded and that makes it difficult for them to reach all learners.

5.3.4.3 General Capacity

5.3.4.3 (i) Knowledge acquisition

Participants indicated that most of the teachers at the school have a formal qualification in inclusive education. They stated that some teachers have done the advanced certificate in education (ACE) in Remedial education, and some did ACE in inclusive education and many of them are continuing with their Honours degrees in inclusive education. They also indicated that teachers who do not have a formal qualification in inclusive education are very few at the school. Participants were asked if they feel they have acquired enough during their initial and in- service teacher education to be able to implement inclusive education.

The HoD indicated that teachers have acquired enough. However, teachers felt differently and stated that they have not acquired enough. Participant 7: *Not at all, not enough. More still need to be done*. Although another participant said enough has been acquired, the statement was not convincing. Participant 8: *Eya, I can postulate that so, but… I still need some workshops.* Their statements further suggested that teachers need an on-going professional development on inclusive education.

5.3.4.3 (ii) Knowledge application

When asked about how they prepare their lessons, how they present their lessons and how they assess learners, participants indicated that when they prepare lessons, they prepare one lesson but at the end of the lesson plan they have the inclusivity column where they indicate how they will be supporting learners with barriers to learning. They stated that when they teach learners in their classrooms, they cater for diversity by using teaching strategies that involve learners like group work. Regarding assessment, participants indicated that diverse learners at this school are being assessed differently. Participant 7: *With assessment, we have learners that, most of our learners, many of them cannot read and write, so we need to, those are the ones that you need to…we read questions for them. When you read orally to them they answer you correctly, so we give them that latitude so that they can answer, and then you score them orally. That is what inclusive education is all about. We do it here, but not with all the learners, with those that you see that they really need oral assessment.*

What the participant stated was supported by another participant. Participant 8: *Mnnnnhhhh …we assess them…ehhhh…those who have barriers we assess them orally. We prepare questions for them, sit with them…..ehhhh…one by one we ask them orally and then score them according to the assessment instrument we have prepared for them.* What teachers at the school practice supports what the Department of Education (Guidelines for full-service/inclusive schools, 2010) assert that, assessment needs to be multi-dimensional and located within the framework of barriers of the individual learner.

5.3.4.3 (iii) Resource allocation

Even if teachers are trying their best to implement inclusive education at the school, overcrowding and dilapidated buildings have been indicated by the participants to be the major factors that have a negative impact on the implementation. In support of what was mentioned by the participants, when I was taking rounds around the school, I walked passed the class where a teacher was reading a story from the book. It was very hot in the class and most of the learners; especially those that were seated at the back were sleeping when the story was read.

In addition, participants raised their concern about their school which do not have ramps. However, the HoD indicated that the school management team (SMT) has taken an initiative of requesting the municipality to make a recommendation to the Provincial Department of Basic Education that the school should get the proper infrastructure.

5.3.4.4 Intervention-specific capacity

5.3.4.4 (i) On-going support

When asked about the support in inclusive education for teachers offered at the school, participants indicated that the school based workshops on inclusive education are being organised by the SBST and the school management for the teachers at the school. HoD 4: *We normally sit down as a staff. We invite experts in inclusive education to come and assist us. We even invite special schools teachers and the full-service school which is not far from us because they have long started with this programme and they are far ahead as compared to us.*

Participants confirmed that the management of the school is doing everything in its power to ensure that teachers receive an on-going support in inclusive education despite their overcrowded classes and the dilapidated buildings. Furthermore, participants indicated that the leadership of the school embrace the initiatives suggested by all teachers for the advancement of inclusive education at the school. They also indicated that the school management motivates teachers to conduct extra lessons. These lessons are conducted by the teachers afterschool without expecting an incentive from the department. Teachers at the school are also empowered to come with new innovations.

HOD 4: *Our teachers are all willing to support these learners. I still remember one of the teachers said to me, we have this, we must have a meeting. We had a meeting and we shared what needs to be done.* Furthermore, participants at this school indicated that although they do not have teachindg aids, they always ensure that they make their own teaching aids so that diverse learners could benefit from the learning process. The figure below show some of the teaching aids made by teachers at the school.

Figure 10: Teachers' teaching aids to help with learning. Photo taken by the author

With regard to the support that the school is getting from the circuit and the district, participants indicated that the circuit is not supporting the school but they do come to school to supervise their inclusive education programme. Although it was indicated that the district support the school, participants stated that the school rely solely on the inclusive education workshops that are being organised by the inclusive directorate of the Provincial Department of Education. They also indicated that they have just attended a workshop that was organised by the same directorate a few weeks back where they were taught how to support learners who have Down-Syndrome. Participants further indicated that they used to deny these learners admission at the school, but they are now ready to admit these learners because they now know how they are going to support them.

5.3.4.4 (ii) Collaboration

Participants stated that they do collaborate as teachers at the school to assist each other on best practices of implementing inclusive education. Participants also indicated that they do collaborate with neighbouring schools as stated above. What participants asserted was an indication that different neighbouring school do collaborate and assist one another and that contradicts what was said by Mitchell (2014), that full-service schools do not collaborate with other schools.

When asked about the parental involvement at the school, participants indicated that parents have a sense of ownership for their school. They affirmed that parents are the main source of support on the implementation of inclusive education at the school. They asserted that some parents have volunteered to clean the school grounds on daily basis while other parents voluntarily assist the food handlers to cook and dish because learners are many. Furthermore, because of the old and dilapidated buildings at the school , participants stated that parents have collected funds and built a house that is being used as an administration block. In addition add to the parental support that participants alluded to, the HoD indicated that parents are so supportive at the school in that, after having realised the overcrowding problem that was experienced in classes, they thought of contributing their own money and have built an administration block themselves so that the three classrooms that were used as offices could be turned back to become classes.

Figure 11: The house built by parents serving as an admin block. Photo taken by the author

Participants asserted that as a school, they do not have a relationship with the NGOs and the municipality. Furthermore, they indicated that although they do not have

therapists at the school, they get the services of a social worker who assists them with welfare cases and with referrals to be seen by the therapists. Moreover, participants stated that the school has established a relationship with the nearby university that sometimes conduct workshops on how to implement inclusive education at the school. Participants also indicated that the because of the relationship that they have with the nearby university, the university has sent two volunteer teachers from Belgium who are on an exchange programme to assist the school. Participants indicated that the volunteer teachers are assisting them a lot on the implementation of inclusive education. When asked about the type of an initial teacher education programme in inclusive education that they would like to see being offered, participants indicated that more theory is being done at institutions of higher learning and they would like to see teacher education closing the theory-practice gap.

5.3.5 Findings from School E

5.3.5.1 School Profile

This is a full-service primary school in a rural area with a total of 430 learners and 13 teachers. The teaching staff and the food handlers are the only staff employed by the Department of Basic Education at the school. Diverse learners admitted at the school include learners who have visual impairements, those who experience epileptic seizures and the MMIs.

5.3.5.2 Motivation

5.3.5.2 (i) Perceptions

Participants at the school perceived the implementation of inclusive education as a practice that should be kept as it does not discriminate against anybody. They indicated that as teachers, they were worried when their school was declared a full-service school. However, after starting to admit diverse learners as a school, and seeing how different learners perform differently in different subjects and activities, they have turned to appreciate inclusive education and whenever they experience a challenge, they seek advice from each other as teachers on the kind of support that a particular learner need. Participants also indicated that inclusive education is being

prioritised at the school by both the teachers, the SMT as well as the parents. Furthermore, they stated that every school can implement inclusive education. They asserted that the implementation of inclusive education is not something that they did before, as a school started with the implementation after being declared a full-service school and every day is like a learning curve to them.

5.3.5.3 General Capacity

5.3.5.3 (i) Knowledge aquisition

All the three participants indicated that there is no teacher who has a qualification in inclusive education at the school. They stated that they are qualified teachers and have also furthered their studies but not in inclusive education. They also indicated that they rely on the provincial workshops.

5.3.5.3 (ii) Knowledge application

When asked whether they are able to apply the knowledge that they have acquired as teachers about inclusive education during the provincial workshops they have attended, participants indicated that when they prepare lessons, they prepare the same lesson but they always make sure that they align their subject matter in such a way that all learners will be able to follow. They indicated that their lesson plans give provision for diverse learners. Regarding lesson presentation, participants asserted that they employ diverse teaching strategies.

Participant 9: *Ehhh...usually they… they have told me that when I teach I must use learner support material all the time, Mnnnnnh ... like, concrete things in the class. They help them understand because they will touch, they will handle, they will do whatever they want with the object. And I do that, and I have seen that it is helping a lot.* Furthermore, participant stated that as teachers, when they assess their learners, they mainly set the same tasks but learners that did not do well are supported and given another task to write until they all get good marks. They indicated that oral

assessments are being used at the school to assess learners who cannot read and write.

5.3.5.3 (iii) Resource allocation

Participants indicated that they do not have enough classrooms and enough teachers at the school. They also indicated that their uneven school surrounding is making it hard for wheelchairs to move around the school. Furthermore, they indicated that lack of enough teachers is a challenge at the school. Participants also indicated that their school buidings are dilapidated and they do not have ramps at the school because of lack of funds. As a result, they indicated that parents have resorted to constructing ramps to help learners who have physical impairements to be able to move around the school.

5.3.5.4 Intervention specific capacity

5.3.5.4 (i) On-going support

Participants indicated that the school has established the SBST which conducts the school based workshops for all teachers at the school after having attended the provincial workshops. Efforts of the SBST at the school were complimented by one participant: Participant 10*: I am being assisted a lot by the training that we are being offered by the SBST, the nearby full-service school and the nearby special school. As I said earlier that we use to have a high drop-out rate at the school where I was working before I come here. Now I understand that although as teachers we use to blame learners postulate thating they are 'dom kops' and 'slow learners', now I even feel guilty that I contributed to their dropping out from school. I did not know how to assist them, I did not know that learners must be treated differently because they are different, in a way; I was a barrier to the learners. Now they are just roaming the streets and it means I have contributed without knowing.*

When analysing the inclusive education documents in the file I found that, the inclusive education file was nicely kept in the principal's office. In it, there were names of the SBST committee, inclusive education departmental circulars and policies, school year programme, names of vulnerable learners per grade, different

interventions that are being done to support vulnerable learners were highlighted in the file.

Regarding the role of the management of the school in supporting the implementation of inclusive education at the school, participants indicated that the management arrange for teachers to visits schools that have long been implementing inclusive education. They also contact the nearest special school which serve as their resource centre whenever they need assistance on certain topics. On the support from the Department of Education that they get as a school on the implementation of inclusive education, participants indicated that although the circuit is not supporting them as a full-service school, they are being supported by the district and the province.

HOD 5: *Our circuit is dragging its feet; they normally take time to process our things. In terms of support, no, they are not supporting us. The district is the one that support us. They come here and give us support. Our main source of support is the provincial people, they organise meetings, training and workshops for us, they also come here sometimes for support.* Another participant added: Participant 9: *At circuit level, they should organise workshops because usually we go to those at provincial level.* Teachers of the school rely solely on the provincial support. Workshops that are organised at this level were seen by participants to be the major support for the implementation of inclusive education at the school. Participants have shown the value that these provincial workshops have on them, especially because they do not have a qualification in inclusive education.

5.3.5.4 (ii) Collaboration

When asked about the collaboration that they have as teachers on the implementation of inclusive education at the school, participants indicated that as teachers, they meet after school after every three weeks to share their best practices of implementing inclusive education. They asserted that it is during those meetings were they swap learners as teachers whenever another teacher has a problem of helping a particular learner. After an intervention by another teacher, the teacher takes the learner back and shows that teacher how the learner needs to be supported.

