

**PROFESSIONAL DEVELOPMENT
IN FULL-SERVICE SCHOOLS IN DR RUTH S
MOMPATI DISTRICT IN NORTH-WEST PROVINCE**

by

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

29 January 2018

DATE

DEDICATION

I dedicate my thesis to my family:

- A special feeling of gratitude to my late loving parents, Omar and Jamillah Cader Antulay, who inculcated in their children, and especially their seven daughters, that education is vital. Their words were: educate a daughter and an independent woman is born. May Allah SWT give them the highest rank in Jannah (Paradise). May they sit under the Arsh (Throne) of Almighty, Allah, in shaa Allah ameen.
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ABSTRACT

The primary aim of the study is to investigate the effectiveness of professional teacher development for a group of teachers at full-service schools (FSSs), who are the implementers of inclusive education according to Education White Paper 6, the inclusive education policy in South Africa. The researcher used ontological and epistemological assumptions, as well as specific social research methodologies. This created a scientific grounding for the findings of the study. The methodology included a qualitative research approach and research design. Focus group interviews and observation were used for data collection. In this study purposive sampling was used. The participants in this study were chosen because of their teaching experience at full-service schools; sampling was therefore done with a purpose. Phenomenology is used in the study to decide what happens in the lived experiences of the focus group interviewees, who were teachers at full-service schools. This helped the researcher to better understand the needs and problems of the participants. During qualitative data analysis the information was organised, arranged and prepared systematically and classified into themes and categories and then coding followed. The analysis showed that in the absence of an appropriate model for professional teacher development for FSSs, the teachers at the schools were not in a position to implement inclusive education adequately. The researcher proposes a framework that is based on the ecological systems theory of Bronfenbrenner, taking the intervention collaborative framework designed by the researcher based on findings and recommendations into consideration. The collaboration among stakeholders in the different levels would encourage teamwork in the development of the FSS teacher. The full-service school teacher is influenced by various elements, the learner with diverse needs in the classroom, members of the management team, the school-based support team and colleagues at school. Members of the district-based support team, the school governing body, as well as members from the wider school community all have an influence on a teacher's development as a professional person.

KEY TERMS: Full-service school; Education White Paper 6; school-based support team; inclusive education; professional teacher development; assistive devices; barriers to learning; individual support plan; district-based support team.

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ACRONYMS AND INITIALISMS

CPTD	Continuous Professional Teacher Development Programme
DANIDA	Danish International Development Agency
DBST	District-based support team
EWP6	Education White Paper 6
FSSs	Full-service schools
ISP	Individual Support Plan
NEEDU	National Education Evaluation and Development Unit
NEPI	National Education Policy Investigation
NPFTED	National Policy Framework for Teacher Education and Development
SACE	South African Council for Educators
SASA	South African Schools Act
SBST	School-based support team
SIAS	Screening, Identification, Assessment and Support
SID	Severely Intellectually Disability

CHAPTER 1

OVERVIEW AND RATIONALE OF THE STUDY

To the world you may just be a teacher, but to your learners you are a hero!

1.1 INTRODUCTION

This study aimed to customize the existing Continuous Professional Teacher Development Programme (CPTD) to the unique inclusive conditions of the full-service schools (FSS) in the North-West Province. According to the South African Council for Educators (SACE), CPTD aims at properly equipping teachers to enhance their teaching skills and be ready to teach and create conducive learning opportunities for all learners in their schools and classrooms. In this way, it will be possible to enhance their professional competence and their performance in the classroom (SACE, 2009:31). The establishment of Full-Service Schools (FSSs) is a relatively recent innovation in the South African education system in general, but particularly in some of the districts of the North-West province.

For inclusive education to be effectively implemented it is imperative to have adequately prepared teachers through an appropriately adjusted and customized CPTD to meet the demands and challenges of this new phenomenon called inclusive education. An attempt to make CPTD relevant to the conditions in the FSS, the Education White Paper 6 Special Needs Education (EWP6) policy has been advocating for the building of an inclusive education and training system (Department of Education, 2001:5).

The idea of FSSs is still at the experimental level in South Africa. For a start 30 public ordinary schools across the country were converted into full-service schools. According to EWP6, full-service schools and colleges are to be established to assist learners with diverse needs (Department of Education, 2001:22, Department of Education, North-West Province 2010:5). Learners in need of low and moderate levels of support are and can be accommodated at FSSs but not learners in need of high-level and intensive support (Department of Education, 2010:26). Learners with high-level and intensive support needs include visually impaired learners, hard of hearing or severely intellectually impaired (SID) learners. These are only three examples of learners in need of high-level support.

According to EWP6, learners in need of low and moderate levels of support include the following: learners with barriers to reading, mathematics, handwriting and phonics, and those who are in need of emotional support.

The kind of support full-service schools receive includes the upgrading of physical facilities and material resources, as well as the professional development of the staff (Department of Education, 2001:22). There is an additional budget for the expansion of inclusive education, allocated to “address provisioning of additional accommodation for learners with barriers in full-service schools” (Department of Education North-West Province, 2010:22). Annually, provinces select a number of schools to be established as full-service schools. Currently the Dr Ruth S Mompati District in the North-West Province where the research for this study was conducted has 40 full-service schools. Teachers at these schools were orientated on the purpose and functioning of FSSs and the staff members also received basic guidance on EWP6 (Department of Education, 2001:5).

Teachers at the established FSSs were also trained on the school-based support team (SBST) (North-West Department of Education, 2009:77), but there is a lack of a CPTD programme specifically designed for full-service schools (Department of Education, 2009:22). This research was conducted at some of the full-service schools in the Dr Ruth S Mompati district in the North-West province.

1.2 CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT

Continuous professional teacher development refers to any activities aimed at enhancing the knowledge and skills of teachers by training, support and orientating (Johnson, 1995:28). One of the main features of the National Policy Framework for Teacher Education and Development (NPFTED) is the introduction of continuous professional teacher development (CPTD) for South African teachers (Department of Education, 3:2008). The fundamental philosophy of continuous professional teacher development refers to any actions aimed at the improvement of the knowledge and skills of teachers such as training, orientation and support (Johnson, 1995:78). The main aim of CPTD is the improvement of professional competency to address specific needs and indirectly enhance learner performance (Department of Education, 2008:7-8). Professional development does not only require the informal and spontaneous learning of teachers from one another

(Downing, 2002:12), but also relies on their prior knowledge (Carter & Hughes, 2006:78). It allows for a wealth of potential knowledge and experience of each participant, which can be built upon and be incorporated into further initiatives (Van Wersch, 1999:34). Professional development of teachers should be planned and be continuous in order to change their attitudes. It should enhance knowledge and may add to the improved quality of the learning and teaching process (Wedell, 2004:45). The South African Council for Educators further emphasizes quality teaching, learning and assessment, and improved professional practice in schools (Department of Education, 2008:3).

The Department of Education (2008:3-5) encourages a positive attitude towards teaching amongst teachers and the enhancement of their personal and professional growth. There should be a focus on teachers' training and the support that they receive. Their knowledge and skills should be broadened.

Finally the CPTD should also attend to the way in which teachers approach their teaching. Teachers should know that they should include learners' personal knowledge and experiences in life when teaching. Teachers should know how important assessment is and should encourage peer groups to support the members of their groups (Department of Education, 2008:5-6). The researcher is of the opinion that not only teachers but all staff members at FSSs should be trained in what a full-service school entails.

The CPTD is part of a generic programme for the enhancement of teachers' competence to offer effective learning opportunities to all learners. However, for the FSSs to achieve this it is necessary to investigate and get clarity on what the main components of a successful CPTD programme in FSSs are. In other words, if necessary a CPTD programme will have to be adjusted and customized to help the teachers in FSSs to cater for all learners irrespective of their abilities.

Continuous professional teacher development from the South African perspective has six criteria, which cover a wide spectrum. It varies from the extent to which the activity enhances teachers' competence in the curriculum to the way in which the systematic learning of learners is organized. Continuous Professional Teacher Development addresses the following issues:

- Criterion 1 needs to improve educators' competence in the content and pedagogical knowledge of the subject of specialization.
- Criterion 2 needs to improve professional practice in education, which needs to include improved knowledge, skills and the correct attitude. This is an important criterion as it is a prerequisite for endorsement. It addresses the focus of the training.
- Criterion 3 is to demonstrate and assess the professional competences gained.
- Criterion 4 is the duration or time allocated for the activity. In cases where the duration is too short, the quality may be affected.
- Criterion 5 values activities which can uplift and address the gaps in the system as a whole.
- Criterion 6 addresses the shifts in teachers' attitudes to boost morale, enthusiasm and commitment to quality teaching (SACE, 2008:31).

It is clear that the CPTD programme of the South African Department of Education seeks to address the many requirements to train and help teachers to be professional persons in their classrooms. This applies to FSSs as well.

Countries such as India and the United Kingdom have embarked on in-service training in Inclusive Education for teachers at school level. According to the Indian perspective as outlined by Veer (2005:126), CPTD is in-service training. This training was a "development of comparatively recent times". In-service education in the Indian programmes aim at the continuous development of the teacher in the desired direction (Veer, 2005:126).

The following are the objectives with regard to in-service teacher training specified by the Indian Teacher Education Committee. The training aims to:

- help the teacher-educators to upgrade teacher education, to increase the knowledge of teacher-educators continuously so that they may remain informed about the progress of education in India and abroad
 - motivate teacher-educators to self-study, independent thinking and creativity
 - help to initiate new scientific techniques, and to analyse the existing techniques to prepare good prospective teachers
 - promote teacher educators to drop useless methods and to accept scientific techniques and ideas
 - develop a cooperating atmosphere to solve the teaching problems and to motivate teacher-educators to do this in their own field
 - develop positive attitudes in order to enable them to help in the progress of the nation
- (Veer, 2005: 127).

According to an account by Soulsby and Swain (2003:4), in the United Kingdom the in-service teacher training should address the following:

- Training should be according to subjects to stimulate and inspire the teacher's interest.
- The content should have a positive effect on the recruitment and retention of the teacher.

South Africa's goal for training is being overshadowed by government policies, which in many instances do not consider the teacher as the professional person that needs to be trained in-service (Naicker, 2005:12-13).

1.3 MOTIVATION FOR THE STUDY

The research aimed to investigate the way CPTD assists teachers in implementing inclusion in full-service schools. The following reasons taken from an official document of the Department of Education serve as the motivation for the research described in this thesis.

Teachers –

- feel that they are not adequately trained
- do not have the necessary specialized skills
- cannot use the assistive devices to teach learners with barriers to learning
- lack the basic knowledge and confidence to teach diverse learners
- do not believe in inclusion

(Department of Education, 2012:4-5).

The situation as described in the document of the Department of Education refers to the whole of South Africa. The researcher's opinion is that the reasons given explain the situation with regard to the teachers in full-service schools in the North-West Province well.

1.4 STATEMENT OF THE PROBLEM

The researcher is an official of the provincial Department of Education in the Dr Ruth S Mompoti District in the North-West Province. She visits all FSSs in the section of this district allocated to her on a weekly basis and are thus acquainted with the problems that teachers and learners with barriers to learning face in these schools. In the opinion of the researcher the existing CPTD programme does not equip the staff in the schools of the section of the district where she works to deal with the unique and peculiar inclusive conditions of FSSs; therefore she embarked on a research study about this topic.

The teachers and other staff members at the schools in the district have professional qualifications, but are not equipped for FSSs. During weekly visits to full-service schools, it became evident to the researcher that the changes at these schools often become the burden of one teacher only, the learner support (remedial) teacher or the chairperson of the school-based support team (SBST). The other teachers are neither prepared nor ready to teach learners that cannot cope in their classrooms but refer them to the learner support teacher or the chairperson of the SBST. In schools where an SBST has not yet been established or where there is no learner support teacher on the Post Provisioning Model (PPM) of the school, learners with barriers to learning are not assisted at all.

The researcher noticed that some of the principals of the full-service schools in the section of the district allocated to her, lack the ability “to create a shared vision within the school community”, as stated by Salsbury and McGregor (2005:2). Principals and other members of the management of these schools are more concerned about the budget allocated to them and spending it according to their schools procurement plan within the year of receiving. The researcher also got the impression that some of the senior management team (SMT) members in some schools would award tenders to service providers that may give them a kick-back. To them it is not about changing the school to a full-service school environment, but to see the personal gain they can reap. These persons do not promote and sustain change in the school. “They do not act out their roles to guide and support the course of change,” (Salsbury & McGregor, 2005:2). The researcher also noted that the assistive devices and other equipment in some of the schools were gathering dust. Another problem is that the existing CPTD is not customized to assist teachers and other staff to implement inclusion in the full- service schools.