Participants also asserted that they collaborate with a neighbouring full-service school which has long started with inclusive education and a nearby special school. They stated that the SBST always arrange with that full-service school for teachers to go to that school and observe whatever they need to be assisted on. Regarding the collaboration with parents, participants asserted that parents play a major role in supporting the school. They indicated that parents take care of the school environment and therefore, despite the old buildings at the school, the school is well cared for and parents assists by building trees, flowers and making sure that the school surrounding is well taken care of. Furthermore, participants stated that parents also teach learners and teachers extra-curricular activities at the school after school on Mondays, Tuesdays and Wednesdays.

The HoD emphasised the level of parental involvement at the school, HOD 5: *Here we are supported mainly by parents of these learners. They are the ones that set up programs to take the school forward and they also help us to train our learners with extra-curricular activities.*

Figure 13: Parents' initiatives, well taken care of surrounding and an example of the ramps they have constructed. Photo taken by the author

However, participants indicated that the school has not yet established the relationship with the NGOs, the municipality and institutions for higher learning. Regarding the collaboration with other departments, participants stated that the school works closely with the nearest hospital. They indicated that they have secured the services of the social worker to assist orphans and vulnerable learners; and the psychologist screen learners to enable the school to support needy learners appropriately in line with the SIAS policy.

Participants felt that although they are trying as a school to implement inclusive education, they still need more workshops and a qualification in inclusive education so that they could improve on what they are currently doing. Participants were also asked about their ideal initial teacher education in inclusive education. HOD 5: *We will appreciate it if a program for us can be started at the university where we will maybe attend in the afternoon to learn more about inclusive education.* Another participant supported the comment and added by suggesting to teacher education of the type of teacher education program on inclusive education that would be appreciated; the one that focus more on the application rather than the introduction on inclusive education: Participant 10: *I think at a college or university, when they train teachers, I think they should make sure that they do not only do the introduction of inclusivity, they must teach it in detail. The teachers are going to meet it at schools. I think...ehh…its not only full-service schools that have this challenge. I think all the schools have these learners is just that they do not know what it is and how they should come out of it. But almost at all schools, there are these children.* Participants at the school asserted that every teacher has to be qualified in inclusive education because as teachers; whether the teacher is at a full- service school or a mainstream school; they are all confronted with learners that need an inclusive approach.

5.3.6 Findings from School F

5.3.6.1 School Profile

The school is a secondary full-service school with boarding facilities. Participants indicated that the school is a catholic school that was meant to serve only learners of a particular religion. But, participants indicated that the school is now admitting all diverse learners regardless of ability or background. It has admitted vulnerable learners, learners who have physical disabilities, learners with hearing impairements were some are using hearing aids, learners with visual impairements, and the MMIs .

5.3.6.2 Motivation

5.3.6.2 (i) Perceptions

Participants at the school have shown a positive attitude towards inclusive education; however they asserted that they are not able to fully implement it at the school because of their workload and that they do not have enough capacity to implement it. Again, participants indicated that inclusive education is seen as a good practice at the school, and as participants, they suggested that inclusive education should be cascaded to all other schools in the province, however, the need for continuous support for the effective implementation was emphasized by participants.

5.3.6.3 General Capacity

5.3.6.3 (i) Knowledge acquisition

Participants at the school indicated that there is no singe teacher at the school who has a qualification in inclusive education. However, they stated that some teachers have just registered for a course in inclusive education. As participants, they indicated that the school rely on the training by the provincial department of education. They also indicated that the training that they receive from provincial workshops is of assistance to them but it is totally not enough.

5.3.6.3 (ii) Knowledge application

When asked about how they apply their acquired knowledge, participants indicated that when they plan and present lessons they ensure that they cater for diverse learners. Participant 11: *So when you prepare for an inclusive class, the important thing that you have to do is that you have to make sure that when you dish out the subject matter it must cater for all the learners, whatever you are going to do as an activity, indicate also, include also activities that are for those that could not match those that are good. That means your lesson must be prepared according to the different abilities of all learners. I normally make one preparation but I always ensure that it cater for all learners.*

During assessment, diverse learners are being catered for and examination concessions are being made at the school according to the participants. Participant 12: *Remember, because the learners that I work with perform very poorly on average, they also write very slowly, so we have arranged exam concessions for them so that they are given extra time when they write. Once we identify such*

learners we immediately make an application to the Department of Basic Education that those learners should be given extra time and we get approvals. Another participant supported the statement by postulate thating: HoD 6: *We have learners that write very slow, we normally apply for the concessions. We do not struggle when we apply for concessions, we get the cooperation of the parent and the psychologist. We do not struggle at all. We get approvals on time.*

5.3.6.3 (iii) Resource allocation

Participants stated that teachers are not enough at the school. They indicated that they need more teachers as well as the support staff for them to be able to implement inclusive education. The school has a double storey building; there are no lifts and ramps within the school. Participants indicated that the absence of lifts makes it hard for learners who have physical disabilities to go upstairs. They stated that it becomes a problem because other buildings have been made in such a way that toilets and the library are upstairs. According to the participants, the infrastructure at the school is not inclusive because the school does not have lifts.

Figure14: Learners found completing their assignment in the library that is upstairs. Photo taken by the author

5.3.6.4 Intervention-specific capacity

5.3.6.4 (i) On-going support

When asked about how often they meet as teachers to share their good practices and frustrations, participants indicated that they meet only when the SBST wants to give a report from the workshop they have attended and only during staff meetings when they will be having a lot of issues to attend to on the agenda. Catching up and finishing the syllabus is what participants indicated that as teachers, they are always striving to achieve and therefore leave learners who are not coping academically

behind. They also indicated that the management of the school is not creating opportunities for them to learn about how to implement inclusive education. Regarding the inclusive education support that they are getting from the Department of Education, participants indicated that the circuit and the district do not support the school with the implementation of inclusive education. The provincial directorate of inclusive education was mentioned to be the only source of support. One participant said:

HOD 6: *Hee hee hee… let me just also indicate that so far we are comfortable with the assistance that we are getting from the workshops organised by the provincial directorate. We benefit so much. I am sorry to single out one of the officials from the directorate, but to postulate that the honest fact, once he invites you to the workshop, when you go out, you wish he could organise another work shop immediately.* I requested the inclusive education file to see the school's program of action in inclusive education, I could not get the file because I was told that the file is always kept in the principal's office, but recently, the SBST co-ordinator took it so as to update it and as a result the file was with him and unfortunately on that day, the SBST coordinator was not at school.

5.3.6.4 (ii) Collaboration

Participants were asked the collaboration that they have as teachers at the school on the implementation of inclusive education. They indicated that they never meet as teachers to address the inclusive education issues and they are always left frustrated as individual teachers when learners are not coping in classrooms. They also asserted that they do not have any relationship with the neighbouring schools. When asked about the level of parental support at the school, participants indicated that parents do not support the school and they do not availing themselves whenever they are being called.

However, participants indicated that the school has a relationship with an NGO of doctors who have physical disabilities. They indicated as participants that the NGO sometimes organise gatherings where they capacitate the whole teaching staff on how to deal with diverse learners; and especially, learners who have physical disabilities. However, participants indicated that that capacity building session that

they sometimes get from the doctors is not enough. They highlighted their need to pursue a qualification in inclusive education with initial teacher education.

Regarding their collaboration with the municipality and other departments, participants stated that they have not yet established any relationship with the municipality and other departments. Lastly, participants also indicated that they do not have a relationship with initial teacher education. When participants were asked about their ideal teacher education for inclusive education, they indicated that they wish for a teacher education program that involves them as teachers, where they would share their frustrations and were a specialist on the implementation of inclusive education could assist them with how best to deal with their frustrations of teaching an inclusive class. They indicated that currently they have been left alone without any support and capacitation from experts in inclusive education.

5.3.7 Findings from School G

5.3.7.1 School Profile

The school is a dual medium (Sepedi and Ndebele), multi-graded full-service school in a rural area which starts from Grade R up to Grade 9. The school has only the teaching staff appointed at the school and it has 8 teachers and 290 learners. Participants indicated that the dual language challenge has compelled the school to mix grades because teachers are only 8 at the school with grade R up to grade 9. Diverse learners admitted at the school include the vulnerable, the over aged, learners who have physical disabilities, learners who have a visual impairement, learners with a hearing impairement, the SMIs and the MMIs.

5.3.7.2 Motivation

5.3.7.2 (i) Perceptions

Participants at the school stated that they like inclusive education. They indicated that inclusive education should be kept because it allows learners to live harmoniously with each other and also accept diversity. In addition, participants asserted that the implementation of inclusive education help learners to realise that,

although they are different and have different abilities as learners, they can learn from one another. Participant 14 : *I see it to be a very good thing because these learners we have them in our communities, they stay with us, so it is a very very good thing.*

5.3.7.3 General capacity

5.3.7.3 (i) Knowledge acquisition

Participants indicated that teachers at the school are qualified in inclusive education because some have ACE in special needs while others have B Ed Honours in Special needs. However, they indicated that that none of the members of the school management team have a formal qualification in special needs but only rely on the provincial training for support.

5.3.7.3 (ii) Knowledge application

When asked about the knowledge they have acquired during initial and in-service teacher education and how they are applying it, participants indicated that they know exactly what they are supposed to do. I observed a multi-graded class where grade 8 and 9 learners were taught how to solve equations in Mathematics and observed that, when teachers do lesson preparations, they do two preparations for different grades, but, they teach the whole class using the lower grade preparation. Learners were actively involved and volunteering in solving equations on the board during lesson presentation.

However, I also observed a number of learners who were astonishingly looking at the up and down movements of other learners as they were fighting for a chance to solve equations on the board. Again, I saw the teacher mixing the active and passive learners when they were made to complete exercises during assessment. During reflections with the teacher, I was told by the teacher that the active ones are doing grade 9 and are therefore repeating what they were taught last year. In addition, participants indicated that in the dual medium class, it is not always possible for the

two languages to alternate, as a result, different medium groups give each other chance by waiting unattended outside.

When asked about how they assess learners at the school, participants indicated that when they assess learners, they assess them differently; orally or in writing. They also indicated that they give extra time for the struggling ones and additional work to the gifted ones. HOD 7: *When we assess them we do not do a blanket assessment. We give them different tasks. But to be fair, examination concession we do not do, the thing is we have never applied for it because it takes time. But we give them extra-time, especially those that are very slow. We just do it locally without any approval. What we do is we negotiate with whoever comes to monitor here, then they normally ask us to put it in writing and we do it.*

Another participant supported the statement and said the school do cater for diversity and as teachers they use pictures instead of numbers when teaching Numeracy for learners who struggle to read and numerate. Participant 13: *When I assess them I usually give them activities, their activities will be according to their levels. Sometimes I usually have two; there are those who can, sometimes let me postulate that they are working with numbers, there are those who can't read, to them I use pictures, and then they match. I normally have two groups; some I make them read and match numbers and a symbol; and others I make them match a picture with a symbol.* Another participant supported the statement and made the following comments about how they assess learners as a school. Participant 14: *We assess them either orally and in writing. Ehhh...You will find that we have moderate and severe learners. There is a learner that is severe in my class; I will ask you to visit my class so that you see the child. So you will find that when you assess them, they differ completely with other learners. You have to give them the grade R work, but still, you will find that the learner is still not coping. So our assessment differs, it is not the same.*

5.3.7.3 (iii) Resource allocation

Participants indicated that they could perform better as a school if they can be given more teachers. As a school, they have a history of performing well in inclusive education. HOD 7: *We need more, we need more teachers. You know when we started with inclusive education we were 17 at this school, we were working very*

well. Even learners with barriers to learning were enjoying learning at our school. Then, we were affected by R and R so other teachers had to leave. For now, you know inclusive education; full-service schools have not yet found that recognition to the department. We are still being treated as mainstream school in terms of staffing and funding. Their sentiments highlight the need to discuss different factors that affect different schools during staff provisioning as stipulated in the Draft National Norms and Standards for Resource Distribution for an inclusive education system (2015).

Regarding the LTSM, participants indicated that they do not have any challenge in terms of teaching aids at the school. They stated that their school has adequate LTSM provided by the Department of Basic Education including the computer laboratory that is being used by all learners at the school.

Figure 18: The well-resourced computer laboratory is used by the learners at the school. Photo taken by the author

However, despite the adequate LTSM at the school, participants indicated that as teachers, they struggle to teach diverse learners in one classroom because of the multi-graded classes that they have resorted to because of the human resource challenge and the dual medium of instruction nature of their school. As a result, participants asserted that although they are trying everything possible as teachers at the school to make sure that all learners are being supported during teaching and learning; they stated that most parents are withdrawing their learners from the school because they feel that they are no longer getting the support that they used to get.

What participants said was supported by what I observed when I took a field trip around the school, the grade four class was left unattended, the HoD who was taking rounds with me told me that this is the practice of the school; that a certain group of

learners is left unattended at a particular time because of lack of enough teachers at the school. What participants indicated is in line with findings of the study conducted by Kelly, Devitt, O'Keefee and Donovan (2014) that, in Ireland, increasing number of students with educational needs are leaving mainstream schools and enrolling in special education schools and the main reason given for the students leaving mainstream schools was the failure of mainstream schools to meet their academic needs due to lack of human resources.

5.3.7.4 Intervention specific capacity

5.3.7.4 (i) On-going support

Participants asserted that the school has a year plan that is being coordinated by the SBST that shows that teachers should meet weekly to discuss their challenges so that they should be able to assist each other and suggest interventions. However, participants indicated that it is not always possible to follow the plan, but , they sometimes meet during feedback meetings organised by the management of the school and whenever there is a need. Furthermore, participants indicated that the SBST attend workshops organised by the province and when they come back, they report to teachers in a form of workshops.

When asked about the support that the school get from government officials from different levels of the Department of Education on inclusive Education, participants indicated that the circuit and the district are not functional on matters of inclusive education. Like all other full-service schools above, participants indicated that as a school, they rely solely on the support from the Provincial inclusive education directorate.

5.3.7.4 (ii) Collaboration

Participants indicated that they sometimes meet to share the good practices as teachers, however, they indicated that it does not happen regularly as they would like it to be. The reasons that they have advanced were that they are overloaded with work as teachers and the shortage of teachers at the school make it difficult to share their classroom experiences. Furthermore, participants indicated that they do not have a relationship with neighbouring schools. Regarding the collaboration with parents, participants indicated that they used to have a good relationship with

parents. However, they indicated that recently parents no longer fully support them and they are withdrawing learners from the school .

Participants indicated that they have not yet established a relationship with the municipality, the NGOs and Higher education. On the collaboration with other departments, participants indicated that the school has established a relationship with the Department of Health. Regarding their ideal initial teacher education inclusive education programme, participants asserted that they would like to see initial teacher education ensuring that all student teachers are equipped with the inclusive education content knowledge that will help them to deal with an inclusive class before they graduate. They also stated that initial teacher education should also teach student teachers how to be passionate inclusive education teachers.

5.3.8 Findings from School H

5.3.8.1 School Profile

It is a full-service primary school in a semi-urban area with 486 learners and 15 teachers. The school has 6 food handlers. Orphans and vulnerable learners have been admitted at the school. Learners with different disabilities have also been admitted at the school as stated by the member of the SMT. HoD 8: We have the *MMIs, SMIs, Hard of Hearing, Physically Challenged; we also have the Deaf and Dumb, Epileptic and the Autistic. They all went to hospital and they were diagnosed and assessed. We have all types of different disabilities here.*

5.3.8.2 Motivation

5.3.8.2 (i) Perceptions

Participants stated that inclusive education is a good practice that should be kept because it caters for everyone. According to the participants, they are doing very well in inclusive education as a school to make sure that all learners get the necessary support; and as a result, participants indicated that what they aspire as a school is to see neighbouring schools coming to the school to learn so that they are also able to implement inclusive education.

As participants, they indicated that they do advocacy campaigns to the community where they teach parents what they offer as a school. Again, participants indicated that as a school, assisted by the parents and the municipality, they also do door to door campaigns where they look for children who have been closed in houses because of their different disabilities, and; that initiative led to a good number of new learners; although aged, who have been registered at the school for the first time in their lives. Therefore, as a school, they have started the vocational classes so that aged learners who are not coping academically are taught a particular vocational skill and Life Skills. What the leadership of the school does supports Mc Leskey, Waldron and Kappan (2015) that effective leadership makes schools inclusive.

5.3.8.3 General Capacity

5.3.8.3 (i) Knowledge acquisition

Participants indicated that teachers at the school are qualified in inclusive education, they have Remedial courses and others have Honours degrees in inclusive education. However, when asked about the knowledge they have acquired during initial teacher education in inclusive education, participants indicated that they are trying as a school to ensure that diverse learners are being catered for at the school. However, participants indicated that they feel they have not acquired enough during teacher education and they want to do a course in inclusive education.

5.3.8.3 (ii) Knowledge application

Participants were asked about how they apply the knowledge about the implementation of inclusive education in their classes to accommodate diverse learners. They indicated that when they prepare lessons, they do one lesson plan on which they indicate how they will support diversity in the classes. During lesson presentation, participants indicated that they always ensure that they cater for all learners by giving learners a variety of activities. Participants also indicated that at

the school, they assess their learners either orally or in writing depending on their level of capability.

5.3.8.3 (iii) Resource allocation

In terms of resource allocation, participants indicated that as a full-service school, they are being treated as a mainstream school in terms of the provision of teachers; as a result, there is a shortage of teachers. Moreover, participants indicated that the environment of the school is not conducive for teaching and learning and lack of ramps make life very difficult for other learners. What I have observed at the school is that the school surrounding does not comply with the Occupational Health and Safety Act (OHS, Act 85 of 1993) which emphasises the importance of safety at schools. The environment of the school was not conducive for teaching and learning.

5.3.8.4 Intervention- specific capacity

5.3.8.4 (i) On-going support

Participants indicated that the school has established the SBST and it is functional. According to participants, the SBST at the SMT provide teachers with all the necessary inclusive education documents. Again, they stated that, the SBST always give all teachers feedbacks after having attended inclusive education workshops. They also indicated that they are being supported by the school management. Moreover, they stated that the school management has introduced beadwork, cooking, flower arrangement and artwork for the learners and they are now working on introducing woodwork. The picture below shows some of the work done by the SMI learners at the school.


Figure 22: The beadwork and sewing done by learners who suffer from severe mental impairements. Photo taken by the author

Regarding the departmental support, participants asserted that the SBST, the circuit and the district organise motivational seminars where all teachers are taught how to deal with diverse learners. HOD8: *They are supporting us too much like I have already indicated. They are really supporting us. They give us workshops, training as well as motivation. Two of our SBST members here are part of the Circuit Based Support Team.* However, participants at the school also indicated that the provincial directorate of inclusive education is their main source of support on the implementation of inclusive education.

5.3.8.4 (ii) Collaboration

Regarding the collaboration that exists among teachers at the school, participants indicated that they do support each other with different teaching strategies as teachers at the school. However, participants asserted that they do not have any relationship with neighbouring schools. Regarding the collaboration with parents, participants indicated that parents support the school in many ways including during advocacy campaigns that are organised by the school. Moreover, participants also stated that the school has hired two security guards that are paid by the parents. The initiative by the SMT at the school affirms what was said by Hainnes and Sharma (2015) that strong leadership driven by clear vision of the implementation of inclusive education enables inclusion at schools.

When asked about the relationships that the school has established with the NGOs, participants indicated that the school does not have a relationship with the NGOs. However, participants indicated that they have established a relationship with the the municipality, the Department of Health and the Department of Public Works. They indicated that the municipality assists the school by outsourcing services from different departments.

HOD 8: *The municipality also support us, last year they even sent people from the municipality here at our school to clean the whole yard. Yes; those people cleaned the yard for us, everything; they have cut the trees and removed all the rubble we had in our yard. They also promised us that they will come again and assess. Because our main challenge is that our environment is not friendly to our learners, and to us as well as you can see. Last time we had a departmental official who fell to the ground as he was moving around the school and that was very bad*.

Figure 21: The school surrounding & learners being taught under the tree. Photo taken by the author

Regarding the collaboration with other departments, participants asserted that the Department of Health visit the school regularly for general check-ups and to examine learners' eyes and ears. Moreover, they indicated that the Department of Health sometimes come to the school and do advocacy campaigns about TB and all types of abuse like rape and neglect. Furthermore, participants indicated that they are in the process of securing the services of a Psychiatric from the nearby hospital. In addition, participants indicated that the Department of Public Works also supports the school.

HOD8: *The department of public works also came, demolished our toilets and built the new ones; they painted them and renovated them, the public works people. We also once went to the public works to ask for the service of a plumber to come and fix our sewerage. Yes, they came and drained our sewerage free of charge. We got them through the municipality. We also have the community structures that come and support us; we have different committees like the one that buy uniform for our learners. This committee has been established to assist orphans, disabled children as well as the destitute. We also have a committee that goes do to door to check for disabled children that have been locked in-doors, they therefore advise parents to bring the child to our school. Like this year, the committee has assisted a lot because we have found many children who were locked at their homes, and this was the*

efforts of the committee. The drop-in centre also assists our orphans. We also have another committee that assist our learners who have HIV/AIDS, They help us with quite a lot of things, they also do the aftercare; and also the Home Based Carers that support us. We also have the police that support us too much; they normally come and address children about things like crime, abuse. This further indicates the management initiative to outsource services from different Departments to support inclusive education programs at the school.

Participants indicated that the school does not have a relationship with initial teacher education institutions according to the participants. When asked about the type of initial teacher education in inclusive education that they would like to see, participants indicated their keenness in wanting to learn more about inclusive education. Participant 15: *If teacher education can offer distance learning for us, we want to pursue our studies in inclusive education if they can just offer us the diploma that will be enough.* Another participant added by indicating the need for a course in inclusive education that could equip teachers with different teaching methods and strategies. Participant 16: *If teacher education can offer a course that will teach different skills that could be used to teach diverse learners. Like in most cases, I am able to teach girls, but boys are a problem because they need to be taught different skills like wood work and we do not have those skills. We also want to be taught different methods so that if one method is not working you are able to switch to another method.*

The SMT member also indicated the need for an inclusive education certificate that will help teachers on the implementation of inclusive education. HOD 8: *I think higher education need to support us. They should train us as teachers, workshop all teachers because we have many learners so that we could be able to help each other well. If they can have a course, ehhh a certificate that is meant for us, that was going to help us to implement inclusive education.* Their statements further elaborated that participants are so passionate and eager of learning about inclusive education with the aim of ensuring that no chid is left behind in their classrooms so that diverse learners should be able to reach their full potential despite their diverse background or ability.

5.4 FINDINGS FROM OBSERVATIONS

Observation of the teaching process in an inclusive classroom were made in four (4) full-service schools. A total of two primary and two secondary full-service schools from different districts were sampled. From the schools sampled, one teacher from the two that were interviewed was randomly sampled and observed teaching an inclusive classroom. The full-service schools sampled were, school A, B, C and G.

At school A, I have observed a teacher teaching Natural Science in the Grade 6 class. The topic of the lesson was on Solutes, Solvents and Solutions. There were 54 learners in a class. I was told that two were absent on that day. The class was overcrowded. The textbook method was used by the teacher, no concrete objects were used in the lesson and the teacher was using an example of salt and water as stated in the textbook. The teacher's preparation did not show any form of intervention for inclusivity. Questions were asked as the lesson unfolded to check learners' understanding, only learners whose hands were up were asked and thereafter, the teacher continued with the lesson.