1.5 AIMS OF THE STUDY

The primary aim of the study is to investigate the effectiveness of the PTD for a group of teachers at full-service schools, in order to develop training guidelines for the training of these teachers.

The secondary aims of the research are:

- To understand how teachers at the full-service schools experience the implementation of inclusive education in their classrooms.
- To examine and describe the current situation of training guidelines for teachers at full-service schools in South Africa and in the North-West Province.
- To develop strategies that can be incorporated in the training programmes for teachers at the established full-service schools.
- To develop a model that can be used to help teachers at full-service schools to develop the potential of the learners with barriers to learning.

1.6 RESEARCH QUESTIONS

The main research question in this study is as follows:

- How effective are the training programmes for continuous professional teacher development at full-service schools?

The secondary research questions are:

- What are the experiences of a group of full-service school teachers?
- What are the existing training guidelines for teachers at full-service schools in South Africa and specifically in the North-West province?
- What are the main aspects and strategies that must be incorporated into the training programmes for teachers at full-service schools?
- What should an appropriate model be to understand and support full-service school teachers to develop the learners with barriers to learning to reach their full potential?

1.7 THEORETICAL FRAMEWORK

In this study, Bronfenbrenner's ecological systems theory is used as a theoretical framework. A theoretical framework needs to cover the specific academic literature with appropriate theories, quotations and explanations.

1.7.1 Bronfenbrenner's ecological systems theory

Bronfenbrenner's ecological systems theory indicates how an individual person can grow in his or her personal surroundings. According to the theory a person is influenced by events happening in each of the systems that form part of the theory (Swick, 2001:58-59).

The theory explores the individual's growth in his or her own surroundings. It explains how the individual grows in each of the layers described in the theory (Swick, 2001:56-59).

During the individual's development there is synergy among the elements in the different layers, as his immediate surroundings are his home and his parents, siblings, school, church and community. These elements activate and arouse the individual's interest for growth. Any adjustment in any of the different levels, whether positive or negative, has a ripple effect on the other levels. While analysing the individuals' behaviour and attitude, their entire surroundings, as well as their immediate environment must be taken into consideration (Landsberg, Kruger & Nel, 2005:22-23).

There are five environmental systems in the ecological system theory, namely the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem. The microsystem covers the associations that for instance children have with their surroundings, as well as their interaction with the surroundings. The aspects found in the microsystem of children are their family, the school and the neighbourhood. The mesosystem consists of the structures within the microsystem and could include the relation between the children's parents and school staff members; or the relationship with a church or people in the neighbourhood. Children do not function directly in the exosystem, which consists of the children's larger social systems. Events at the parents' workplace could be an example of the exosystem. The outer system is considered to be the macrosystem and consists of cultural values, customs and the laws of the country. The chronosystem deals with time as it is related to the child's environment. An external element in this system can be the time when a parent passes away. It can also be an internal element such as the bodily changes that occur over time (Landsberg, Kruger & Nel, 2005:30-31).

The strengths of Bronfenbrenner's theory used as the framework include the uniqueness of the individual as well as the shared responsibility of stakeholders within the system. According to Engler (2007:127-128) a disadvantage of Bronfenbrenner's systems theory is the lack of resilience as a structure. Individuals in the micro system of Bronfenbrenner's theory, need to have stimuli in the mesosystem to trigger the intrinsic motivation to bounce back in times of disappointment or failure.

1.8 PHILOSOPHICAL ASSUMPTIONS

Philosophical assumptions use constructivist practice as basis. Jonassen (2005:44) explains that social phenomena within constructivism are implicated within the familiar environment; furthermore activities are assembled and copied in the same setting. The epistemological view on constructivism is that information of the actuality is a constructivist viewpoint acquired by way of the spoken words, language, tools and documents (Jonassen, 2005:45). When the researcher is aware of the complexity of the full-service school's rules, they would empathise with the full-service school teachers while the constructivist viewpoint is used.

Phenomenology was applied as a research design. Phenomenology can be acknowledged as one of the philosophical basics of constructivism. Phenomenology is a fitting technique to explore the experiences of teachers at full-service schools and their current continuous professional development. Phenomenology describes the authentic daily activities of participants (McMillan & Schumacher 2006:273-280).

McMillan and Schumacher (2006:274-281) argue that phenomenology allows the researcher to relive the activities of the participants when they divulge the information. According to Jonassen (2005:46-47) phenomenology is a specific method when individuals share their personal accounts. However, researchers should allow participants to share their personal accounts and their perceptions of it.

1.9 RESEARCH DESIGN AND METHODOLOGY

A qualitative format approach was followed to gain a complete insight into the needs for support for teachers in full-service schools. Data was drawn from twenty teachers in four different full-service schools situated in urban, semi-urban and rural areas in one of the districts in the North-West province. Different sizes of schools, located in poor and affluent areas, were included, thus also representing the demographic diversity of the province and the district. The rationale for such representation is to be able to understand the many challenges posed by the wide diversity of school communities in South Africa.

A naturalistic approach is used in qualitative research to explore and understand clear-cut phenomena in a specific environment (Patton, 2002:240-247). Qualitative research may generally be described as a research that is not quantified through statistical methods (Seale, 2004:71-79).

According to Seale (2004:71-79) the data used in qualitative research is jargons of communication. The information for this research was obtained from focus group interviews and observation. The researcher used structured interviews to be in a position to talk face to face and question the participants, which enabled her to gain the essential and relevant information (Seale, 2004:71-79).

1.10 ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

In order to conduct the study, the researcher had to obtain permission from the Department of Education of the North-West Province at district level, as well as from the Ethics Committee in the College of Education at the University of South Africa. A researcher always has to consider the ethical considerations throughout the time that the research is conducted. A researcher also has to inform participants about the risks involved in being a participant, what the purpose of the study involves, how the data will be collected and that their answers and discussions will be voice-recorded to be transcribed later on. Before the research starts all the consent forms need to be signed by participants. They also need to know that there is no financial gain for taking part in the research project (Fraenkel & Wallen, 2006:56-57).

During the research period the security and safety of the persons who are taking part needs to be a priority to the researcher. All participants should know that their safety, confidentiality and anonymity are guaranteed as no response will be linked to the name of a specific person. Participants are identified only by number as this will ensure their anonymity (McMillan & Schumacher, 2006:142-145).

1.11 DELIMITATION OF THE STUDY

The limitation of this study is that it was limited to a sample of the full-service schools in a section of a district in the North-West Province where the research was done. Special

schools and mainstream schools were excluded. The focus was on the experiences of the full-service school teachers, their current continuous professional development and their challenges.

1.12 DEFINITION OF CONCEPTS

1.12.1 Full-service school (FSS)

Full-service schools are mainstream institutions that provide quality education to all by supplying the full range of learning needs. When changing a school to a full-service school all stakeholders need to feel a sense of acceptance where learning takes place (Department of Education 2010:49).

1.12.2 Continuous professional teacher development (CPTD)

Continuous professional teacher development entails training and learning in a private institution or as a group of professionals initiated by the Department of Education. The activities are intended to build capacity in the content of the curriculum and competency in class so as to improve teaching (Department of Education, 2008:3).

1.12.3 Inclusion

Inclusion means all learners are included in a school or learning situation. All learners' needs are attended to in order to be developed to the best of their capability. Learners are taught in their own environment (Department of Education North-West Province, 2010:22).

1.12.4 Individual support plan (ISP)

An ISP is a plan for an individual learner to address his specific learning needs. It is drawn up by the teacher, the parent of the learner (to give more information to school) and the school-based support team (Department of Education, 2010:49).

1.12.5 School-based support team (SBST)

SBSTs are established in schools to give additional support. The focus of the team is to assist teachers who struggle with learners with barriers through discussions or new approaches to teaching methods (Department of Education, 2010:49).

1.12.6 District-based support team (DBST)

District-based support teams (DBST) are officials from different units of the education system. Staff from special schools as resource centres form part of the team. The teams support schools, teachers and learners to be inclusive. They are responsible for the enhancement of content training in curriculum, management, appointment of teaching staff, policy training, upgrading of physical resources, and the buying and distribution of assistive devices. They also train teachers in the use of the devices (Department of Education, 2010:49).

1.13 CHAPTER DIVISION

Chapter 1: Background

The introductory chapter provides a broad description of the research and establishes the importance of understanding and supporting teachers in full-service schools. Significant concepts, the problem statement, the aim of the study and the research questions are also discussed.

Chapter 2: A discussion of full-service schools with reference to the North-West Province

In this chapter, the researcher reviews the literature relevant to teachers in full-service schools from international and South African viewpoints. The literature on teachers in full-service schools is explored to find a meaningful perspective of the depth and complicatedness of the problem.

Chapter 3: Professional development in full-service schools

Chapter 3 deals with the requirements for the professional training of teachers in full-service schools.

Chapter 4: Theoretical framework: Bronfenbrenner's ecological systems theory

The researcher explores and describes a relevant theory for teachers in full-service schools and for caregivers in an inclusive setting. In this case, Bronfenbrenner's ecological systems theory is employed.

Chapter 5: Research design

Chapter 5 explains the research design and methodology that will be used and gives a rationale for the suitability and relevance of the research. It outlines the nature of the population and the sample selection method. The data collection methods relevant to the research design are also outlined. Ethical issues will also be considered.

Chapter 6: Findings and discussions

In this chapter the researcher analyses the data collected from the interviews, observations and literature study in order to find the common issues. Data is analysed qualitatively using the common themes and concepts extracted during data collection. Triangulation is used to verify data.

Chapter 7: Conclusion and recommendations

In the final chapter the researcher draws conclusions on the findings indicating how the research questions were answered throughout the research. Recommendations are made concerning the conclusions and a model is developed for the teachers and stakeholders of full-service schools.

1.14 CONCLUSION

In Chapter 1 the motivation for the study was outlined. A background to the study was provided, as well as the problem statement, aim of the study and the research questions. Significant concepts were explained and the chapter division for the study was outlined.

Implementing inclusion is part of the school improvement plan as well as whole-school development. All staff members need to assist and believe in inclusion and also need to be professionally trained. In the following chapters these aspects with reference to the North-West province will be dealt with.

CHAPTER 2

A DISCUSSION OF FULL-SERVICE SCHOOLS WITH REFERENCE TO THE NORTH-WEST PROVINCE

Reaching the marginalized!

2.1 INTRODUCTION

“Inclusive education has become an international buzzword,” Skidmore (2004:4-9) said and it was echoed across the globe. The inclusive education policy aims to provide education to learners in their own community and not take them away from their home. According to the Department of Education (2010:21) full-service schools are regarded as a vital strategy to enhance inclusive education in the education and training systems. It is recommended that full-service schools (FSSs) should be in the neighbourhood of learners with barriers to learning. In line with the ethos of inclusive education, it is accepted that all learners can learn although they do need support on a permanent or temporary basis. Full-service schools will be used in future to supply support, expertise and resources to all learners who need it. Full-service schools will thus supply moderate levels of support and resources.

Some countries tried to implement inclusion, others are still confusing integration with inclusion. Similarly, UNESCO (2010:2-9) defines inclusion as a developmental approach that attempts to speak to the needs to learn of all children, young people and adults. Special attention should be given to those persons who are helpless or are marginalised or excluded. Many international declarations have legitimated the idea of inclusion. The principles of inclusive education were adopted at the Salamanca World Conference on Special Needs Education (UNESCO, 2008:5-11) and were restated at the Dakar World Education Forum (2000). It reads: “Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted learners, street and working children, children from remote or nomadic populations, children from linguistic,

ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups” (UNESCO, 2010/11:4).

South Africa is implementing inclusion through the Education White Paper 6 (EWP6) policy advocating for the building of an inclusive education and training system (Department of Education, 2005:2-6). EWP6 discusses how mainstream schools can be changed to full-service schools. The development of FSSs and the strengthening of existing special schools are part of the roll-out plan of EWP6. According to EWP6 full-service schools need to be in the learners’ neighbourhood, giving service, expertise and resources to all learners. Full-service schools are adequately adapted and assisted to provide education to a wider area of learners (Department of Education, 2001:23).