In the teacher's portfolio, I found that copies of all lesson preparations in the teachers' file did not specify any provision for inclusivity. After the observation, I had a reflection session with the participant. This is what the participant said: Participant 1 said: *Here at school we prepare in the same way. I prepare the same lesson for all learners and I also teach them in the same way…preparation is the same as the one I was doing before because even classes are still the same as before, overcrowded as before. I assess them in the same way … there is no such a thing as assessment according to ability here; we assess them the same way.*

What the participant indicated supported what was indicated by participant 2 during interviews. Participant 2: *Preparing for them? The real classroom situation… forget. Mmmmmmm….I sometimes forget about the other category of learners, i.e. those that are slow. Our work is based on a pace setter which is a challenge to us. Therefore, I always make one preparation for all learners. I teach them all in the same way. Ehhh…..Ja assessment is just another issue. We just assess them in the same way … as if nothing is happening. Eja…we assess them the same way, the gifted and everybody.*

The Department of Basic Education (Guidelines for Inclusive Teaching and Learning, 2010) provides different educational strategies that teachers should employ when teaching an inclusive class like using concrete materials that learners can see and touch. The central issue is whether the teachers of full-service schools are aware of the different strategies that could be employed in an inclusive classroom. What I observed was an indication that the principle of inclusive education that confirms that full-service/inclusive schools should celebrate diversity through increasing participation and I felt that this principle was not being adhered to at the school.

At School B, I observed a teacher teaching Literacy in Grade 1. A big cloth with a visual of the story, made by the teacher was put on the wall. Learners constructed sentences from the visual orally. They were also telling a story from the visual without reading the story from the book. Thereafter, they were made to write five sentences of the story in their books. In the teacher's portfolio, lesson preparations indicated how inclusivity is catered for and the type of intervention that would be made. During reflection, the teacher indicated that they always ensure that they use varied teaching methods that engage learners to make learners construct their own learning at the school. The participant also emphasised that, teaching aids are a must for every lesson that they teach at the school. Lastly, the participants indicated without any doubt that as a school, they are applying inclusive education and all diverse learners are being catered for in their classrooms.

At School C, I observed a teacher teaching Physical Science in Grade 11. The topic was on laws of motion. The teacher used the textbook and there were no teaching aids to assist learning except for the diagrams in the book that the teacher made reference to. Learners were not engaged at all. The teaching was teacher-centred. Immediately thereafter, the teacher told learners to open a particular page of the textbook for classwork. As they were writing, the teacher sat on a chair and was continually telling learners not to make noise. I noted learners working together and interacting when working on the classwork.

The participants attested to my observations and indicated that they have established peer tutoring programmes where learners are encouraged to help each other when they write classwork, homework and assignments. The participant also indicated that they have realised that, learners learn better as they work together and

that also helps them to embrace diversity. Moreover, the participant indicated that learners' interaction in class, extend to breaks and after school. What I saw was in line with Florian (2012) that, diverse learners should support and embrace their differences even beyond the classroom. I also observed what was said about learners embracing diversity during break.

At school G, I observed a multi-graded class where Grades 8 and 9 leaners were taught how to solve equations in Mathematics. What I observed was that when teachers do lesson preparations, they do two preparations for different grades, but they teach the whole class using the lower grade preparation. During the presentation of the lesson, learners were actively participating and volunteering to solve equations on the board. However, I also observed a number of learners who were surprisingly looking at the up and down movements of other learners as they were fighting for a chance to solve equations on the board. During reflections with the teacher, I was told that the active ones are doing Grade 9 and are therefore repeating what they were taught last year. What I commended during my observation is when I saw the teacher intermingling the active and passive learners when they were made to complete exercises during assessment.

5.5 FINDINGS FROM DOCUMENT ANALYSIS

The schools' policies on the implementation of inclusive education and the SBST files of all the eight full-service schools were analysed in this study. Regarding the teachers' portfolios, only portfolios of teachers who were observed while teaching were analysed.

5.5.1 School policies

The study found that all full-service schools (A,B,C,D,E,F,G and H) have a comprehensive policy on the implementation and support of inclusive education.

5.5.2 SBST files

At school A, the findings from document analysis supported what the participant said during interviews and what I also observed in the class. In the file, I found a list of SBST members which comprised teachers, a pastor, one Department of Health

official and a policeman. I also found the necessary policy documents for inclusive education like the EWP6 and SIAS. The programme of action as well as the interventions that the SBST is engaged in, their successes and failures did not feature anywhere in the file. What participants said, what I observed in the class and what I found in the SBST file was in contrary to the SIAS protocol regarding equitable access to education and appropriate support in full-service schools (SIAS, 2014).

I also analysed the SBST file of school B. In the file, I found names of the committee, lists of names of learners with learning barriers, orphans and vulnerable children. The lists were arranged in grades and interventions for support were clearly stipulated on each individual learner. Individual Support Plans (ISPs) of learners that were being supported at the time of my visit were also given to me. In school C, the file did not show any intervention programme that the SBST is engaged in. In School D, the file did not have all the necessary documentation of the provincial and the national Department of Education on inclusive education. Different lists of learners who are vulnerable, orphans and those that who are pregnant were in the file. The file also contained a list of SBST members as well as the agenda and hand-outs for the provincial workshops. A list of two learners who were referred to a psychologist and their psychological reports were also in the file.

At School E, the inclusive education file was neatly kept in the principal's office. In it, there were names of the SBST committee, inclusive education departmental circulars and policies, school year programme, names of vulnerable learners and learners with barriers to learning per grade. Different interventions that are being done at the school to support diverse learners were highlighted in the file. At School F, the SBST file had a list of SBST members together with their contacts. The class-lists for the whole schools were also put in the file. Interventions that the SBST is engaged in to support needy learners were not seen.

At school G, I requested the SBST file to see the school's programme of action in inclusive education. I could not get the file because I was told it is with the SBST co-ordinator for an update. Unfortunately, the SBST coordinator was not there on the day of my visit at school. At School H, I found that the SBST has a file. However, the programme of action as to what the SBST has achieved as well as what it is still

working on were not there in the file. It was only documents and departmental policies for inclusive education, as well as the programmes of the provincial workshops for the year. The SBST coordinator told me that they do not have the ISPs at the school.

5.6 CONCLUSION

In this chapter, data obtained from interviews, observations and document analysis was presented. The findings from full-service schools were presented and a brief analysis was given. Data presented in this chapter showed that all full-service schools are motivated to implement inclusive education in Limpopo Province. However, their level of capacity in implementing inclusive education differs. In Chapter 6, I present the summary of the findings, conclusions and recommendations of the study.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This final chapter is designed to summarise the key findings, make conclusions and present recommendations of the study. Components and sub-components of the readiness theory; Readiness = Motivation x General Capacity x Intervention-Specific Capacity ($R = MC^2$) have been used to answer the research questions. Lastly, the Interactive System Framework (ISF) for dissemination and implementation of the readiness theory by Wandersman et al (2008) has been used to present recommendations of the study.

6.2 SUMMARY OF THE FINDINGS

The summary outlines how research questions have been answered by the study using components of the readiness theory.

6.2.1 HOW IS INCLUSIVE EDUCATION REALISED IN FULL-SERVICE SCHOOLS?

6.2.1.1 Motivation

Finding i). Good perceptions

As stated in Chapter 3, motivation is the cognitive and affective perceptions of an innovation that attracts or pushes an organization toward the use of an innovation (Scaccia, 2014). Hall and Hord (2010) describe it as feelings, preoccupations, thoughts, and considerations given to a particular task. This study explored whether full-service schools are motivated to implement inclusive education. Their collective perceptions towards the implementation of inclusive education and how their perceptions contribute to the desire to implement inclusive education was explored and the following finding emerged from the study:

Using sub-components of motivation, this study found that; (i) full-service schools perceived the implementation of inclusive education as a good practice that should be kept and cascaded to all other schools. This finding can best be explained by the sub-component of motivation. As stated in Chapter 2, relative advantage as a sub-component of motivation is the degree to which a particular innovation is perceived as being better than the innovations that it is being compared against and can also include perceptions of anticipated outcomes. When relative advantage is high, then the innovation is more likely to be adopted (Rogers, 2003). Teachers and HoDs of full-service schools perceived the implementation of inclusive education as a good practice that should be kept and cascaded to all school because it does not discriminate, but caters for all learners irrespective of their background or ability.

This finding is consistent with the research conducted in Germany by Schmidt and Vrhovnik (2015) which analysed teachers' perceptions towards the implementation of inclusive education. A questionnaire was developed and completed by teachers. The findings of the study revealed that teachers perceived the implementation of inclusive education as a good practice. Another study conducted by Dryfoos (2008) in the USA investigated whether full-service schools were succeeding in the implementation of inclusive education or not. The study found that the implementation of inclusive education was a good initiative.

However, despite these positive perceptions about the implementation of inclusive education, other studies conducted reported that teachers appear to have been

despondent because of their inability to put it into practice. For example, in New Dehli an interpretive study, which used a hermeneutic phenomenology as its methodological framework, conducted by Malins (2016), examined the perceptions of general education teachers in New Delhi about the inclusion of learners with disabilities in regular education classrooms. Fifteen semi-structured interviews were conducted with public school teachers. The study found that, teachers had accepted inclusive education only in theory, but not in practice. This finding is not unique to New Dehli. It was also observable from these teachers in the study. For example, Participant 1: *It is a good practice because all learners are being catered for. No child should be left behind according to inclusive education.* Participant 2 added: *I can postulate that… I can postulate that I love it so much, it must be kept because we are all the same and equal. Nobody must be discriminated against. We only have to ensure that we have all the necessary resources to ensure that all are being catered for.*

I sensed that these full-service schools, though excited about the notion of the implementation of inclusive education, there was still insurmountable challenges that deflate them. Some of these challenges are captured hereunder.

6.2.2 WHAT ARE THE FACTORS THAT HINDER ITS IMPLEMENTATION?

6.2.2.1 General Capacity

General capacities are the skills, characteristics, and the overall functioning that are associated with the ability to implement an innovation (Flaspohler et al., 2008). They include the infrastructure, skills, abilities, context, environment, and processes in which the innovation will be introduced (Greenhalgh et al., 2004). An organization that is low in general capacity is likely to be distressed in some manner with dysfunctional elements preventing the organization from operating in a positive and productive manner (Scaccia et al., 2015). These capacities were found to be hindrances towards the implementation of inclusive education in full-service schools of Limpopo Province. The study revealed two findings from this component of the readiness theory; (i) teachers did not acquire adequate training during their pre-service training and (ii) provision of resources was still alongside that of mainstream schools. The next section explains the two findings.

Finding ii). Inadequate training

The study found that teachers did not acquire adequate training during their pre-service training. Some teachers of full-service schools were found to have ACE and Honours degrees in inclusive education. However, these teachers still felt inadequately prepared for the implementation of inclusive education by initial teacher education. It was in three schools (C, E& F) where all teachers at the school were found to be without a qualification in inclusive education.

Studies indicate that inclusive education is successful in countries where teacher education has adequately prepared teachers for it. For example, a study conducted in Canada by Sharma and Sokal (2015) revealed that teachers who went for in-depth training in inclusive education felt more confident in the ability to teach in inclusive classrooms. This may explain why full-service schools may feel to be inadequate to to implement inclusive education in full-service schools of Limpopo Province.

This can be best explained by Scaccia et al.'s (2015) component of the theory: general organisational capacities, which sees these capacities as the skills, characteristics, and the overall functioning of the organisations that are associated with the ability to implement or improve any innovation. In this case, according to the participants, the general organisational capacity which were supposed to be provided by initial teacher education institutions seem to have fallen short. This further explains why these teachers felt inadequate. Moreover, participants indicated that the type of training in inclusive education that they did during initial teacher education was more theoretical rather than practical and, that was seen as a hindrance.

This finding aligns well with the findings of a study conducted in Botswana by Mukhopadhyay, Moloiswa and Moswela (2009). The study investigated final year student teachers' level of preparedness in implementing inclusive education. The findings of the study revealed that student teachers' learning about inclusive education was more theoretical than practical and, student teachers were never made to do practice teaching in inclusive schools. As a result, student teachers were not adequately prepared to meet the learning needs of diverse learners in inclusive settings.

Similarly, a study which reflected critically on the inclusive pedagogical practices taught by teacher education was conducted by Agbenyega (2011) in Ghana. Using a critical post-colonial discursive framework, the study problematised the existing pedagogical practices of teacher education in inclusive education and its impact on teaching. Data was obtained from three focus groups with 21 student teachers. The study found that student teachers did inclusive education only for a semester, as such, they were not adequately prepared to teach inclusively. Likewise, this was also revealed by the current study. However, findings about how the knowledge acquired is applied during teaching and learning in full-service schools of Limpopo Province painted a different picture.

The study explored whether teachers differentiate the curriculum in full-service schools. Curriculum differentiation entails the adjustment of the curriculum, learning activities, contents demands, modes of assessment and the classroom environment, to address learning needs (Nel, Nel & Lebeloane, 2016). As a result, how teachers of full-service schools plan, present and asses in their classrooms was explored. With regard to how teachers planned their lessons, findings revealed that full-service schools (B, D, E, F, G and H) indicated that teachers adapt and differentiate the curriculum. They were found to be thinking of diverse learners while preparing by adapting their lessons to cater for diverse learning needs. Differentiated activities that suit different intelligencies were thought and prepared in advance by teachers while planning lessons to ensure that all learners benefit from the learning process. This finding align well with what was found in the qualitative study conducted in North West Province (South Africa) by Motitswe (2014) as cited in Chapter 1. The findings of his study revealed that teachers of full-service schools were able to adapt and differentiate the curriculum to suit diverse learners in their classes.

Regarding how lessons are presented in full-service schools, the current study found that teachers in some full-service schools used different teaching methods like scaffolding, where learners are given support through guided instruction, re-teaching and demonstration. The Universal design for learning (UDL) states three access points that have to be considered when differentiating the curriculum, namely content, process and product. The current study revealed that teachers were starting by thinking about the diversity of learners they will be teaching before deciding on

the method they will use to benefit all of them. They were found to be making learners to learn through pictures and employing group work. Participant 7 said: *Ehhhh..I think…I think… we have that thing of accepting diversity, and teaching learners according to what they need.* We *put our expectations aside and focus on what learners need. Not that …as a teacher I will do this and that by this time.*

Full-service schools were also found to be differentiating assessment. The Department of Basic Education (Guidelines for full-service/inclusive schools, 2010) stipulates that, in inclusive education, assessment should to be varied and made relevant to the context of the person and should be time-efficient. Teachers were found to be using oral assessments, pictures and group assessments. For instance, *participant 13 said: When I assess them I usually give them activities; their activities will be according to their levels. Sometimes I usually have two; there are those who can, sometimes let me postulate that they are working with numbers, there are those who can't read, to them I use pictures, and then they match. I normally have two groups; some I make them read and match numbers and a symbol; and others I make them match a picture with a symbol.* Participant 8 added: *Mnnnnhhhh…we assess them…ehhhh…those who have barriers we assess them orally. We prepare questions for them, sit with them…..ehhhh…one by one we ask them orally and then score them according to the assessment instrument we have prepared for them.* It was only at school A and C where the study found that no attempt was being made to differentiate the curriculum. Teachers were found to be preparing, presenting and assessing the same way as they did before they were declared a full-service school.

Finding iii): Lack of resources

EWP 6 (DoE, 2001) made a commitment sixteen years ago that resource allocation of full-service schools will be reviewed to cater for diversity. However, the study revealed that provision of resources in full-service schools of Limpopo Province was still the same as that of mainstream schools. For example, the staff provision (teacher: pupil ratio) and financial allocations were found to be the same as before the schools were declared full-service schools. In addition, there was lack of support staff like teacher aiders and specialised services. The study also found that school buildings were not upgraded by at least constructing ramps to accommodate diversity. Although the Department of Basic Education (2010) states that individual

parents should not pay for conversions to school buildings in full-service schools, the study revealed that parents in some full-service schools of the province have built ramps and a house that serves as an administration block.

The readiness theory states that resources like the physical structures and human resources determine the general organisational capacity to implement an innovation. These resources were found to be limited in the present study. HOD 7 in school 7 said: *We need more, we need more teachers. You know when we started with the implementation of inclusive education, we were 17 at this school and we were working very well. Even learners with barriers to learning were enjoying learning at our school. Then, we were affected by redeployment and rationalisation (R & R), so other teachers had to leave. You know full-service schools have not yet found that recognition from the Department of Education. We are still being treated as mainstream schools in terms of staffing and funding.*

This finding aligns well with the qualitative study conducted in Zimbabwe by Chireshe (2013). The study explored challenges of implementing inclusive education. Fourteen teachers and five mentors were sampled. Although teachers saw positive gains of the implementation of inclusive education, lack of resources was found to be a significant barrier in the country. Similarly, another study conducted by Lehtomäki, Tuomi and Matonya (2014) in Tanzania explored the impact of resources in the implementation of inclusive education. The findings of the study revealed that there was an acute shortage of teaching and learning resources to cater for learning disability in inclusive schools. As a result, most learners with learning barriers dropped out of the school system in the country.

Regarding the physical infrastructure, findings of the current study revealed that the physical infrastructure was a barrier to the implementation of inclusive education in full-service schools in Limpopo Province. Generally, the study found that, the infrastructure of full-service schools was not compliant to inclusive settings. Classrooms were not accessible to diverse learners, there were no adequate and accessible toilet facilities to cater for everyone and the general school environment was not safe and secure. HoD 8 in school 8 said: *Our main challenge is that our environment is not friendly to our learners, and to us as well as you can see. Last*

time we had a departmental official who fell to the ground as he was moving around the school and that was very bad.

Similarly, a study conducted in Turkey by Koca-Atabey, Karanci, Dirik and Aydemir (2011) found that the physical environment of inclusive schools did not cater for diverse learners. As a result, the universal design, which is the framework for designing places, things, information and communication with everyone in mind was recommended. Again, another qualitative study conducted by Ajuwon (2012) in Nigeria investigated how to make inclusive education work in Nigeria. Buildings were found to impact negatively on the success of the implementation of inclusive education. Architecturally-friendly buildings were recommended by the study for the successful implementation of inclusive education.

Therefore, although full-service schools were found to be implementing inclusive education in their classrooms, lack of resources was a hindrance. As a result, full-service schools of Limpopo Province were found to be lacking on the second component of the readiness theory; general organisational capacity.

6.2.2.2 INTERVENTION-SPECIFIC CAPACITY

As stated in Chapter 3, intervention-specific capacities are the human, technical, and fiscal conditions that are necessary to successfully implement a particular innovation (Flaspohler et al., 2008). They refer to the certainties that allow or prevent the development and the use of an innovation. Two findings also emerged from this component of the readiness theory.

Finding iv): Lack of on-going support

The study explored the type of on-going support that full-service schools get from the SBSTs, Management, Circuit, DBSTs, the province, teachers, neighbouring schools, parents, NGOs, Municipality and other departments. The SIAS (DBE, 2014) defines the SBST as the school-level support mechanism whose primary function is to put coordinated school, learner and teacher support plans in place. The study revealed that, SBSTs have been established in all full-service schools of the province. However, their effectiveness was not consistent in different full-service schools. At school B, D, E, G and H; SBSTs were found to be effective in coordinating activities. However, at school A, C and F, the study discovered that

SBSTs were not effective in supporting the implementation of inclusive education. My assumption was that they have been established to comply with departmental stipulations. Participant 1 said: *Even the SBST that we have established is just in the file because the Department of Health and the police are just there in writing but practically they are not there.*

This finding is consistent with the findings of a study conducted by Rampana (2015) in Botswana. The study used the mixed methods approach to investigate the effectiveness of SBSTs. Data was collected through semi-structured interviews and document analysis. The findings of the study revealed that SBSTs were not effective in supporting teachers to implement inclusive education. The intervention specific component is the extent to which the intervention is tangibly supported to achieve an intended outcome (Scaccia et al., 2015). The support includes the number and strategic placement of supporters in the organisation (Greenhalgh et al., 2004). Fetterman and Wandersman (2007) postulate that without strong, convincing, informed, and demonstrable support for implementation, employees are likely to conclude that the innovation is a passing fad. Therefore, lack of on-going support from the SBSTs in some full-service schools was found to be hindering the implementation of inclusive education.

The readiness theory states that key stakeholders for the implementation of an innovation should model good practices to influence others about the innovation process (Rafferty, Jimmieson & Armenakis, 2013). The school management support on the implementation of inclusive education was also explored in the present study. The findings exposed mixed feelings about the school management support. It was revealed in the study that in full-service schools where the school management supported teachers on the implementation of inclusive education, teachers were highly motivated to implement inclusive education. Conversely, teachers were generally not motivated where there was no management support. As a result, at these full-service schools, school-based support programs were found to be planned for at the beginning of the year, but they were not adhered to. This finding is similar to the findings of the study conducted by Rafferty et al. (2013) in Australia which explored factors that contribute to readiness for change in organisations. The

findings of the study revealed that high quality management and leadership is associated with better staff attitudes toward adopting an innovation.

With regard to the on-going support from the circuit and the district, the present study revealed that both the circuit and the district were not supporting full-service schools on the implementation of inclusive education. It was only at school E and H where the district support was commended. The support by the Provincial Department of Education was the only support commended by the participants. This is what some of the participants had to postulate that: HoD 5 in school 3 said, *The circuit is just non-existent. We do not have any support from the circuit. The DBST is there, because they used to come to us. They helped us here and there; they guided us. Unfortunately, the person we were liaising with has since gone for pension. So, we are no longer seeing them.* This was confirmed by participant 12 in school 7: *The circuit and the district are totally not supporting us. Not at all.*

This finding affirmed what was found by South African researchers that, the DBSTs do not support teachers on the implementation of inclusive education (Romm, Nel & Tlale, 2013; Walton & Nel, 2012; Kgothule & Hay, 2013). Similarly, a study conducted by Dagnew (2013) in Ethopia explored factors that impede the implementation of inclusive education in the country. Lack of on-going professional in-service support by departmental officials was found to be the main factor that impedes the implementation of inclusive education in the country. This finding is consistent with the findings of another study conducted by Mungai (2015) in Kenya. The study investigated challenges facing the implementation of inclusive education in the country. Lack of on-going professional development was also found to negatively impact the implementation of inclusive education in the country. The study made recommendations for more workshops on the implementation of inclusive education to the Ministry of Education. Lack of collaboration amongst stakeholders was also found as a hindrance on the intervention-specific capacity in full-service schools.

Finding v): Lack of collaboration

As stated in Chapter 3, the readiness theory argues that communities of practice that include all relevant stakeholders can help to share information and offer advice about

the implementation challenges and threats for sustaining the innovation (Fetterman & Wandersman, 2007). Different capacities that come from all spheres of the society are equally important for the successful implementation of inclusive education. This study explored the collaboration that exist amongst teachers of full-service schools and revealed that in some full-service schools (B, D, E, G & H), teachers support each other by sharing their frustations and good practices, while in other full-service schools (A,C & F) teacher were found to be working in isolation.