In order to implement the visions of EWP6, teachers and all staff members need to be trained in the unique and peculiar inclusive conditions of full-service schools. The current professional development programme does not equip the teachers and staff of full-service schools with the necessary training.

Education White Paper 6 was published in 2001. This Paper was developed after a consultative process and was enshrined in the Constitution of South Africa, Act 108 of 1996 and the South African Schools Act (SASA) (Department of Education, 2001:11). The new inclusive education policy outlines the national strategy systematically, indicating how barriers can be addressed and removed by changing mainstream schools into full-service schools and strengthening existing special schools (Department of Education, 2001:22-23). Sixteen years after EWP6 was published, the implementation of this policy still has direct implications and challenges for schools and teachers.

Although millions of rand is annually allocated to FSSs, it does not change the schools to functional full-service schools where inclusive practices are implemented (Department of Education, 2012:8). During visits by the researcher to FSSs, staff did not complain about the ramps, assistive devices or other adaptations. Indeed they are grateful for the added resources and assistance received. It is the lack of reasonable adjustments to their teaching methods, the use of extra equipment and teaching aids and the improvement of learner performance that they experience as a problem. The additional resources and other equipment are gathering dust as the existing professional development programme

is not customized to assist teachers and other staff members to implement inclusion in full-service schools (Department of Education, 2012:8).

2.2 DEFINITION OF FULL-SERVICE SCHOOLS

The Department of Education describes full-service schools as “mainstream schools, colleges, further and higher education institutions” (Department of Education, 2001:4). Initially only 30 full-service schools were created in South Africa. “But now provinces annually elect 20 schools to be developed as full-service schools “expanding up to 500 schools and colleges” (Department of Education, 2001:3). Currently there are 40 full-service schools in the part of the district where the research was done.

These institutions are supposed to provide quality education to all learners. Full-service schools “address the multiple factors that heavily impact on student achievement by incorporating services at the school site to provide academic and non-academic support that learners need to succeed” (Department of Education, 2002:2-6; Department Basic Education, 2010:1). Fully functional inclusive schools are restructured so that all learners can learn together so that it will no longer be possible to distinguish between general and special education.

2.3 BACKGROUND OF FULL-SERVICE SCHOOLS

During the World Conference on Special Education in Spain in 1994, 25 international organizations and 92 governments developed the dynamic Salamanca Statement: Framework for Action (UNESCO, 1994:10) that made inclusion the norm with the emphasis on education for all. The Statement clearly indicated the change from special education to inclusive education.

This went beyond the segregation of learners with barriers to learning being taught in isolation or by moving learners with impairments to the mainstream classroom. Mainstream schools changing to full-service schools are an effective way of including the majority of learners and eradicating prejudicial attitudes (UNESCO, 1994:8). Full-service schools are the most effective way of achieving education for all. The general education curriculum is adapted to be responsive to include all learners especially the marginalized ones. This implies classroom instructions to make provision for their individual needs so

that they may they derive real benefit from educational inclusion (Henley, Ramsey & Algozzine, 2006:20-39).

In EWP6 it is planned to develop full-service schools and to strengthen current special schools in South Africa. According to the Paper full-service schools need to be in the learners' neighbourhood where they can be helped by expert professional staff members and where resources are available to all learners. It further stresses the importance of creating full-service schools so that support and access for learners with impairments can be provided in the neighbourhoods where they live (Department of Education, 2001:48). Only learners with severe impairments will have to attend special schools. It is also planned to strengthen these schools (Department of Education, 2001:3). Learners with visual impairments will for instance be accommodated in a special school that caters for blind and partially sighted learners.

It is further documented in the inclusive education policy that in education in a community school, many stakeholders share the responsibility such as parents, the church, neighbours and sister departments such as the Department of Health, clinics and the South African Police Service. Special efforts need to be made to involve the communities, parent component, social partners and other role players to become part of the process of developing these schools (Department of Education, 2001:23, Department of Education, 2002:2-6).

FSSs secure a sense of belonging where diversity and human relations are valued and support systems are available (Department of Education, 2011:4). Inclusion in South Africa recognizes that every child can learn and belongs in the main stream and be part of both school and community life (Department of Education, 2001:5-7). The South Africa Schools Act (1996) acknowledges parents' rights to place children in neighbourhood schools (Department of Education, 1996:3).

2.4 FULL-SERVICE SCHOOLS

2.4.1 History of full-service schools

John Dewey and Jane Addams are generally regarded as the persons who started the full-service school movement (Benson, Harkavy, Johenek & Puckett, 2009:22-24). Full-service

schools started in the USA as early as the 1800s. During that time, the family and community members carried the burden of educating the community. By the early 1900s, with urbanization and industrialization, there was an influx of immigrants to Chicago, America. The public schools then had to own the burden of educating children (Benson et al., 2009:22-25). The immigrant families were from European and African ethnic groups. They were poverty-stricken and their children struggled to thrive as they had no social services.

Jane Addams (1860-1935) was the founder of the US Settlement House Movement based on an English model. The working immigrants in Chicago benefited by the movement as it brought health and educational services to them. Addams believed in a holistic approach to address social ills as they were interconnected. The Hull House in Chicago was established by her in 1889. It was interlinked and offered college extension classes, social clubs, literary offerings, ethnic festivals, art exhibits, recreational activities, kindergarten, visiting health professionals and legal services. Addams was also the second female Nobel Prize winner (Benson et al., 2009:22-27). In John Dewey's 1902 speech, "The school as social centre", he emphasized the importance of community schooling. Full-service schools therefore started in the 1800s and their function is still to educate a learner holistically by including his community and home family (Benson et al., 2009:24-29).

2.4.2 Full-service schools internationally

Article 26 of the Universal Declaration of Human Rights of 1948 states children's rights to education and that everyone shall have the right to basic, free and compulsory education, which could develop the human personality (United Nations 2012:2-13).

A number of other international guidelines focus on the right to education, such as the World Conference on Education for All (EFA) in Jomtien, Thailand, World Education Forum in Dakar, Senegal, 1990, and the World Conference on EFA (UNESCO, 2000:2-13). All these guidelines emphasized the basic right to education to improve the standard of living for all. At the World Education Forum in Dakar, Senegal, 1990, guidelines were given that the right to education should be realized by 2015, ensuring that every citizen in all societies enjoys the right to education. The expansion and improvement of comprehensive basic education, especially for vulnerable and disadvantaged children, aim

to give all children access to good quality, free and compulsory primary education so that they should be able to complete their education; regardless of their ethnic background, gender or life circumstances. The need for an improvement in the quality of education focusing specifically on literacy, numeracy and essential life skills was the order of the day. All learners shall have the right to access learning programmes or education that fit their personal needs (UNESCO, 2012:2-15). In 2000, the World Education Forum held in Dakar, Senegal, reaffirmed these guidelines, focusing on the aim that education should improve people's future and helps them become responsible citizens (UNESCO, 2000:2-15).

In 1994 inclusive education was for the first time on the international agenda at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain. This conference adopted the Salamanca Statement and Framework for Action on Special Needs Education, where the aim was to contribute to the overall goals of the previously mentioned declarations and conventions on the human rights to education by focusing on inclusion (UNESCO, 1994:5-10). After Salamanca, a strong tendency towards inclusion developed internationally. Social justice and equal opportunities were addressed by changing the general mainstream schools to full-service schools to accommodate all children. Full-service schools need to be an educational setup where teaching and learning are more effective, learner-centred and inclusive of those with special educational needs (UNESCO, 1994:12-13).

Full-service schools with an adapted infrastructure, and physical and human resources address various barriers that hamper learning, including negative attitudes, stereotyping of learners with barriers to learning, non-involvement of caregivers, inappropriate language or communication, inaccessible or unsafe environment or a lack of leadership in the school. This means that all learners in full-service schools will have access to quality education and the general curriculum; they will be actively involved in this curriculum and will demonstrate progress. The Salamanca Statement and the goals of Education for All are better addressed through inclusive education (UNESCO, 1994:12-15). Although the philosophy of inclusive education was internationalised, its implementation has been uneven across the world for different reasons such as financial, cultural, social or historical reasons (UNESCO, 1994:3-11, 2008:2-8).

2.4.3 Full-service schools in Europe

Although European countries have also been influenced by the Salamanca Statement (UNESCO, 1994:1-4), which is pro-inclusion, where all children have the right to education, and are taught side by side in former mainstream schools, there are mixed feelings on fully implementing inclusion (UNESCO, 2012-2:17). Some schools in European countries are implementing inclusion successfully with the assistance of nongovernment organizations.

International policy developments in education for all (UNESCO, 1994:4-14) also influenced both Northern Ireland and the Republic of Ireland. In both countries attempts are made through policy and legalities to ensure social justice and equal opportunities in an appropriate education system. A number of schools across Ireland have developed inclusive policies which enable learners with diverse capabilities to be taught side by side in mainstream schools. Ireland adopted the whole-school approach for adapting to inclusion and share responsibility, although the leadership of the school takes the lead in changing to inclusive practices (Meijer & Hegarty, 1997:12-15). Some schools with a positive ethos and staff have contributed extensively to the success of inclusion (Skidmore, 2004:20-23). They support inclusive learning environments by adapting infrastructure and prioritise professional development for staff through training. Community involvement, peer learning, liaison between class teachers, support staff and other professionals assist in the inclusion process.

Although inclusion is implemented in Ireland, they still have barriers to inclusive practices. They lack funding and on-the-job training, and face curriculum and timetable issues. Attention should be given to the initial teacher training, as it lacks training in special education (Vislie, 2003:23-29).

Three schools in different European countries have shown that inclusion can be implemented successfully with the assistance of nongovernment organizations. Primary schools where inclusion is fully implemented are Padre Jerónimo in Spain, Cleves Primary School in the United Kingdom and Sophie-Scholl-Schule in Gieben in Germany. These schools have multidisciplinary teams taking care of the individual needs of learners and their families (Save the Children and Enabling Education Network, 2002:2-3).

The transition from mainstream to inclusion was implemented smoothly, but great efforts were made by all stakeholders such as teachers, learners, peers, parents, families, communities and volunteers to realize the essential changes. Attempts were put in by providing organizational changes addressing social justice and equal opportunities for all, with a deep respect for diversity. Changing the attitudes of teachers and other staff was required. Relevant teachers' training was implemented to introduce new methods of teaching, developing classroom practices and combating any prejudices towards learners. Methods and individualized activities for learners to assist their intellectual and social development were planned as well as suitable tools for assessment and classroom materials (European Council of Ministers, 2003:2-4).

2.4.4 Full-service schools in China

Special education in China started in 1800. This was regarded as the responsibility of social development and the community. There were two types of special schools in China: the first school for the blind opened in 1874 and the second school catering for the deaf in 1887. For almost a century, until the last two decades, special schools that learners with disabilities attended were only supported by different religious or social welfare organisations (Peking Normal University, 1987:17-20), but then the country's legislation and regulations started to dictate that government should intervene and take responsibility for education and the improvement thereof. The 1987 National Survey on the Status of the Disabilities (NSSD) showed that learners with other categories of disabilities were not catered for. According to research done the Chinese population is more than one billion. It further shows that more than a million people have one type of disability or the other. Only 55.2% of school-aged children with disabilities received an education (Mitchell, 2005:12-18, Potts, 2000:302-312).

China is a developing country where changes in policies and laws are an integral part of the country. During the 1994 UNESCO World Conference on Special Needs Education in Spain, where the Salamanca Statement was passed, China was one of countries to be called upon to implement inclusive education. China, like many other countries, implemented inclusive education before the Salamanca conference. Inclusive education in China addresses a variety of needs such as learners' physical, mental, social, emotional,

linguistic and other problems related to health as well as the educational requirements of disabled people with special education needs. It also stresses that the needs of all students should be satisfied (Slee, 2011:34-39). The Compulsory Education Law of China implemented inclusive education, where learners with disabilities were taught in the general school since 1980. China, unlike some developed countries, did not turn special education into inclusive education, but provided integrated classes, special classes and special schools (Mitchell, 2005:13-19).

During the tenth National People's Congress of China in September 2006, the old law on inclusive education was rewritten and the Compulsory Education Law of the People's Republic of China was accepted (Potts, 2000:310-312). According to this new law China would have a nine-year education programme in terms of which all children from the age of seven should receive free education. Special attention was paid to female learners, ethnic minorities and child labour, disabled children, children infected by HIV/AIDS, children in conflict with the law and children suffering violence (Slee, 2011:34-49).