Regarding the collaboration that exists between full-service schools and neighbouring schools, parents, NGOs, municipality, other departments and initial teacher education; the study revealed that generally, there was lack of collaboration between full-service schools and neighbouring schools. Parents in some full-service schools (D, E & H) were found to be having a sense of ownership to the school. Some parents constructed ramps, some do advocacy campaigns, some have built an administration block and also clean the school, while some parents were found to be teaching learners extra-curricular activities. The study also revealed that most full-service schools do not collaborate with NGOs and the municipality.

With regard to the collaboration between full-service schools and other departments, the study revealed that full-service schools of Limpopo Province do not collaborate with different departments. It was only at School H were the schools established a relationship with the municipality, the Department of Health, the Department of Public Works and the Department of Safety and Security.

Moreover, the study revealed that the collaboration with other departments was established in some full-service school, however, the school become demotivated when the other department discontinued their services. As a result the inability of full-service schools to sustain the collaboration they have established with other stakeholders was found.

Participant 2 said*: First with the Department of Health, … we have a problem, when we go to the clinic in the township they postulate that we must go to the clinic in town; and; when we go to the one in town they tell us to go to the one in the township. We just don't know what to do now. We are confused. They started by postulate thating they do not have cars to come to our school. We are therefore no*

longer seeing the psychologist and the nurses coming down here like they used to. The municipality, we have never engaged them. They only come here at the beginning of every year to ask about the enrolment, from there, we will see them next year when they will be coming for the same information. HoD 7 added*: We are not affiliated to any NGO*.

Similarly, another study conducted in Europe by Bouillet (2013) analysed teachers' experiences of collaboration in inclusive educational practice in Croatian schools. Sixty-nine primary school teachers were interviewed and also completed a questionnaire. Data obtained was analysed on both the quantitative and the qualitative levels. The findings of the study revealed that collaboration in Croatian schools is not well organised and defined. A relatively small number of various professionals supported teachers at schools. The schools were found not to be doing anything to establish stronger collaboration between the community and professionals.

Furthermore, the present study established that full-service schools do not collaborate with initial teacher education institutions. This finding aligns with the findings of the study conducted in South Africa by Nel, Engelbrecht, Nel and Tlale (2013). The focus of the research was to understand how teachers view collaboration within an inclusive education system. Open-ended questionnaires were completed by eighty-five teachers and focus group interviews were employed with twenty-four teachers. Likewise, the study found that full-service schools do not collaborate with teacher education institutions.

Therefore, from the summary of the findings discussed above, the present study revealed that, although full-service schools in Limpopo Province are motivated to implement inclusive education, they are lacking in the other two components: general organisational capacity and intervention-specific capacity, which are equally important for the organisation's readiness to implement an innovation.

6.2.3 HOW USEFUL COULD THE READINESS THEORY BE IN EXPOUNDING THE PROBLEM OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS?

Sub-components of the readiness theory have been explored by the study to expose the implementation of inclusive education in full-service schools of Limpopo Province.

6.2.3.1 MOTIVATION

6.2.3.1 (i) Relative advantage

As stated in Chapter 3, relative advantage is the degree to which a particular innovation is perceived as being better than the innovations that it is being compared against. According to Rogers (2003), when relative advantage is high, then the innovation is more likely to be adopted. The study revealed that full-service schools perceived the implementation of inclusive education as a good practice.

6.2.3.1 (ii) Compatibility

Compatibility is the degree to which an innovation is intuitively perceived as being consistent with the existing values, cultural norms, past experiences with similar innovations, and needs of potential adopters (Rogers, 2003). If an innovation is perceived as more compatible to an organization, it is more likely to be adopted (Greenhalgh, 2004). The degree to which teachers intuitively perceive inclusive education as being in line with their values, cultural norms and their past experiences of implementing other innovations is explored in this study.

It was revealed in the study that full-service schools want the implementation of inclusive education to be kept and cascaded to all other schools because it does not discriminate, but caters for all learners irrespective of their background or ability.

6.2.3.1 (iii) Complexity

If something is complicated and hard to use, then it can negatively affect how willing an organization is to adopt it (Fixsen, 2005; Meyers, 2012). If a new innovation is easier to use, then people will be more likely to adopt it. The more clearly the core components of the innovation are specified, the more readily a program can be implemented (Fixsen, 2005; Greenhalgh, 2004).

This study revealed that all full-service schools (A, B, C, D, E, F, G, and H) have admitted diverse learners regardless of their background or ability in line with the stipulations made in the SASA, (Act No. 84 of 1996), which calls for public schools to

admit learners without unfairly discriminating in any way. However, the study found that although full-service schools perceived the implementation of inclusive education as a good practice that need to be kept, barriers that makes an implementation to be a complex exercise like, overcrowding, teacher: pupil ratio, lack of support and teachers workload have been stated as hindrances that make the implementation of inclusive education to be perceived as a difficult exercise in full-service schools.

6.2.3.1 (iv) Trialability

Trialability, as another sub-component of the readiness theory, is the degree to which an innovation can be tested and experimented with by the organization (Rogers, 2003). If people have the opportunity to try the innovation prior to formal implementation, this increases the likelihood of use (Meyers, 2012). In this study, the level of readiness of teachers of full-service schools in implementing inclusive education have been explored to gauge whether the current implementation of inclusive education in Limpopo Province could be used in all other schools.

Although full-service schools of Limpopo Province were found to be implementing inclusive education in their classrooms in this study, the degree to which their way of implementation could be used to test whether the province is advancing in the implementation was minimal. There were factors that could be adopted and used as a guide to assist other mainstream schools like how teachers were planning, presenting and assessing in their classrooms in most of the full-service schools. However, other factors like the available support and collaboration on the implementation of inclusive education in full-service schools need to be put in place to ensure the smooth roll-out.

6.2.3.1 (v) Observability

It is the degree to which the outcomes that results from the innovation are visible to others (Rogers, 2003). This simply means that it is easier for people to accept an innovation that they have seen being used and succeeded somewhere. Tangible feedback about the benefits of implementing inclusive education have been highlighted and observed by teachers.

The success of the implementation of inclusive education in full-service school has a direct influence on its total roll out to all other schools. The study revealed that although teachers were trying hard at full-service schools to set the tone that could be used and observed by mainstream schools, more still need to be done for a smooth transition.

6.2.3.1 (vi) Priority

This is an extent that which the intervention is regarded as more important than other interventions. It becomes evident when the provision of resources is mainly channelled towards supporting an innovation so that it will reach its intended outcomes (Scaccia et al., 2014). The study revealed that there were schools were the implementation of inclusive education was not prioritised and it was at these schools were the implementation was bleak. The study also found that in some full-service schools, the entire teacher population did not have a qualification in inclusive education and have not even registered for it.

6.2.3.2 GENERAL ORGANISATIONAL CAPACITY

6.2.3.2 (i) Organizational Culture

Organisation culture refers to an organization's identity, or the extent to which central and enduring characteristics distinguish it from other organisations (Drzensky, 2012). The study revealed distinctive characteristics which separate full-service schools from other schools. For example, the schools were found to be identifying themselves not as primary or secondary schools but rather full-service schools. Again, this distinctiness was observed with diverse learners admitted at as well as variety of teaching methods that were employed in classrooms.

However, despite diverse learners being admitted, the study found that full-service schools felt that enough has to be done on their school infra-structure to be easily identified.

6.2.3.2 (ii) Organizational Climate

Organizational climate refers to how employees collectively perceive, appraise and feel about their current working environment (Glisson & James, 2002; Lehman et al., 2002; Hall & Hord, 2006). Regarding how teachers of full-service schools collectively

perceive, appraise and feel about inclusive education, the study revealed that they do not regularly collectively share their sentiments about the implementation of inclusive education. Although participants from school (B, D, E, G and H) indicated that they sometimes meet and help each other on aspects of their successes and frustrations in inclusive education, they felt that the time allocated for that support is always not enough. As a result, the study revealed that although full-service schools set a program for school-based support at the beginning of the year, it was not always possible for them to meet due to their work overload.

6.2.3.2 (iii) Organizational Innovativeness

This is how generally receptive an organization is toward change and whether the organisation tries new things and fosters a learning environment (Fetterman & Wandersman, 2005; Hall & Hord, 2006; Rogers, 2003). Innovativeness sets a tone in how an organization reacts to change by promoting a strong future orientated perspective (Rafferty, 2013). The success of an innovation depends on how people put an effort to ensure that the outcomes of an innovative are realised. The study found that although some full-service schools were putting an effort in implementing inclusive education, some full-service schools were not initiative as a result, they were found to be concentrating on gifted learners while some learners were being ignored in classes.

6.2.3.2 (iv) Resource utilisation

Resources are existing structures, funding, programs, and other activities that are potentially available for programming (Chinman, 2004). The study found that generally, full-service schools in the province were found to be without adequate resources to help them with the implementation of inclusive education.

The study found that there was shortage of teachers and the infra-structure in full-service schools was not compliant to inclusive settings; classrooms were not accessible to all learners, there were no ramps and adequate and accessible toilet facilities to cater for everyone, buildings were dilapidated and the general school environments were not safe and secure.

6.2.3.2 (v) Leadership

Quality leadership is motivational, considerate, engaging to staff, and promotes a climate for change (Aarons & Sommerfeld, 2012). As it relates to an innovation, leaders need to be able to develop, communicate, model, and build commitment toward a strategic vision (McShane & Glinow, 2009). High quality leadership is associated with better staff attitudes toward adopting an innovation (Beidas, 2013; Rafferty, 2013). The type of leadership in full-service schools was explored. The study found that the leadership in some full-service schools did not regard the implementation of inclusive education as part of their responsibility. They were found to be seeing it as the responsibility of the SBSTs.

As a result, lack of leadership was found to be the dominant factor that hinders the implementation of inclusive education in most full-service schools. In some full-service schools, the study found teachers did not even have the inclusive education policies and those schools were found to be lacking behind with the implementation. Some members of the management attested to this and shifted the blame to the teachers by postulate thating that they seem not to be willing to support diverse learners while teachers blamed the leadership of the school. However, the study found that teachers in some full-service schools were given an opportunity to suggest and initiate programs that will take the implementation of inclusive education to the next level.

6.2.3.2 (vi) Organizational Structure

Typical structural stressors for organizations like work overload have been found in this study. The study found that the staff provision of full-service schools had a negative impact towards the implementation of inclusive education. They indicated that, it is because of Their work overload made it impossible for them to follow-up the inclusive education programs they initiated. The positive role played by SBSTs in most full-service schools of the province was also observed. However, the study found that the SBSTs are not responding to interventions referred to them swiftly due to their work overload.

6.2.3.2 (vii) Staff capacities

This include perceived opportunities for growth and professional development, feelings of efficacy in ability to carry out job duties, the mutual influence that staff

have over each other, and staff adaptability to changing work demands (Simpson, 2002). The study found that in most full-service schools, teachers are qualified in inclusive education. However, these teachers that are qualified insisted on more workshops and training as a form of continuous on-going in-service support. Although they were found to be implementing inclusive education, they felt they have been inadequately prepared for the implementation. Furthermore, the mutual dependence amongst teachers was found to be inadequate in most of the full-service schools.

6.2.3.3 INTERVENTION-SPECIFIC CAPACITY

6.2.3.3 (i) Knowledge and Skills

These are the inherent abilities needed to implement an innovation. The specific knowledge and skills that teachers and the management of full-service schools to possess for the successful implementation of inclusive was explored. The study found that, although participants were found to be differentiating the curriculum, , all teachers (including those that did inclusive education) felt that they still lack capacity to implement inclusive education. They indicated that that the course on inclusive education that they did was mainly theory than practical.