2.4.5 Full-service schools in Africa

As far as Africa is concerned some countries follow the international tendency of aiming to have an inclusive society. This was initiated by the Salamanca Statement. It is accepted that inclusive schools are the best way to combat discrimination, thereby creating welcoming communities. This will help to build inclusive communities and to reach the goal of education for all (UNESCO 1994:12-15). This commitment to good quality education for all children in mainstream schools was further endorsed through the Africa Decade for Persons with Disabilities (1999-2009), the Education for All initiative EFA (2000) and the New Partnership for Africa's Development (NEPAD).

2.4.5.1 Full-service schools in Ghana

In Ghana children's rights to education and equal opportunities for learners with disabilities and other disadvantages were addressed although being taught through segregation by the late 1970s. Prior to the implementation stage of inclusive education, Ghana also followed the international trend through the three phases of segregation, integration and inclusion. This trend was set internationally during the 1980s (Anthony, 2011:1-4).

Placement of learners in special units within mainstream schools was actually depriving disabled learners of equal opportunities as it was a way of segregation.

Ghana was also influenced by the 1994 UNESCO international conference, where the Salamanca Statement and the goals of EFA for the implementation of inclusive education were prioritized (UNESCO Spain, 1994:12-15). During the 1990s, inclusion was introduced in order to minimize segregation in mainstream classrooms. The ideology of the inclusion was to ensure education for all, equality of opportunities and social justice in mainstream classrooms at all times (Vislie, 2003:20-23).

The international field, especially the Salamanca agenda, influenced the development of inclusive education in Ghana (Anthony, 2011:1-4). Inclusive education was introduced in 2003/2004 under a pilot project. Some schools were selected for the project throughout the country. These schools were targeted with inclusive education principles and labelled as “the full-service schools” (Anthony, 2011:2-6). They were mainstream schools introducing the inclusive approach. By 2008 there were 129 schools adapting to the principles of inclusive education. The main purpose of these schools is to have the capacity to give all learners the opportunity to receive education in mainstream schools irrespective of their ability, disability, colour or creed (Anthony, 2011:3-7).

Challenges hindering the successful implementation of inclusion are teachers’ partial knowledge of inclusive education, inadequate resources and the limited degree of instructional attention given to children with different learning abilities in mainstream classrooms in order to meet the inclusion principles (Anthony, 2011:2-10).

2.4.5.2 Full-service schools in Zambia

Zambia, as the copper-belt country, was also advised by the Salamanca conference on the implementation of inclusive education (UNESCO, 1994:12-15). Unfortunately Zambia implemented integration as inclusive education schooling. Learners who need additional support are placed in special units where they receive additional equipment. They are then placed back in mainstream classes (Simui, 2013:40-50).

Sight Savers International Zambia in collaboration with Enabling Education Network Zambia implemented inclusive education as a pilot project in Zambia in 2008. As this is a pioneering process of the implementation of inclusive education using a Collaborative Action Research (CAR) approach, all stakeholders from the school community are required to support the initiative as this is an on-going process. Hopefully with the support of communities and their involvement, inclusive education can be implemented and sustained with the assistance from the linked schools (Simui, 2013:40-50). When the implementation of inclusion is done properly, it is likely to improve the quality of learning and changing schools to welcoming and effective centres of care and support for all learners (Simui, 2013:40-50).

Africa aims at implementing the goals of Education for All (EFA, 2000), the Salamanca Statement (UNESCO, 1994) and the provision for quality inclusive education for all. However, countries in Africa still face many practical challenges. In Africa, schools that are part of pilot projects steered by international funders practise inclusion. All learners learn and participate together in mainstream schools. Although they have included vulnerable learners, there is no proof yet that barriers to learning are reduced. Research shows that the school dropout rate in Zambia is very high. The Statistical Bulletin of the Zambian Ministry of Education (2008) shows that only 21.96% complete their last school grade. Therefore inclusive education is more than adapting the curriculum, it is also about human resource development and how to change teachers' attitudes. It is not only about the curriculum but about understanding and empathising with the learners' home background, such as poverty-stricken homes and child-headed families. Any policy is only as good as its implementers.

2.4.6 Full-service schools in South Africa

2013 was declared "Year of Inclusive Education" in South Africa. Education as a complete entity was given a clear mandate to ensure the constitutional right of all learners to have access to a full cycle of quality education and support in special, full-service and other mainstream schools.

There was a radical change in South Africa when democracy was established in 1994. All government policies changed drastically from an apartheid framework so that all South

Africans could receive equal services. The Constitution of the Republic of South Africa, Act No. 108 of 1996 (Republic of South Africa, 1996:1-16, Department of Education, 1997:2-8), which gave birth to the new nation, and the South African Schools Act (84 of 1996) stipulate that all learners be given equal education. In Section 29 (the Bill of Rights) it is assured that “everyone has the right to a basic education, including basic adult education; and to further education, which the state through reasonable measures must make progressively available and accessible”. It is also stated that the government may not discriminate in a direct or an indirect way against any person based on one or more grounds which include impairments. The Inclusive Education Policy: Education White Paper 6 (EWP6), should not be regarded as a policy document in isolation but as derived from the Constitution. The framework for an inclusive education system is laid out in EWP6 and was launched in 2001: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001:2-8). The goal is to have the complete implementation of inclusive education and training systems in all the phases in education by 2021 (Department of Education, 2013:3-7).

The progress report from the Department of Basic Education on Inclusive Education, National Education Evaluation and Development Unit (NEEDU), which is “one of the Cinderellas” in the system, refers to the inferior quality of the implementation of the inclusive policy. The high failure and dropout rates were due to not implementing inclusive education. Some provinces do not treat the Education White Paper 6 policy as a priority (Department of Basic Education, 2013:2-3).

The scope of this policy is broad as it attempts to address the diverse needs of all learners who experience barriers to learning. In EWP6 inclusive education is characterised as:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Accepting and respecting that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.

- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners whether due to age, gender, ethnicity, language, class, disability or HIV status.
- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curricula or educational institutions and uncovering and minimising barriers to learning .
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning; and
- Acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures
(Department of Education, 2001:16).

EWP6 states that the Department of Education is targeting approximately 500 out of 20 000 primary schools to be converted to full-service schools, beginning with 30 schools that are part of the national District Development Programme. Initially one primary school in a selection of 30 school districts was selected for conversion to a full-service school (Department of Education, 2001:21-22). Currently 20 mainstream schools are elected annually by provinces to be converted to full-service schools.

In order for ordinary mainstream schools to see and realise how their schools could be changed to become real inclusive centres of support, a model was developed. A modified environment had to be established to make provision for quality education for all learners. The full-service schools should address and remove various barriers that hamper learning, such as negative attitudes to learners, stereotyping learners with barriers to learning, inappropriate language or communication, inaccessible or unsafe environments, lack of leadership in the school, and parents and caregivers who are not involved in the education

of their children (Department of Education, 2007:11). This is part of an international drive for human rights that all learners be given equal opportunities to develop their full potential irrespective of their background, culture, abilities, disabilities, gender or race (Department of Education, 2001:5-8). Tomlinson (2004:2-4) and Slee (2011:25-30) affirm that proper democracy expects that every learner, whatever their abilities, be developed to their unique capacity.

The South African government has the power to implement the inclusive education policy through the national and provincial departments of education. The Department of Basic Education uses the following strategies to drive the implementation of inclusive education policies:

- School-based support teams (SBSTs)
- District-based support teams (DBSTs)
- Special schools as resource centres (SSRCs)
- The National Strategy on Screening, Identification, Assessment and Support; (SIAS)
- Individual Support Plan (ISP)
- Curriculum and Assessment Policy Statement (CAPS)
- Full-service schools (FSSs)

2.4.6.1 School-based support team (SBST)

The first strategy to provide support was to establish the school-based support team. This is in line with Education White Paper 6, which states that the team will help learning and teaching to take place in the school when learners' as well as teachers' needs are identified and addressed and the needs of the institution are also taken care of (Department of Education, 2001:29). The school-based support team has a leadership role in promoting action towards inclusion. The team comprises a member of the school management team, the guidance or class teacher and any community member whose skills and knowledge would be necessary, for example from sister departments or religious groups.

The primary function of the SBST is to support learning by identifying and addressing barriers to learning and participation, and then by mobilising and accessing support from

the community (Department of Education, 2007:10-13). Its main function is to identify, assess and support with relevant interventions. If no improvement is attained, learners are referred to the district-based support team or to the nearby resource centre (Department of Education, 2007:10-15). Members of the school-based support team are well trained to assist teachers to address barriers to learning. They also guide teachers on differentiation of the curriculum and in the development of individual support plans. The point of departure for support for learners with learning barriers is a functional school-based support team. Regular meetings should be held and the minutes kept as well as evidence on the type of interventions needed for specific learners.

2.4.6.2 District-based support team (DBST)

The district-based support team members should be equipped to give help and guidance to members of the school-based support team. This can be done in the form of resources and additional training (Department of Education, 2005:3-7). The members of the DBST are the persons who should support and capacitate teachers in mainstream schools. This can empower teachers so that they can better manage and help learners with learning impairments in their classrooms. The DBST comprises district officials all of whom are for instance inclusive education officials, such as education specialists responsible for special needs, occupational therapists, physiotherapists, social workers and other specialists (Department of Education, 2001:29, Department of Education, 2005:2-6). It also includes officials from other sections in the Department of Education that assist in the smooth running of inclusion in the Department of Education and schools. They are assessment specialists, circuit managers and curriculum specialists, as well as officials from human resource management, the salary section and the procurement section (Department of Education, 2001:29, Department of Education, 2005:2-6). The DBST audits and improves special schools and convert them into resource centres. Teachers should be taught to work together with each other. They should also be informed on how to use the guidance and information professionals working in inclusive education and with parents and caregivers with the aim to support learners with barriers to learning in mainstream schools (Department of Education, 2007:5-17).

2.4.6.3 Special schools as resource centres (SSRCs)

Special schools as resource centres have two primary responsibilities. They serve as an improved educational service to the surrounding full-service and other mainstream school teachers and the community. The SSRC is a well-resourced institution with specialised equipment such as a Braille box for specialised staff such as Braille instructors, mobility instructors, physiotherapists, occupational therapists, psychologists and speech therapists depending on the learners' needs (Department of Education, 2007:7).

The resource centre teachers are part of the district support team and should help teachers with support in implementing the curriculum, how to perform assessments and other vocational skills they might need (Department of Education, 2001:47).

2.4.6.4 Strategy on Screening, Identification, Assessment and Support (SIAS)

The Strategy on Screening, Identification, Assessment and Support (SIAS) (Department of Education, 2008:1-6) is the process of the identification and assessment of and support to learners. Two versions of this strategy were developed and field-tested in different schools across the country. The revised strategy ensures that teachers and parents are enabled by the district-based support team or other support structures outside the Department of Education to assist learners in their neighbourhood schools (Department of Education, 2013:2-14). The strategy limits the unnecessary placement of learners in special schools, where the support required is more specialized (Department of Education, 2008:2-14). The diagnostic profile in the learner pack will indicate whether the learner requires additional support such as occupational therapy, an individual support plan or placement in another institution as special school depending on the barrier.

The nine provinces support the approach as well as the principles of SIAS and want to implement it effectively (Department of Education, 2013:2-14).

2.4.6.5 Individual support plan (ISP)

The individual support plan was developed for learners needing additional support or even expanded opportunities. This plan was designed by classroom teachers after they had consulted with parents and caregivers and members of school-based support teams. Only 5% of learners in a class are supposed to require additional support. In essence it means

only a few learners per class will need an individual support plan. The ISP is intended to assist a specific learner's barrier with specially planned activities. Therapists and special needs advisors are regarded as the specialist support staff. They operate on district and provincial level to assist and guide teachers to develop an individual support plan after the barrier has been identified (Department of Education, 2008:45).

2.4.6.6 Curriculum and Assessment Policy Statement (CAPS)

The Curriculum and Assessment Policy Statement (Department of Education, 2011:1-14) addresses learner diversity. All stakeholders in curriculum planning and teaching can use CAPS as a practical guideline to address the diverse needs of learners. The CAPS curriculum was recently redrafted to include curriculum changes and forms part of the orientation programme for teachers (Department of Education, 2011:1-14).

2.4.6.7 Full-service schools (FSSs)

EWP6 proposes that approximately 500 out of 20 000 primary schools will be converted to full-service schools. Initially one primary school was selected in each of the 30 school districts which are part of the national district development programme (Department of Education, 2001:8; 2005:1-6). Social justice and equal opportunities will be addressed by changing the general mainstream schools to FSSs to accommodate all learners. These schools need to be an educational setup where teaching and learning are more effective, learner-centred and inclusive of those with special educational needs. With their adapted infrastructure, and physical and human resources they address various barriers that hamper learning, such as negative attitudes, the stereotyping of learners with barriers to learning, the non-involvement of caregivers, inappropriate language or communication, inaccessible or unsafe environments or a lack of leadership in the school (Department of Education, 2010:13-24; 2005:2-9).

2.4.6.8 Conclusion on full-service schools in South Africa

Well-planned policies, such as EWP6, if applied correctly and honestly, could support the case for inclusive education. However, the question arises whether it is happening in practice. Although the Department of Basic Education outlined ways for the

implementation of the above policy and others it still seems as if the implementers are having challenges.

The functionality of full-service schools in South Africa can have an impact on the quality of education for thousands of learners with or without barriers to learning. However, when full-service schools are not effective it compromises the effort and money that government afforded to redress social injustice in education.

2.5 Full-service schools in the Dr Ruth S Mompati District in the North-West Province

Unfortunately when the researcher visits the schools she is responsible for, she notices that the majority of these schools are no different from all the other mainstream schools surrounding them apart from having received a budget to spend on assistive devices, which at times are stacked in storerooms gathering dust.

Many reasons are given for this situation, such as the following: Teachers are not trained in how to use the equipment at the school. They feel they are not trained to work with learners with barriers as it was not part of their initial teacher training. They do not know which device to use for a learner with a particular barrier. They also complain that there is no learner support teacher at the school to assist them. They do not know how to do the interventions in an overcrowded classroom. Many learners stay away from school and eventually drop out (Department of Education, 2013:7-8).

The majority of full-service schools in the Dr Ruth S Mompati District do not have an educational setup where teaching and learning is more effective, learner-centred and includes learners with special educational needs. Although some of these schools have a well-adapted infrastructure and other schools do not, it does not in any way assist to address the various barriers that impede learning. This includes negative attitudes, the stereotyping of learners with barriers to learning, non-involvement of caregivers, inappropriate language or communication, inaccessible or unsafe environments and a lack of leadership in the school (Department of Education, 2013:2-3).

Full-service schools in the Dr Ruth S Mompoti District could become fully inclusive centres of care and support. The district has the capacity to implement the inclusive education policy through the area offices and schools. The district currently has 40 full-service schools and the researcher only works in 20 of the schools.

It is evident that EWP6 is one of the good policies which emanated from the Constitution of South Africa, Act 108 of 1996 (Department of Education, 2001:11) and aims to redress the inequalities of the past. Unfortunately it also has its teething problems. Although there is willingness among some teachers and other officials to implement the policy the practical implementation still poses serious challenges.

EWP6 is very vague on the practical implementation of inclusive education. The implementation of EWP6 is a process which develops with time. As time goes on, provinces are expected to give feedback in the form of reports and challenges on the implementation. The Department of Basic Education in consultation with the provinces develops new guidelines such as “Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements 2011” (Department of Education, 2011), to assist in the implementation of the policy.

In the opinion of the researcher some of the teachers in the schools where she works, are aware of the importance of accommodating all learners with diverse needs in a classroom, but they lack the expertise to give quality and the appropriate instruction to the learners in their classes. Other teachers have negative attitudes and are not willing to implement the policy. Whether the implementation of a policy succeeds or fails depends on the people who implement it and whether these people will receive support. In this study, research about the practical implementation of EWP6 and the staff training it necessitates, was conducted.

2.6 CONCLUSION

In Chapter 2 it became evident that full-service schools are one of the main plans to make a success of inclusion in education. The strategies to implement the inclusive education policies were also discussed. In this literature study it was discovered that the international trend is to have functional full-service schools with the ethos and principles of inclusive

education in place. In the South African inclusion policy, Education White Paper 6, the convergence of full-service and mainstream schools is prescribed emphatically. The principles of inclusive education, such as social justice and equal opportunities, need to be introduced in these schools so that all learners, especially the marginalised ones, may have access to educational support in their own neighbourhood schools alongside their peers. Following the UNESCO (UNESCO, 1994) idea of inclusion, full-service schools need to be at the centre to change education and communities to work hand in hand to develop all learners and their families. Looking at the policies on inclusive education as set out in this chapter it is clear that the South African Department of Basic Education has made good progress with regard to the planning of an inclusive education system. The aim of inclusive education is to enhance access, achievement and meaningful involvement. Therefore full-service schools need to be accessible to all learners. Staff and teachers need to be equipped to contribute to changing the school and the community so that learners, despite their barriers, will feel welcome.

In the next chapter issues regarding the professional development of teachers in full-service schools are discussed.

CHAPTER 3

PROFESSIONAL DEVELOPMENT OF TEACHERS IN FULL-SERVICE SCHOOLS

The future depends on what we do in the present.

Mahatma Gandhi

3.1 INTRODUCTION

In this chapter the focus is on the improvement of the teaching strategies of teachers in full-service schools. The emphasis is on the application of Education White Paper 6, the functionality of full-service schools and the teachers working in these schools.

Well-equipped teachers cannot be replaced by anything else. This is confirmed by King and Newman (2001:85-86) when they emphasize: No material or resource can replace the teacher in the classroom. The teacher dictates how to implement policies and context as well as how to reach the learners in their care. It is assumed that if teachers are developed as professionals, there will be increased learner performance.

Inclusive education became an international word after the World Conference on Special Education in Spain in 1994 (Skidmore, 2004:4-9). South Africa, as a developing country, seized the opportunity to implement the inclusive policy as it was a reinforcement of post-1994 education policies. However, inclusive education in South Africa, especially in a district in the North-West Province, was slowly integrated and only partially achieved (Department of Education, 2013:2-5).

3.2 A HISTORICAL VIEW OF THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN SOUTH AFRICA

In 1994 the new South African government inherited a fragmented educational system which was based on ethnic separation and discrimination. During the implementation of new policies, the practical realities of a post-apartheid South African society could not be ignored.

The inequalities in the education sector in that era had an indirect impact on social, economic and political factors and socio-economic barriers that may have resulted in the high levels of violence and HIV/Aids (Department of Education, 1997:12-15). It also directly influenced the quality of teachers' training (Engelbrecht & Green, 2001:41:1-5; Department of Education, 2002:6). It is further stated that apartheid had a negative effect on the quality of teachers that were produced, as teachers' quality of training depended on their ethnicity. Some officials in the education sector were confused as to what they were supposed to do or where they belonged. The competencies of teachers were questionable (Department of Education, 2011:19).

3.2.1 The importance of professional training for teachers with special reference to full-service schools

The curriculum is the core of the education system (Department of Education, 2008:6), hence the quality of a teacher's experience and their continuous professional development have a lifelong impact on the teacher's practical teaching career. In turn learner performance is also influenced (Department of Education, 2008:4). According to Education White Paper 6 (EWP6) the diverse learner population's needs were completely neglected in the curriculum and education system in the past, which resulted in substantial numbers of learner dropouts and failures (Department of Education, 2001:5).

In 1995 the Department of Education stated: "The government expects teachers to be well-equipped teachers and produce quality education" (Department of Education, 1996:19). Therefore teachers in schools need to be properly trained to undertake their essential and demanding tasks in the classroom and implement EWP6 successfully. Unfortunately there is a gap as there is no training programme to prepare teachers for the unique and peculiar inclusive conditions of the full-service schools in all the provinces of South Africa.

The existing Continuous Professional Teacher Development (CPTD) system has six main purposes and the fifth one spells out: The dignity of the teaching profession must be restored and social justice must be complied to (Department of Education 2008:4). Unfortunately the existing CPTD is generic and does not address the need for teachers to be equipped to become full-service school teachers.

3.2.2 The history of inclusive education in South Africa

Learners with special educational needs were the most deprived sector before 1994. During that era special schools were categorized and resourced according to race and disability. The schools that accommodated white disabled learners were well resourced and the black schools were under-resourced. The educational needs of many non-white learners with barriers to learning were not met as there were very few special schools that catered for them. The schools in the learners' communities were small with limited space. Poverty also disadvantaged learners as transport and school fees were unaffordable. School admission was done according to the medical model, however, learners with no medical care and reports were deprived of education (Department of Education, 2001:9-10).

The introduction of the EWP6 in 2001 was an attempt to address the many inequalities regarding learners with learning disabilities. The EWP6 is the policy that underpins inclusive education in South Africa (Department of Education, 2001:2-8). This policy was derived from the Constitution of South Africa, which states that all learners are to be afforded basic education or even basic adult education or have access to a further education institution (South Africa 1996, 3:80-81). Learners with disabilities may not in any way be discriminated against (South Africa 1996, 3:80-81).

South Africa uses full-service schools (FSSs) as a vehicle to implement EWP6. Therefore the senior management team and teachers of these schools need to be equipped to render a service to the learners and the entire school community (Salisbury & McGregor, 2005:1-3). The learners are taught in their own environment in the full-service school (Department of Education, 2010:9-10), which is very beneficial to a young person's development.

3.3 DEFINITION OF PROFESSIONAL DEVELOPMENT

There are several definitions of professional development. It is for instance described as continued instruction in a certain career which results in the progression of skills or expertise (Dictionary.com 21st Century Lexicon Copyright © 2003-2014 Dictionary.com,

LLC). The New Jersey Department of Education further defines professional development as a specific exercise to develop teacher and learner performance which need to be associated with the teacher's daily work (New Jersey Department of Education, 2013:1). The description of professional development is to acquire the necessary skills and knowledge for career and personal enhancement in the workplace. It covers a broad spectrum of learning, ranging from formal tertiary degrees to seminars, conferences and informal practical learning (Honavar, 2008:7-8).

The South African Council for Educators (SACE) explains professional development as follows:

“Activities undertaken individually or collectively by educators throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity in particular to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession” (Department of Education, 2008:3).

This definition was chosen by the researcher and was used in the study.

3.4 SOUTH AFRICA'S PROFESSIONAL TEACHER DEVELOPMENT

In South Africa, teacher development was always a political issue. Language and race also influenced teacher development negatively as it was a controversial subject. The Union of South Africa was established after the National Convention of 1908–09. In the 1909 South Africa Act, Section 85 (iii), a political agreement was signed which compromised education. Different provinces were given authorization to administer the teacher training they required by introducing teacher training colleges. These colleges trained teachers for primary schools and in some cases for secondary schools (Rose & Tunmer, 1975:10-11), while training for secondary schools was done at universities which were administrated by the Union Department of Education (Parker, 2009:1-4).

After the introduction of apartheid in the 1960s, teacher education became further unbalanced and uncoordinated (Parker, 2009:1-4). Teacher training centres then catered for a different quality of education according to ethnicity (Department of Education, 2002:1-2). The technical report states that apartheid with its unfair strategies indicates that teachers were produced according to their ethnicity (Department of Education, 2008:2-5). The homeland governments were authorized to provide their own primary school teachers' training. Many training colleges were established as they were influential institutions. Unfortunately this process was not well coordinated, quality-assured or nationally planned. Training colleges had a variety of curricula, all catering for primary school teacher training. None of them specifically catered for secondary school teacher training in subjects like mathematics, sciences and languages (Parker, 2009:1-4).

In 1994 the "new" South Africa used the report of the 1992 National Education Policy Investigation (NEPI) to inform the ANC's Policy Framework for Education and Training (Parker 2009:4-6). This was used to redress past injustices, improve the planning of the teacher training courses and maximize the utilization of facilities at teacher training colleges as libraries and laboratories. Teacher development became a responsibility shared by national and provincial departments of education (Department of Basic Education, 2011:18-19). The Constitution of South Africa, section 29 (1996) further emphasizes the need to redress the inefficiencies in teacher education from the past (Department of Education, 2011:10). By 1997 the entire teacher education division was ready for change. Great emphasis was placed on improved quality, less repetition of courses, better preparation and more responsibility by all stakeholders, as well as universities, technikons and colleges (Department of Basic Education, 2011:20). The National Teacher Education Audit recommended that provinces should rationalize and restructure colleges in order to limit the oversupply of teachers.