6.2.3.3 (ii) Program Champions

As stated in the previous Chapters, Rogers (2003), refers to a program champion as a charismatic individual who put his or her organisational weight behind an innovation. These champions tend to occupy a key linking position in the organisation (not so senior that they are inaccessible, but not so minor that they cannot influence change), possess skills in understanding other's motives and aspirations, and have good interpersonal negotiating skills (Rogers, 2003). By modelling positive emotional responses to an intervention, champions can influence how people feel about the innovation process (Rafferty, 2013). They are the key stakeholder(s) who support an intervention through connections, knowledge, expertise, and social influence.

SBSTs were found to be seen as program champions in full-service schools of Limpopo Province. The study revealed that the SBSTs have been established in all

full-service schools. However, the study found that although these SBSTs are functional in most of the full-service schools, they were found to have been established mainly for compliance in other full-service schools. Moreover, the study found that some SBSTs are qualified in inclusive education while the few that were not qualified in inclusive education have attended workshops on inclusive education. However, similarly, the SBSTs also felt that the knowledge that they have acquired about the implementation of inclusive education is not enough.

6.2.3.3 (iii) Implementation Climate Support

This is the extent to which the intervention is tangibly supported to achieve an intended outcome. Klein and Knight (2005) assert that without strong, convincing, informed, and demonstrable management support for implementation, employees are likely to conclude that the innovation is a passing fad. The supports include aspects like, the availability of resources for a specific innovation, the number and strategic placement of supporters in the organisation (Greenhalgh, 2004); and whether there is consistent leadership support for the innovation (Aarons, 2011; Aarons & Sommerfeld, 2012; Klein, 2001; Weiner, 2009). A supportive implementation climate can be a significant predictor of whether the innovation is actually used (Klein & Knight, 2005; Meyers 2012).

The support that is available for the successful implementation of inclusive education in Limpopo Province has been explored in this study. The study revealed that there is not much support that teachers of full-service schools are getting in Limpopo Province. The study found that the circuits and the districts officials do not support full-service schools on the implementation of inclusive education. The support from the province was the only form of support found by the study.

6.2.3.3 (v) Inter-organisational relationship

Flaspohler et al. (2008) define external relationships as a general organizational capacity. Communities of practice that include all relevant stakeholders can help to share information and offer advices about the implementation challenges and threats for sustaining the program (Aaron, 2011; Fetterman & Wandersman, 2005). Inter-organisational relationships can be cultivated through partnership building, developing resource sharing agreement, obtaining formal commitments and

developing partnerships with academic units (Powell, 2012). This study revealed that there is lack of collaboration between teachers and neighbouring schools in full-service schools of Limpopo Province.

Although there are some full-service schools that were found to be working closely with teachers of other full-service schools, special schools as resource centres and institutions of higher learning, generally, the study revealed that full-service schools of Limpopo Province do not collaborate with neighbouring schools. Regarding the collaboration with parents, some full-service schools were found to be collaborating with parents. Furthermore, the study found that generally, full-service schools in the province do not collaborate with the municipality and different departments. Only one full-service school was found to be collaborating NGOs.

With regard to the collaboration that full-service schools have established with initial teacher education institutions in the province, the study found that only three full-service schools (B, D and F) do collaborate with these institutions. According to Scaccia et al (2015) components of the readiness theory are interactive rather than simply additive, if any of the components are at or near zero, then it is hypothesized that the organization is not ready to implement the innovation, regardless of how high it may be on the other components. Wandersman et al (2011), asserts that organizations are often likely to have some level of each component, then this suggests that with appropriate support, these organizations can improve their practice.

6.2.4 ARE FULL-SERVICE SCHOOLS READY FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN SOUTH AFRICA?

From the findings discussed earlier in this Chapter, using components of the readiness theory ($R = MC^2$), this study marks the conclusion that, full-service schools in Limpopo Province are motivated to implement inclusive education, but they lack the capacity to implement it. Therefore, full-service schools in Limpopo Province are not ready to implement inclusive education.

The discussions above indicates that full-service schools are motivated to implement inclusive education; however, there appears to be lack of readiness in the other two components (general capacity and intervention - specific capacity) which are equally

important for an organisation to succeed in the implementation of an innovation. Wandersman et al (2011), state that organsations are often likely to have some level of each component. However, components of the readiness theory are interactive rather than simply additive, if any of the components are at or near zero, then it is hypothesized that the organisation is not ready to implement the innovation, regardless of how high it may be on the other components (Scaccia et al., 2015).

Findings of the current study revealed the same. Therefore, we cannot conclude that how full-service schools are implementing inclusive education in Limpopo Province is the way to go at the moment in South Africa. However, appropriate interventions could help in making them ready for the implementation of inclusive education.

6.3 LIMITATIONS OF THE STUDY

Cresswell (2013) defines limitations of the study as the potential weakness inherent in every study. Similarly, Punch (2006) defines limitations of the study as the limiting conditions or restrictive weaknesses which are unavoidably present in the study's design. Vithal and Jansen (2010) assert that, acknowledging limitations of the study empowers the reader to appreciate what constraints were imposed on the study and to understand the context in which the research claims are set. Therefore, there is a need to outline the limitations inherent in this study.

The study was designed to explore whether full-service schools are ready to roll-out inclusive education to all schools or not. Research was meant to be conducted in all the five districts (Vhembe, Mopani, Capricorn, Greater Sekhukhune & Waterberg) of Limpopo Province. However, one district (Waterberg) was left out. Due to time constraints, a small sample was used in the study. Therefore the generalisation of the outcome to a large sample is not possible. One can therefore speculate that, research with a bigger sample might have yield different results.

Another limitation was the consultation time with the respondents. From time to time, the appointments had to be rescheduled due to unforeseen circumstances at the schools. I had to be flexible to postpone the contact time. The research period might also have impacted negatively on my research. The research concentrated on the data collected in the academic year 2015. If the study period had been longer, the results might have yielded different results.

Moreover, being part of the education system, with a vast experience of teaching at a special school, in a full-service school and also in mainstream schools, could have resulted in biasness in my assumptions. However, since I was aware of the potential influence, I tried my best to be as subjective as possible and to let the situation unfold without interference.

6.4 CONCLUSIONS

The purpose of the study was to explore whether full-service schools are ready to roll-out inclusive education to all schools or not. From the findings discussed earlier in this Chapter using components and sub-components of the readiness theory ($R = MC^2$), this study marks the conclusion that; although full-service schools in Limpopo Province appear motivated to implement inclusive education, they still lack the capacity to implement it.

Scaccia et al (2015) assert that organizations who wish to get results from their innovations have an interest in making sure that components and sub-components are in place. Therefore, full-service schools must know how they can effectively put these components and their sub-components into place for them to become ready to implementing inclusive education. They must evaluate and monitor their implementation of inclusive education for intended outcomes. Wandersman et al (2008) readiness theory's Interactive System Framework (ISF) for dissemination and implementation has been used to make recommendations in this study. The framework proposes that within a larger system perspective there are bi-directional relationships between the three systems namely; the delivery systems, the support systems and the synthesis and translation systems.

6.5 RECOMMENDATIONS

A body of literature as shown in this thesis highlights best practices for the implementation of inclusive education internationally and nationally. In addition to the literature, the following model may benefit full-service schools in implementing inclusive education.

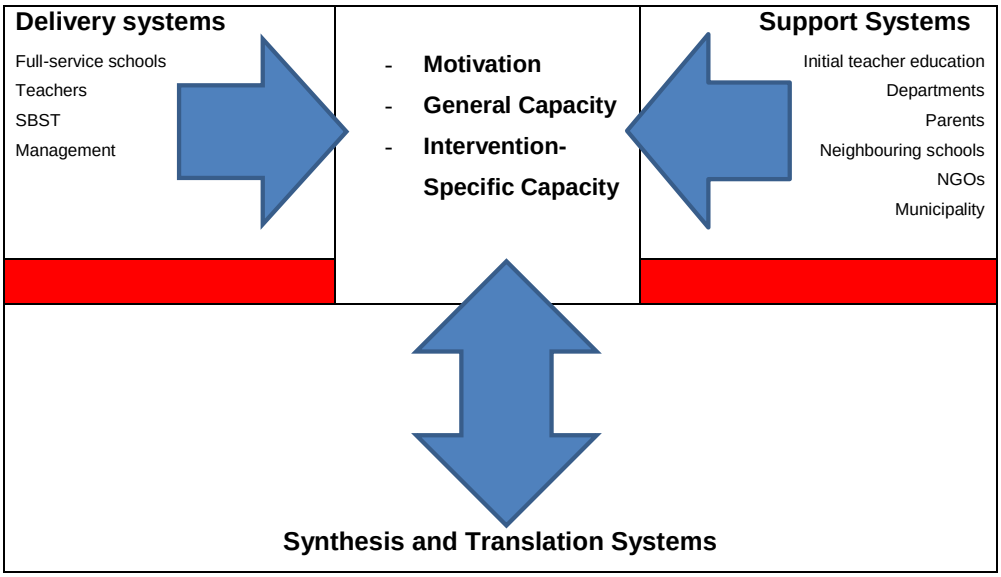

Figure 6.1: Three systems model of implementation

6.5.1 Delivery Systems

Full-service schools are seen as the delivery systems. Teachers, SBSTs and the school management should have the following capacities:

6.5.1.1 General organisational capacity

- Collectively perceive and appraise the implementation of inclusive education.
- Be innovative and cater for diverse learners.
- Source funding.
- Be considerate, engaging and promote climate for change.
- Make swift interventions.
- Organise school-based and in-service support .

6.5.1.2 Intervention – specific capacity

- Support the implementation of inclusive education through connections, knowledge, expertise and social influence.
- Have the specific knowledge and skills required to implement inclusive education.

- Establish inter-organisational relationships.
- Source support from initial teacher education, other departments, parents, neighbouring schools, NGOs and the municipality.

6.5.2 Support systems

The support systems support the work of the delivery system. Different departments, parents, neighbouring schools, NGOs and the municipality are the systems that could support the implementation of inclusive education. They should be motivated and have the capacity to support full-service schools. Wandersman et al., (2012) postulate that they must use strategies like training and technical assistance to strengthen the delivery systems's ability to implement innovations with quality. Initial teacher education is also seen as the support system. It should have the following capacities:

6.5.2.1 General Organisational Capacity

- Review the course content in inclusive education to strengthen students' pedagogical content knowledge.
- Offer short learning courses in inclusive education as a form of continuing professional development.
- Close the theory-practice gap by ensuring that the theory in inclusive education that they are teaching is always supported by doing practicals in full-service schools.

6.5.2.2 Intervention – specific capacity

- Collaborate with full-service schools so that they do not produce in the opposite.
- Establish relationships of support for full-service schools.
- Conduct more research to provide evidence based data of how full-service schools could implement inclusive education.

6.5.3 Synthesis and Translation Systems

Products of interventions by the above two systems could be seen as the synthesis and translation system. These products could be synthesized and translated into user-friendly formats that can be easily accessed and understood by practitioners between the support systems and the delivery systems. As a result, the user-friendly formats can make the both the delivery and support systems to be motivated and have the capacity to implement inclusive education.

6.6 SUGGESTIONS FOR FURTHER STUDIES

The implementation of inclusive education in full-service schools of South Africa is in disarray. The confusion is caused by the following problems: perceptions about the implementation, inadequate training in inclusive education, lack of appropriate resources, lack of on-going support and lack of collaboration amongst different stakeholders. As a result, diverse learners are not being appropriately supported in full-service schools. This problem is even more critical in Limpopo Province.