The 1998 framework, "The Incorporation of Colleges of Education into the Higher Education Sector: A Framework for Implementation and National Commission on Higher Education" (NCHE 1996:3-6), recommended that some colleges could amalgamate and become independent higher education institutions (Parker 2009:2-9). Colleges merged to only 25 institutions in the country. Unfortunately it became obvious that the institutions could not run as independent, workable commodities. As the enrolment declined and the

institutions lacked the prerequisite number of 2 000 full-time students, colleges were incorporated into active universities (Department of Education, 2011:2-4). In December 2000 the Minister of Education earmarked 23 contact colleges as small entities of universities and technikons. As from January 2001, the University of South Africa (UNISA) received for instance two distance colleges as subdivisions (Department of Education, 2011:2-6).

There was a radical change in the quality and efficiency of teacher education curricula after 1994 (Balfour, 2013:2-3). The new way in which teachers were trained had a positive and a negative effect on teacher training and also on practising teachers in South Africa. The positive effect was that the initial teacher training would be quality-assured and nationally planned. As it formed part of university training the requirements of prospective teachers were revised. The negative effect was that it disadvantaged teachers in schools who had been trained prior to 1994. Most of these teachers were inadequately prepared for the new curricula that they were to teach. They wanted to improve their capacity but unfortunately they were under qualified or unqualified, which meant they had to do bridging courses before they embarking on an additional qualification which would put them on par with newly qualified teachers.

Another negative effect was the closure of teacher training colleges. Fewer teachers were trained and with mortality and the migration of teachers, the profession was left with too few professionals in schools. Teachers trained at universities had the theory but not practical training; whereas the ones trained at teacher training colleges had the practical experience (Department of Education, 2014:5-8).

3.4.1 General professional teacher development

In South Africa it is an enormous task to provide quality education in schools, as teachers were formerly trained according to their race. The South African Council for Educators (SACE) is now the legal guardian of educational officials. All teachers in South Africa need to be registered with SACE. It ensures quality and manages continuous professional teacher growth by evaluating the activities of Continuous Professional Teacher Development (CPTD) (Department of Education, 2008:4-8).

3.4.2 South African Council for Educators (SACE)

SACE, together with the Department of Education, is the custodian of the teaching profession and is in the process of addressing the shortfalls through the Continuous Professional Teacher Development (CPTD) system (Department of Education/South African Council for Educators, 2008:4-8).

The SACE Act, 2000 (Act No. 31 of 2000) dictates the statutory mandate of the Council and acts in an advisory capacity to the Minister of Education. Professional development is one of the main aims of the Council. The goal of the Council is to transform the teacher holistically as this may enhance the education system, improve learner performance at school and enhance the ranking of the profession. SACE was legally mandated to guard professional development, through the CPTD system (Parliamentary Monitoring Group, 2012:1-6).

Another initiative of the Council is to create motivated teachers who can work independently and can be role models for the entire country. SACE established powerful relationships with all stakeholders with the idea to sustain these relationships. The following stakeholders are involved: Teacher Unions, the National Alliance of Independent Schools Associations (NAISA), School Governing Body (SGB) Associations, Higher Education South Africa (HESA), Education Deans Forum and all nine provincial departments of education (South African Council for Educators Strategic plan, 2011:1-4). Thus many key stakeholders who all have an interest in the education system are involved.

3.4.3 Continuous professional teacher development (CPTD)

The continuous professional teacher development system was introduced in South Africa to develop teachers' capacity by addressing the professional needs of teachers. The aim is to train teachers to be knowledgeable about the content they teach on a daily basis to learners in their classrooms. The growth and expansion of the knowledge of teachers is the responsibility of the subdivision of the Professional Development section within the provincial departments of education. This subdivision oversees the coordination and

facilitation of the implementation of the CPTD system in all provinces (Department of Education/South African Council for Educators, 2008:4-12).

The CPTD system has six main purposes, as follows:

- To enhance the schooling climate and improve learner achievements.
- To coordinate professional growth activities and development activities with the aim to increase effectiveness.
- To restore the ranking of a teacher and awaken refreshed obligations towards teaching.
- To contribute to the awakening of individuals to take responsibility and display determination and boldness in the teaching profession.
- To enable the profession to re-establish its professional standing and role in redressing the injustices of the past.
- To acknowledge the effective participation of teachers in professional development activities which are priorities for the education system and the teaching profession (Department of Education, 2008:4).

Three types of CPTD activities are identified by the National Policy Framework for Teacher Education and Development. South African teachers are governed by this framework as an effort to address their professional growth and development needs (Department of Education, 2008:4-6).

Firstly, the teacher chooses activities to enhance personal growth. Secondly, schools choose activities on whole-school development. Thirdly, there are qualification-driven activities and others offered by universities. The CPTD system must contribute to the improvement of teaching and learning, as well as learner development (SACE/ Department of Education, 2008:4-8).

The CPTD system could be the ideal model in mainstream schools because teachers can identify their individual needs for training. As a fieldworker in the inclusive education unit, the researcher has noticed that many teachers are not in the position to recognize the gap in their initial teacher training. It thus is the task of the district-based support teams to be vigilant and design a training programme that closes those gaps in teachers' development at full-service schools. Only then will the CPTD in full-service schools be effective. The effects of the CPTD system will be a process and it will take some time to see an improvement in the quality of teaching and learning. There is a strong possibility that because of the teachers' training and personal growth, development will also be seen in learners.

3.5 PROFESSIONAL TEACHER DEVELOPMENT WITHIN THE CONTEXT OF INCLUSIVE EDUCATION

This section gives an overview of the literature on the professional development of teachers with regard to inclusive education and within the context of firstly the international arena and then in South Africa.

A series of five regional seminars were held in preparation of the World Conference in 1994. The five regional seminars in 1992 and 1993 were organized by UNESCO and received support from the Swedish government. These seminars were held in Botswana, Venezuela, Jordan, China and Austria. Altogether 36 countries were represented.

The following countries were represented at the five regional seminars: Botswana (eight countries), Venezuela (five countries), Jordan (six countries), Austria (five countries) and China (twelve countries) (UNESCO 1994:3-9).

On the agenda of all five seminars was an underlined item:

Advancement of teacher development to expand inclusive practices should be a priority in pre-service training and in-service training (UNESCO, 1994:17).

It is clear that many countries in the international education community are serious about implementing inclusive education as spelt out first in Salamanca at the world conference in 1994. Thereafter it was reinforced by many conventions, declarations and

recommendations at European and global levels, including the UN Convention on the Rights of Persons with Disabilities (2006:2-5) and other conferences. The focus point of these conferences was the importance of including all learners in schools regardless of their ability or creed. Therefore it will be necessary to guarantee inclusion in education by equipping the teacher in the classroom to embrace inclusion.

3.6 INTERNATIONAL PROFESSIONAL TEACHER DEVELOPMENT WITHIN THE CONTEXT OF INCLUSIVE EDUCATION

3.6.1 The United Kingdom

Many adjustments were done in the United Kingdom to accommodate inclusive practices. These were happening over the past twenty years. The school policies prescribed the intensified participation of inclusion policies (Armstrong, Armstrong & Barton, 2000:12-19). Teachers knew that they had to be prepared for an additional workload when they decided to work in an inclusive environment. Teachers were further inspired to capacitate themselves in order to cope in the inclusive classroom (Armstrong et al., 2000:10-15).

In the United Kingdom, teachers working with learners with special educational needs had to adapt the mainstream classroom environment by firstly equipping themselves with all the available technology, for instance, new devices and methods were created to assist learners with special needs to live better and cope better at school.

Teachers were expected to attend workshops regularly and to stay abreast with information concerning special education. They needed to develop customised teaching techniques in order to make each learning technique specific to a particular learner. They were expected to familiarise themselves with the teaching techniques as it would be a way to stimulate the learning process (Armstrong et al., 2000:12-17). Additionally, Odom, Branlinger, Gersten, Horner, Thompson and Harris (2005:48-51) also point out that teachers need a number of teaching aids and devices to assist learners in their classrooms.

3.6.2 Other countries in Europe

In most of the European countries teacher education for inclusion is aimed at preparing the professional teacher for the diverse needs of learners. This may differ from language to ethnics, culture and religion. The European Council's (2007:1-3) ideal to improve the quality of teacher education was aimed at the following:

Teachers –

- need to be specialists in their subjects and have good methodology skills
- should have a chance to enhance professional guidance programmes when starting as a teacher
- should have a stimulus to motivate new learning skills throughout their careers
- should be able to teach essentials effectively in diversified classes and be introspective on concepts taught
- need to be lifelong learners.

The Commission has a duty to oversee that competences for the 21st century are improved. A focal point of the European cooperation in schools (2008:2-4) emphasizes the understanding and development between the practical work and theory in pre-service teacher training. Teaching need to be seen as a continuous training programme by teachers upgrading their skills as problems arise from learners' needs (Commission of the European Communities, 2008:2-4).

3.6.3 Ireland

Ireland has accepted that inclusion is about providing opportunities for all children. It is accepted that all learners can learn side by side no matter what their abilities are (Wilson, Floden & Ferrini-Mundy, 2001:98-100). The Irish communities recognize and accept diversity in the inclusive educational practice. In turn inclusive schools and the education department have to respond to the individual needs of learners in schools (Wilson et al., 2001:122-150).

It is realized in Ireland that opportunities for teachers to grow in schools are essential. They need to be prepared to handle the diverse needs of learners. Teachers are encouraged to plan together for an inclusive setting (Wilson et al., 2001:110-119).

3.6.4 The European Union

The European Agency on Special Needs and inclusive education; is a body that assists in challenges experienced with Special Needs and Inclusive Education. The member countries are part of the European Union. The European parliament approved an increased grant in 2002 to 2004 for the Agency's activities, which was in line with European and international organizations. From 2005 onwards the European countries were supported with nominated national experts and national networks to improve the implementation of inclusive education. Two focus initiatives are the Jean Monnet initiative within the European Union, which is a new European Union, and the other is the Erasmus education programme for 2014-2020 (European Agency for Special Needs and Inclusive Education, 2014:1-2). The European Agency structure works in coalition with their main objective, which is developing special needs and inclusive education (Forlin, 2013:115-118). The Ministries of Education of participating countries are sustained by their governments. In 2013 the European Union consisted of 28 member countries such as Belgium, Germany, France, Italy, Luxembourg, the Netherlands, Iceland, Norway, Switzerland, United Kingdom, Denmark, Sweden and Spain (Forlin, 2013:115-120). When this study was completed, Britain was in the process of leaving the European Union.

An international conference was organized about the structure by the European Agency for Special Needs and Inclusive Education November 2013. All stakeholders such as people with disabilities and their families, the larger communities, decision makers, researchers and teachers debated about inclusive education (Forlin, 2013:115-121). A document was presented after the conference focusing on five key points. The focus was on early identification and prevention rather than later intervention.

The five main agenda items were:

- i. Early identification and intervention

- ii. Everyone is advantaged by inclusion; positive educational and social effects
- iii. Importance of suitably qualified teachers
- iv. Well-established organized assistance and sound financial help
- v. Solid data system

3.6.5 China

China's government supports special education as it is legalized and enforced to address the impaired community. As the learner population would drastically increase, a large number of teachers would be needed in future in China (Ministry of Education, 2003-2007:2-5). Teachers' salaries would improve drastically and teacher training was intensified to enable them to teach learners with barriers to learning. The focus in training was on skills and knowledge, and was content based. China's plan was to open six universities and 33 teacher training colleges offering courses to equip teachers to teach learners with barriers to learning. Teachers from mainstream classes and schools were mobilized, while arranging reinforced training to teach learners with learning barriers. All training should have a special needs curriculum. There would also be on-going biweekly or monthly workshops in various schools to assist officials to recognize the essentials of teaching learners with special needs (Tsang, 2000-49).

According to the Chinese Education Research and Exchange Centre a recommendation followed, namely that during initial teacher training, teachers already need to learn how to work as a team with colleagues, parents and other professionals, and that the specific learning should continue throughout their teaching career (CEREC, 2013:9-15).

Teachers were also encouraged to be more learner-centred in their teaching strategies as this could serve the individual needs of children with disabilities. Although teachers were willing to collaborate, it would not succeed if the school structure prevented collaboration from taking place. Teachers used the CEREC Working Paper for 15 hours to capacitate them to work in an inclusive classroom. Teachers would need time and a place to plan, teach and reflect with their peers, as well as to request help from external experts and be in touch with families in the wider school communities (CEREC, 2013:33-37).

In various Chinese schools, teaching study groups were established where teachers drafted detailed lesson plans, engaged in subject content, expanded their content knowledge and improved their studies about teaching. After these sessions members were expected to implement what they had learnt in their respective classrooms. Reflection was done after implementation as well as observation by colleagues from the same school on how to improve their teaching of learners with disabilities (CEREC, 2013:49-50).

If the CEREC document could be put into practice in China and be well monitored, teachers would be equipped to implement inclusion, which would affect and improve learner performance.

3.6.6 Conclusion on international professional teacher development in the context of inclusion

As teachers' perceptions and experiences are critical to developing inclusive learning environments they should be equipped to support learners' needs. All teachers should be directed regarding professional development to be able to handle curriculum access, support arrangements and learner management systems. Internationally all the above countries have accepted inclusion and positive attempts were made to equip their teachers to handle inclusion in their classrooms. In preparation for inclusion, China, being one of the big international countries, established various tertiary institutions for teacher training specialising in special needs teacher training. In Ireland the school communities are supporting inclusive practices which are positive in assisting teaching and learning. In the European countries, with the additional support from initiatives such as the Jean Monnet Lifelong Learning Programme 2007–2013 and the Erasmus education programme for 2014-2020 teachers are equipping themselves to engage with learner diversity in their classrooms. It is clear that in these countries the governments are not limiting their efforts but go beyond what is expected in an effort to reach the objectives of the Salamanca Statement of 1994. The main requirement of the Salamanca Statement was to include all learners in the education system.

3.7 AFRICA'S PROFESSIONAL TEACHER DEVELOPMENT WITHIN THE CONTEXT OF INCLUSIVE EDUCATION

The Ministry of Education Zambia (Kalabula, 2000: 2-6) paints the education picture in Africa when it states that although since the year 1999 there was a global shift for all learners to receive primary education, there are still more than 70 million children that do not attend school. More than half of these children are girls. Seven out of ten live in sub-Saharan Africa or South and West Asia. Extreme financial need and abuse are the main causes for exclusion. Remote and rural communities suffer most. This situation calls for the application of the principles of inclusive education in many places and countries. However, the Ministry of Education in Lesotho (Mosia, 2014:2-4) opines that Africa has made great strides in the implementation of inclusion. There are thus various levels of development in education in Africa, especially as far as inclusive education is concerned.

Although officials at schools in Africa are qualified with a teacher's training qualification, many African countries still need capacitating the teachers on how to teach learners in an inclusive education setting (Sumba & Kampamba, 2013:1-4). In Africa, as well as elsewhere in the world, there is a shortage of appropriately trained teachers to teach learners with barriers to learning.

In some African countries, such as Botswana, Swaziland, Kenya and Uganda, teachers underwent a four-phase professional development project. The first step was to have a training schedule for master trainers. A total set of teaching aids and resources were adapted in preparation for the certification of the Teacher Growth and Improvement course. The teaching aids consisted of teacher guidelines, participant workbooks and computer software to add value to the training. This training was conducted first in the foundation phase with the emphasis on inclusive practices (Sumba & Kampamba, 2013:3-7).

The second step was the certification by associate management from Botswana and Swaziland. The certificate was an accreditation for Teacher Growth and Improvement in Special and Inclusive Education covering social justice.

The developed teaching aids were taken into account, as well as the detailed cultural, social and political framework and the comprehensive policy which was in line with social justice in the countries. It was attempted to compare and discuss what was learnt. The aim was to acknowledge and appreciate efforts from teachers in these areas (Sumba & Kampamba, 2013:2-7).

Step three is equally important, regarding how information and the nature and scope were cascaded among the associates in Botswana, Swaziland, Kenya and Uganda. The starting point was the training of the twelve master trainers in Kenya and Uganda. There was an entire complement of teaching aids and resource material to cover the country's culture. At the awards 40 chosen attendees, who included foundation phase teachers, received a certificate for professional growth in teacher education. They were from Kenya and Uganda. However, their expertise was cascaded to other teachers from their countries (Sumba & Kampamba, 2013:2-6).

The fourth step was the accumulation of previously used and assessed resource material for the curriculum which was remodelled in Botswana, Swaziland, Kenya and Uganda (Sumba & Kampamba, 2013:2-7). Unfortunately this training was limited to the countries under discussion.

It is evident that although changes have taken place in Africa's teacher development, there are still gaps in the professional development of teachers. It means that teacher development and growth needs to be continuously monitored and adapted. Despite the progress in the teacher development for inclusion, there are still challenges that need to be addressed. All stakeholders in these countries will be required to play a vital role.

3.8 SOUTH AFRICA'S PROFESSIONAL TEACHER DEVELOPMENT WITHIN THE CONTEXT OF INCLUSIVE EDUCATION

South Africa's education division consists of the Department of Basic Education, previously known as the National Department of Education, and the nine provincial education departments, which in turn have district offices and schools (Department of Basic Education, 2013:28). In 2007 the South African Ministerial Committee recommended that an independent committee be formed: the National Education Evaluation and

Development Unit (NEEDU). In 2009, after Angie Motshekga was appointed Minister of Education, NEEDU was set up. This committee received the instruction to give an accurate and analytical description of the state of schools in South Africa (National Education Evaluation and Development Unit, 2013:3-6).

The then Department of National Education used consultants to assist in evaluating teacher training materials, and the training of psychologists and teachers in the Northern Cape, Gauteng, Free State and Western Cape.

The Western Cape Department of Education in consultation with the University of Stellenbosch developed support programmes for teachers to assist learners in inclusive schools, for example the Stellenbosch Scholarship Reading Programme. There is also a programme to assist in the individual support for parents and their children regarding placement in inclusive schools.

A Danish project, the Danish International Development Agency (DANIDA), sponsored a pilot programme for inclusive education from 2001 to 2003. DANIDA is a humanitarian support agency that develops assistance to other countries. This programme provided in-service training in the North-West Province and the Eastern Cape. Training materials were also evaluated by the consultants. In 2003 the Finnish project, the Finnish Development Corporation in the South African Sector (SCOPE) trained 21 schools in the Northern Cape and Mpumalanga (National Education Evaluation and Development Unit, 2013:2-9). SCOPE attempted to alleviate poverty (National Education Evaluation and Development Unit, 2013:2-9).

The Minister of Education has acknowledged that inclusive education is neglected by the Education Department in South Africa. However, about 1 300 teachers have been trained across the provinces in activities related to inclusive education, and are passing on their knowledge to other teachers (Department of Basic Education, 2012:1-10). According to the NEEDU report dated February 2013 the implementation of White Paper 6 was still not a priority in the provinces (2013:2-9). The recommendations which followed upon the report were that the Department of Basic Education (DBE) had to clearly demarcate the difference in training, workshops and orientation sessions. Initial teacher training takes four years. The DBE also needed to plan intensified training workshops for teachers on

inclusive education which would equip them with specialist knowledge via longer workshops (NEEDU, 2013:4-9).

In 2012 the provincial departments of education received an approved human resource development (HRD) strategy from the DBE. This strategy linked with the Continuous Professional Teacher Development (CPTD) plan. The training is intended to develop officials in the Department about the Inclusive Education policy up to 2014. These officials will be from the various district offices that form part of the district-based support teams, teachers and school managers in full-service schools (Department of Basic Education, 2013:63-64).

One of the important areas of the training is the policy document titled, Screening, Identification, Assessment and Support (SIAS). The final revised version of SIAS has been completed and is used in schools (Department of Basic Education, 2015:63-64).

Although these strategies for training are planned, they unfortunately do not have the planned activities to show how full-service schools will become fully functional. Thus the functioning of full-service schools depends on the teachers being capacitated.

3.9 PROFESSIONAL TEACHER DEVELOPMENT IN THE NORTH-WEST PROVINCE

The mission statement of the Department of Education North-West Province is: Excellent teaching methods to ensure phenomenal schooling. The Innovation statement states: “We will continually strive for better and new ways of doing things” (Department of Education North-West Province, 2013:2-7). These statements clearly reflect the intention of the Department to provide quality education to all learners in the North-West Province.

The North-West Province is one of the provinces that use the provision that is made in the national budgets for the expansion of inclusive education, in other words, it budgets for full-service schools (Department of Basic Education, 2013:63-64). The expansion of the education budget with regard to inclusive education is used to buy assistive devices and appoint specialised support staff, such as therapists and psychologists. A portion of the budget could be used for vehicles for these therapists. Specialised support staff is placed at either special schools or full-service schools but they work across the district to service

the entire district they are appointed in (Department of Basic Education, 2013:102-158). The strategic goal for inclusive education in the North-West Province is to convert certain mainstream schools to full-service schools in order to make them accessible to learners with learning barriers and to capacitate teachers in these schools to provide quality education to all learners (Department of Education North-West Province, 2013:68-71).

The province has an operational plan that makes provision for the planning for the entire year from 1 April to 31 March of the following year. For the past seven years there was provincial training on the SIAS policy for 200 delegates per annum, coming from the different districts in the province. Annually there is also training for 20 newly elected full-service schools. The training entails the following:

- Guidelines on full-service schools
- The SIAS document
- The functioning and role of the School-based Support Team (SBST).

Districts are informed whether the province has a budget for specialised training, for example Inclusive Learning Programmes. In 2014 the province trained officials on the following: “Guidelines for quality education and support in special schools and special schools as resource centres”, “Guidelines for full-service and inclusive schools”, as well as “Guidelines for responding to diversity”. The delegates were all from the district-based support team in the districts (Department of Education North-West Province, 2013:68-71).

3.10 PROFESSIONAL TEACHER DEVELOPMENT IN THE DR RUTH S MOMPATI DISTRICT IN THE NORTH-WEST PROVINCE

In the Dr Ruth S Mompoti District it is believed that education is a societal issue. The district adheres to the North-West Province’s mission, innovation and excellence statements to give the very best to improve teaching and learning, as well as strive to improve the way duties are executed (Department of Education, 2013:2-4). The district also echoes the goal of the World Conference that full-service schools should supply excellent schooling to enhance learning to most of the learners, and be economical for the whole education system to receive the best (UNESCO, 1994:10).

Education White Paper 6 requires district-based support teams (DBST) to be strengthened and functional (Department of Education, 2005:2-6). A functional DBST is a prerequisite in the Dr Ruth S Mompati District (Department of Education North-West Province, 2014:1). The DBST's main function is training, supporting, guiding and monitoring staff at schools (Department of Education, 2005:7-9).

The district office forms a central link between the provincial education department, and the entire school community and the public (Department of Basic Education, 2013:39). It ensures quality education for all learners (Department of Basic Education, 2013:3-17). Converting mainstream schools to full-service schools and placing learners with different abilities in the same classroom are not the only criteria for inclusion. Schools, teachers and the whole school community need to change to accommodate diverse learner needs (Mariga, McConkey & Myezwa, and 2014:20). The Department of Education was assisted by the Norms and Standards and EWP6 to increase specialized support (Department of Education, 2001:36-40). The specialized support includes therapists, psychologists, social services, institutional and development specialists who provide administrative and financial management support to schools, as well as a manager to coordinate activities (North-West Department of Education, 2005:3-5). The Dr Ruth S Mompati district has a core district support team which consists of the inclusive education officials based at the district office, at area offices and at special schools. The core district support team has a scheduled on-going training programme to develop teachers at full service-schools and other stakeholders (North-West Department of Education, 2014:1-5).


The additional district-based support team members are subject advisors, circuit managers, Education Management Governance Development (EMGD) officials, National School Nutrition Programme (NSNP) officials, Assessment and Accreditation officials, Infrastructure, Human Resource Development (HRD) officials and Human Resource Administration (HRA) officials (North-West Department of Education, 2014:3-4).

Every member of the core district support team knows why his or her post was established in the structure and what it entails. They were also orientated on their specific core functions.

All full-service schools receive annual budget allocations to be spent on assistive devices. Devices vary from expensive mobile libraries, audio devices, compu-jectors, interactive whiteboards, computer software and many other items which cost millions of rand. There is an additional budget for infrastructure at full-service schools. During school visits, any incompetent workmanship on physical adaptations is reported and the infrastructure officials address it (North-West Department of Education, 2014:3-4). Thus good provision is made for schools to purchase and use the assistive devices that they need.