Therefore, full-service schools, SBSTs, DBSTs and policy makers are challenged to make a positive impact on the implementation of inclusive education. This initiative needs to be supported by both the government and the private sector. Unless the implementation of inclusive education becomes prioritised, attempts to improve its implementation for a smooth roll-out to all other schools will remain an illusion. As pioneers of knowledge, teacher education institutions are not only at the forefront of inventing courses on inclusive education, but also at the forefront of working collaboratively with full-service schools to improve the implementation of inclusive education.

Since this study was conducted in Limpopo Province, more research could be conducted in other provinces of South Africa to have an increase in recommendations with research groundings. This will make full-service schools to serve as beacons of good practice so that eventually, the country can have a smooth transition when inclusive education rolls-out to all other schools.

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APPENDIX A

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TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING:	06 May 2015
PROJECT NUMBER:	TREC/43/2015: PG
PROJECT:	
Title:	The impact of Teacher Education on the implementation of inclusive education in full service schools of Limpopo Province
Researcher:	Ms HR Thobejane
Supervisor:	Prof MJ Themane
Co-Supervisor:	Dr E Walton
Department:	Education Studies
School:	Education
Degree:	PhD in Curriculum Studies

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:
i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX B

Enq: Thobejane H.R
Cell no: 0725512609
Email: hlabathit@gmail.com

P.O Box 1417
Fauna Park
0787
04 March 2015

Limpopo Department of Education
Private Bag x 9489
Polokwane
0700

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I am Hlabathi Rebecca Thobejane, a PhD student (Curriculum Studies) of the University of Limpopo. The title of my dissertation is: **"The impact of teacher education on the implementation of inclusive education in full-service schools of Limpopo Province"**

What prompted me to conduct this research is that the implementation of inclusive education remains a challenge at full-service schools in Limpopo Province despite the fact that inclusive education started more than a decade ago in South Africa.

I am conducting this study in collaboration with the University of the Witwatersrand and the University of Johannesburg. Our focus is on teacher education in inclusive education since the literature has proven that true change for effective inclusive education implementation must start at teacher education institutions.

In order to maintain some consistency in the investigation, I have to conduct interviews with teachers, HoDs and departmental officials in Limpopo Province. Their responses will be treated as strictly confidential and will be used only for research purposes. When the study is complete, the Limpopo Department of Education will receive a copy of the findings and recommendations.

Thanking you in advance.

Yours faithfully
Thobejane H.R. (Mrs)

APPENDIX C

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za

P.O BOX 1417

FAUNA PARK

0787

THOBEJANE H.R

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal; **" THE IMPACT OF TEACHER EDUCATION ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL SERVICE SCHOOLS OF LIMPOPO PROVINCE"**
3. The following conditions should be considered:

   3.1 The research should not have any financial implications for Limpopo Department of Education.

   3.2 Arrangements should be made with the Circuit Office and the schools concerned.

   3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

   3.4 The research should not be conducted during the time of Examinations especially the fourth term.

   3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

   3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

09/03/2015

Mashaba KM **Date**

Acting Head of Department.

APPENDIX D

8 May 2015

Dear Participant

Consent to participate in research

This is to request your participation in a research study. I am a PhD student at the University of Limpopo. The research is designed to produce an inventory of current teacher education activities that support inclusive education and to ascertain the extent to which teacher learning in these activities increasingly results in inclusive pedagogies and practices. As a teacher educator for inclusive education, you are ideally positioned to provide information about content selection and pedagogical choices and we would like to invite you to participate in our research project. Participation entails providing us with documentation about your teacher education course/workshop (including, if appropriate, syllabi, course outlines, reading packs, lecture notes, power point presentations, handouts, assessment tasks, etc) and responding to questions about your content selection and pedagogy in an individual interview. This interview will take about 45 minutes of your time and will be held at a place and time convenient to your. With your permission, we would like to audio record the interview for accurate capture of your responses. All copying costs related to providing documentation will be borne by the researchers.

Participation is entirely voluntary and your choice whether to participate will not advantage or disadvantage you in any way. There are no negative consequences or institutional sanction for non-participation. If you do choose to participate, we will respect all your right to privacy, safety from harm and confidentiality. We will ensure that all documentation and transcripts are used anonymously, with pseudonyms being given to all the participants. Confidentiality will be maintained in the recorded interviews and any detail that might identify a participant or their institution will be omitted in any published and written data. If you choose to participate, you have the right to withdraw from participation at any time during the research process, with no negative consequences or penalty. You also have the right to decline to answer any of the questions asked in the interview.

All data collected (including documentation and electronic and hard copies of interview transcripts) will be kept securely in a locked cupboard in the researcher's locked office, and will be destroyed by shredding or deleting within three to five years

after completion of the study. The results of the research project will be used for academic purposes only and may be published in academic journal, books and conference presentations. In any of these publications, we guarantee the participants' right to anonymity, and no names, institution or organisation names or any other identifying information will be used. There are no foreseeable risks in participating and you will not be paid for this study. There are also no direct benefits to you if you choose to participate but we would expect that participation in the research would provide an opportunity for reflection on the design and delivery of teacher education activities, and that the results of the study would further our collective understanding of how to prepare and equip teachers for effective teaching in inclusive classrooms.

If you are willing to participate in the research project, please fill in the attached consent form. If you have any concerns or queries regarding this research, please do not hesitate to contact me.

Thanking you in advance.

Hlabathi Thobejane
0725512609
hlabathit@gmail.com

APPENDIX E

Consent to participate in the research study

Please fill in below to indicate your willingness to be a participant in my research called: **Full Service Schools' Level of Readiness in Implementing Inclusive Education in Limpopo Province.**

I _____

(participant's full name)

have read and understand the invitation to participate in the research letter: **Yes/No*.**

I indicate my willingness to participate in the research project by:

- Providing course/workshop documentation to be analysed for research purposes **Yes/ No***

  If you answered yes to providing documentation to be analysed for research purposes, please indicate as appropriate:

  I agree that my *syllabus* may be used for this study only **Yes/ No**
  agree that my *course outline* may be used for this study only **Yes/ No***
  agree that my *reading list/pack* may be used for this study only **Yes/ No***

  I agree that my *lecture notes* may be used for this study only **Yes/ No***

  I agree that my *powerpoint slides* may be used for this study only **Yes/ No***

  I agree that my *handouts* may be used for this study only **Yes/ No***
  I agree that my *assessment tasks* may be used for this study only **Yes/ No***
  I agree that [*specify other document*] may be used for this study only **Yes/No***

  I understand that all copying costs related to providing this documentation will be borne by the researchers **Yes/No***

- I would like to be interviewed for this study in a 45-minute individual interview

at a time and place convenient to me **Yes/ No***

I know that I can stop the interview at any time and don't have to answer all the questions asked. **Yes/ No***

Permission to be audiotaped

I agree to be audiotaped during the interview **Yes/ No***

I know that the audiotapes will be used for this project only **Yes/ No***

- **Please also indicate:**
  - I understand that my participation is voluntary and that there are no negative consequences or institutional sanctions for choosing not to participate in this research: **Yes/ No***
  - I know that I do not have to answer every question and can withdraw from the study at any time without negative consequences. **Yes/ No***
  - I know that I can ask not to be audiotaped. **Yes/ No***
  - I know that all the data collected during this study will be kept in a secure place will be destroyed within 3-5 years after completion of the project. **Yes/ No***
  - I know that the results of the research will be used for academic purposes (including books, journals and conference proceedings). **Yes/ No***

Signature: _____ Date: _____

APPENDIX F

Interview schedule to teachers

Gender	
Age	
Teaching experience	
Qualifcation in inclusive education	

1. As a teacher of a full-service school, what do you understand by inclusive education?

   _____

2. How do you prepare for an inclusive class?

   _____

3. Are you able to adapt and differentiate the curriculum to meet the needs of all learners in your class?

   _____

4. How do you assess your learners in your class?

   _____

5. Can you recall different aspects of inclusive education that you have covered during your teacher education? e.g. content, teaching methods, lesson preparation, assessment etc.

   _____

6. Here at school, are you able to apply the knowledge, skills and values you have been taught during teacher education?

   _____

7. Do you think you acquired enough during your teacher education to be able to implement inclusive education?

   _____

8. What challenges do you normally encounter when you are dealing with an inclusive class?

   _____

9. Can you postulate that teacher education has prepared you enough to deal with those challenges?

   _____

10. What form of on-going support do you normally get as an inclusive educator to be able to function effectively in an inclusive class?

    _____

11. As teachers, how often do you meet to share your best practices and your frustrations?

    _____

12. In your opinion, what do you suggest teacher education must add to their content knowledge in inclusive education to enable teachers to implement inclusive education effectively in schools?

    _____

13. Do you have any other comment or suggestion you would like to make regarding this?_____

APPENDIX G

Interview schedule to HoDs

a. Gender : ___
b. Age : _____
c. Qualification in inclusive education: _____

1. Researcher: Since you are a full service school, what type of diverse learners have you admitted in your school?

HOD: _____

2. Researcher: Are your teachers able to adapt and differentiate the curriculum to meet the needs of all learners in your school?

HOD: _____

3. Researcher: Here at your school, can you postulate that your teachers are able to apply the knowledge, skills and values on inclusive education that they were taught during teacher education?

HOD: _____

4. Researcher: Do you provide your teachers with the necessary resources for effective inclusive education implementation? e.g. Education White Paper 6, SIAS Strategy, Guidelines for the successful implementation of inclusive education etc.

HOD: _____

5. Researcher: What form of on-going support do you normally organise for your teachers for them to be able to function effectively in an inclusive class, and how often do you do that?

HOD: _____

6. Researcher: How do you assess your learners in your school? e.g. do you normally provide extra time and other concessions during exams?

HOD:_____

7. Researcher: Do you have the school based support team (SBST) and is it functional?

HOD: _____

8. Researcher: What form of support do you get from the CBSTs, DBSTs and the provincial Inclusive Education Directorate?

HOD: _____

9. Researcher: Is there any form of relationship that your school has established with other departments, the municipality and other organisations in your community?

HOD: _____

10. Researcher: Is there any form of collaboration between your school, other institutions of higher learning and NGOs that offer inclusive education programmes?

HOD: _____

11. Researcher: Can you postulate that teacher education is doing enough to prepare teachers for the effective implementation of inclusive education?

HOD: _____

12. Researcher: In your opinion, what do you suggest teacher education must add to their content knowledge in inclusive education to enable teachers to implement inclusive education effectively in schools?

HOD: _____

13. Researcher: Do you have any other comment or suggestion you would like to make regarding this?

HOD: _____

Thank you

APPENDIX H

Class Observation Schedule

Grade: _____
No. of learners: _____

1. **General Layout**
   - The general classroom layout
   - Cleanliness
   - Any form of visuals on the walls

   _____
   _____
   _____

2. **Preparation**
   - Well detailed preparation
   - The lesson has been adapted
   - Methods to be used are stated
   - Time has been allocated for individual attention
   - Learners diverse abilities are considered and planned for

   Presentation
   - The lesson is interesting
   - Learners are optimally involved
   - Visuals are being used
   - All learners are being catered for
   - Teaching strategies vary

   _____
   _____
   _____

3. **Assessment**
   - Well planned in advance
   - Different learners are assessed differently
   - Different forms of assessment are being done

   General Comments:

APPENDIX I

Observation Schedule for the general school surrounding

Type of school: Primary/Secondary
Total No. of learners: _____
Total No. of Teachers: _____
Support Staff: _____

B. General Surrounding

1. Cleanliness: _____
2. Accessibility to classes: _____
3. Toilets: _____
4. Ramps: _____

C. Classroom Facilities

1. State of buildings: _____
2. Availability of furniture: _____
3. Computer facilities: _____
4. Teaching Aids: _____
5. Pre-Vocation skills:_____