Currently there are 40 full-service schools in the district. Officials from inclusive education units, subject advisors, circuit managers and other officials in the district have to visit all full-service schools. When training on inclusive education is planned for the teachers, there is a pre-training school visit and a full-service school diagnostic form is completed.

The diagnostic school visit form is completed per school by district-based support teams during school visits (Department of Education North-West Province, 2014:3-4). Figure 3.1 provides an example of the diagnostic school visit form.



education and training
Lefapha la Thuto le Katiso
Departement van Onderwys en Opleiding
Department of Education and Training
NORTH WEST PROVINCE

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DR RUTH S. MOMPATI DISTRICT
INCLUSIVE EDUCATION

Full Service Schools: School Visit Report

Name of School: _____ Date of visit: _____

Area office: _____ Cluster: _____

Physical address: _____

E-mail: _____ Tel. nr: _____

FSS since: _____

1. ILST Functionality

	Yes	No	Comments
ILST members have been trained			
Meetings are held regularly			
Minutes are available			
Names of learners who are assisted are available			
How individual learners are assisted is documented (intervention, referral, etc.)			

2. SIAS

	Yes	No	Comments
Educators have been trained on SIAS (Attach list of names)			
Training is necessary for some educators (Attach list of names)			
Learner profiles are completed for all learners on admission			
Learner packs are completed for learners identified with risk factors on profile			
Support Needs Assessments are completed (SNA 1+2, p11-19)			
Diagnostic Profiles are completed by Health Care Professionals (p1-9)			
Individual Support Plans are in place for learners needing support (p21-25)			

3. Assistive devices

	Yes	No	Comments
Assistive devices were received			Year: _____
Assistive devices are recorded in the asset register (including books and CD's)			
Additional devices required in order to make available devices functional			
All assistive devices are utilized			
Training on use of assistive devices must be done			
New learners/ newly identified barriers for which additional assistive devices are required			

4. Structural adaptations

	Yes	No	Comments
All areas are wheelchair accessible			
Ramps			
Rails			
Walkways			
Adapted toilets (functional?)			
Counseling room			
Further adaptations are necessary			

5. General

	Yes	No	Comments
Overcrowding (attach class statistics from SAMS)			
Sufficient educators/ staff			Nr. of learners: Nr. of educators: Vacant posts:
Remedial Educator			Current educators qualified in remedial:
Young learners in grade 1 (under 6 years by end of June)			
Need for Remedial Training			
Other training needs			

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"Opening the Doors of Learning and Culture Through Quality Education in the Year of the Foot Soldier!"
"Building a South Africa that truly belongs to All!"

Other comments: _____

Recommendations: _____

IE Officials Present:

Signature _____
 Name _____

Signature _____
 Name _____

School Representatives:

Signature _____
 Name _____

Signature _____
 Name _____

School stamp

ILST and SIAS training

Name of school: _____

Date of monitoring: _____

Nr.	Name of educator	ILST training			SIAS training		
		Yes	No	Year	Yes	No	Year
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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"Opening the Doors of Learning and Culture Through Quality Education in the Year of the First Soldier!"
"Building a South Africa that truly belongs to ALL"

Figure 3.1 Full-service school visit diagnostic form
 (North-West Department of Education, 2014:3-4)

The completed diagnostic form informs the activities that the follow-up visit to a particular school will entail. This form provides information to the district-based support team members in preparation of their planning, which is done according to specific gaps at specific schools.

3.10.1 Information regarding the 2013 report

The diagnostic school visit forms dated January to December 2012 reported that almost all the full-service schools were dysfunctional. The reasons for this are the following: learners are not assisted when they “cannot read or write”; high absenteeism and dropout rate of learners; and teachers felt they lacked adequate knowledge and training to implement inclusion.

Classes were overcrowded – sometimes there were up to 75 learners in a class (North-West, 2012:1-2). Although inclusion is a section of the school improvement plan (SIP) (Department of Education, 1997:4), it was clear from the report that in the North-West province the principals and senior officials of the school had not yet cultivated inclusivity in their schools. In some FSS the principals do not support the teachers as the management does not believe in inclusion and the principles and practices of inclusive schools have not yet been met (North-West Department of Education, 2013:2-6). From the report it was clear that principals did not monitor the use of software that was part of the assistive devices to enhance the different skills such as reading, perceptual skills, spelling and mathematics.

From 2013 some more issues about the FSSs arose, some of which are discussed below. When placing orders for resources needed, teachers at the schools, the SBST chairperson or remedial teachers are the officials who should know the types of resources that would be useful for learners with barriers, but they were overlooked. In addition some principals took members of the SMT who were ignorant about the assistive devices teachers needed to assist with learners with barriers to learning (for example, teaching phonics in the foundation phase). In the end items which were not needed were purchased.

Another problem was that some schools did not have room to unpack the assistive devices for usage and they were thus gathering dust in storerooms. In one school software to assist in reading or mathematics was purchased but the computers did not work or the software was not installed on computers (Department of Education North-West Province, 2013:2-4). Another issue was that there was software on computers but the teachers were not computer literate. Individual learners never got the opportunity to work with the activities to develop themselves as the timetables of the schools did not provide for classes to use the computer laboratory. There were no trained personnel to use the computers either.

In another school the assistive devices were bought based on the input of some of the officials from the provincial department of education, which included occupational therapists, speech therapists and the learner support officials. Some of the teachers went to exhibitions of assistive devices and items were introduced to them (Department of Education North-West Province, 2013:2-4). However, back at school, they received items

that were totally new to them and they had no idea how to use them (Department of Education North-West Province, 2013:2-5). Other schools bought software from computer companies; however, during school visits it was discovered that the incorrect items were delivered, for example something different from the reading or mathematics software that had been ordered.

At some schools there was software that had never been opened until school visits revealed it. Unfortunately it could not be returned as it had been purchased two years before and the guarantee had lapsed (Department of Education North-West Province, 2013:2-4).

In 2013 it was already realised in the Dr Ruth S Mompati District that there was no value for the money that was spent to improve learning in full-service schools. A total amount of R7 million was spent in the district on equipment in full-service schools. In many instances teachers do not know how to use the assistive devices or how to assist learners struggling with learning barriers. However, most of the learners in the full-service schools in need of additional support do not receive it. The additional budget allocated for assistive devices is actually fruitless expenditure as it could not help learners with barriers to be developed optimally.

The above information is derived from school visit reports. It gives a background to the situation at some full-service schools in the North-West Province and serves as part of the motivation to undertake the research described in this thesis.

3.11 CONCLUSION

International research has shown that well-equipped teachers are responsible for the effective teaching and learning of all learners in full-service schools. If there are gaps in the current continuous professional teacher development for full-service schools including the schools in Dr Ruth S Mompati district, they need to be addressed. Hence it is envisaged in the CPDT for full-service schools in South Africa to capacitate teachers to fulfil their roles in developing inclusion in all schools, to equip them to deal with the challenges that learners face and to address the needs of all learners in the schools.

In this chapter the current continuous professional teacher development in the Dr Ruth S Mompati district in the North-West province, as well as in South Africa and the international world, was discussed. In chapter 4 Bronfenbrenner's ecological systems theory, which underpins the research, is examined.

CHAPTER 4

THE THEORY UNDERPINNING THE STUDY

A man is but the product of his thoughts. What he thinks, he becomes.

Mahatma Gandhi

4.1 INTRODUCTION

Chapters 2 and 3 provided a literature review related to the continuous professional teacher development in full-service schools and other issues regarding full-service schools. The major areas included are the international and South African standpoints on full-service schools and the continuous professional teacher development in these schools. The inclusive education policy of Education White Paper 6, the national guidelines, the statutory mandate on continuous teacher development and legislative approaches were covered. A foundation was laid in order to have a better understanding of the topic.

The focus of this chapter is the theoretical framework around understanding and supporting continuous teacher development in full-service schools. The following information shows the importance of a theoretical framework underpinning the research study.

Psychologists and other researchers who study human beings have drawn up theories to describe how people develop in different areas. The important areas being studied are physical, psychological and cognitive development, social and emotional development, and sexuality and gender identity. The development of these areas results in a well-balanced, contented and responsible citizen (Montgomery & Côté, 2003:45-50). Human beings develop psychologically and cognitively. This happens as their perceptive abilities and understanding develops. They absorb more information as they find ways how to use it. Thoughts in human beings need to be a voluntary process, as they learn how to systematically organize the information and process it from their immediate environment. Human beings need to develop crucial skills such as remembering important information, problem solving and effective communication (Berk, 2000:35-39).

According to Gleason (2005:34-39) the next step in human development is the social and emotional growth. Interaction with other people in a team or work environment, socialization and living with other people in their different environments is a remarkable milestone to achieve. In this study teachers in full-service schools have to interact with

different individuals: the school management team members, learners, parents, colleagues, teachers from other schools, school governing body members and individuals from the wider community. The FSS teachers also have a personal life outside the school.

Individuals therefore need to learn to understand themselves and the people they associate with daily. The individual needs to be a positive, responsible adult with a high self-esteem, who can make the correct choices (Gleason, 2005:34-35).

The last developmental stage of an individual is their sexuality and gender identity. Their intrinsic ideology leads them to be either masculine or feminine during their lifetime (Lightfoot, Cole & Cole, 2008:12-14).

4.2 BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

Bronfenbrenner's ecological systems theory was chosen for this study. Bronfenbrenner accepted the various areas of human development and indicated the importance of the various systems in which a person develops. The model is constructed in such a way that the close link between the various systems can be noticed. The focal point of Bronfenbrenner's ecological systems theory is the importance of the interrelations and interactions with other human beings for development to happen (Swick, 2001:56-58).

Swart and Pettipher (2005:10) further describe Bronfenbrenner's ecological systems theory as a model in which a person can be at the same time separate and a part of a combined system. Bronfenbrenner studied the different areas of an individual's development, as well as the aspects which influence it. The individual as seen by Bronfenbrenner cannot function independently as he or she will then fail to develop resilience in a social context (Lightfoot, Cole & Cole, 2008:12-16). As further explained by Allen and Cowdery (2012:14-16), the systems in Bronfenbrenner's theory afford activities in which individuals grow in the home and school environment with guidance from elements such as their parents, siblings, and home and school environment. Caring parents and safe environments can develop individuals to grow emotionally and build resilience. However, an individual needs to acquire skills to develop resilient competency. This should equip individuals to determine their own strength regardless of their ecological

contexts. It further enables individuals to recognize the connection between the various levels in their immediate environment and their own capabilities (Engler, 2007:50-54).

Donald et al. (2004:39-41) interpret Bronfenbrenner's ecological systems theory as positively or negatively as there is a continuous process of interchange amongst the levels. Based on Bronfenbrenner's work, they describe the different layers of Bronfenbrenner's ecological systems theory as the micro-, meso-, exo-, macro- and chronosystem.

The microsystem is the first small circle of the model. It is the immediate environment in which the individual grows and develops. It includes any immediate relationships and organizations with which the individual, for example the child, interacts, with the parents, siblings, friends, the school environment and church.

When there is a good quality of nurturing in the relationships, the individual's development will also be better. The microsystem directly affects the individual and has an impact on his environment. The manner in which the individual reacts to the humans he is in contact with, will affect how they treat him in return. Furthermore the individual's character, genetics and personality habits will also depend on how others treat him (Bronfenbrenner, 2005:34-37).

There is a structural relationship between the micro- and the mesosystem. Therefore there is a link between elements in the microsystem which forms the mesosystem. The elements are the individual's family, peers and other aspects which directly influence the individual and interrelate and form the mesosystem. The larger social system is the exosystem, in which an individual, for instance a child, does not have direct contact but which influences him indirectly, for example an increase in the petrol price has a rippling effect on the budget of a person, in this case the parents of the child. However, it has repercussions on the needs of the child.

The macrosystem is the second outermost level in the individual's environment. This is influenced by laws, cultural values and customs. The elements in the macrosystem can influence a child indirectly.

The last level is the chronosystem, which consists of elements that happen over time. The elements in the system can be external or internal. External elements may be the closing of a school where a child started his schooling. He may have been attending the school for about four years and then the school closes for some reason. This could be both external (changing of environment) and internal as the emotional aspect changes (Berk, 2000:23-25).

Figure 4.1 below illustrates Bronfenbrenner's ecological systems theory and the levels within the system with regard to the development of a child. The position of the child is indicated along with the elements that influence and develop him.

Bronfenbrenner's Ecological Systems Theory

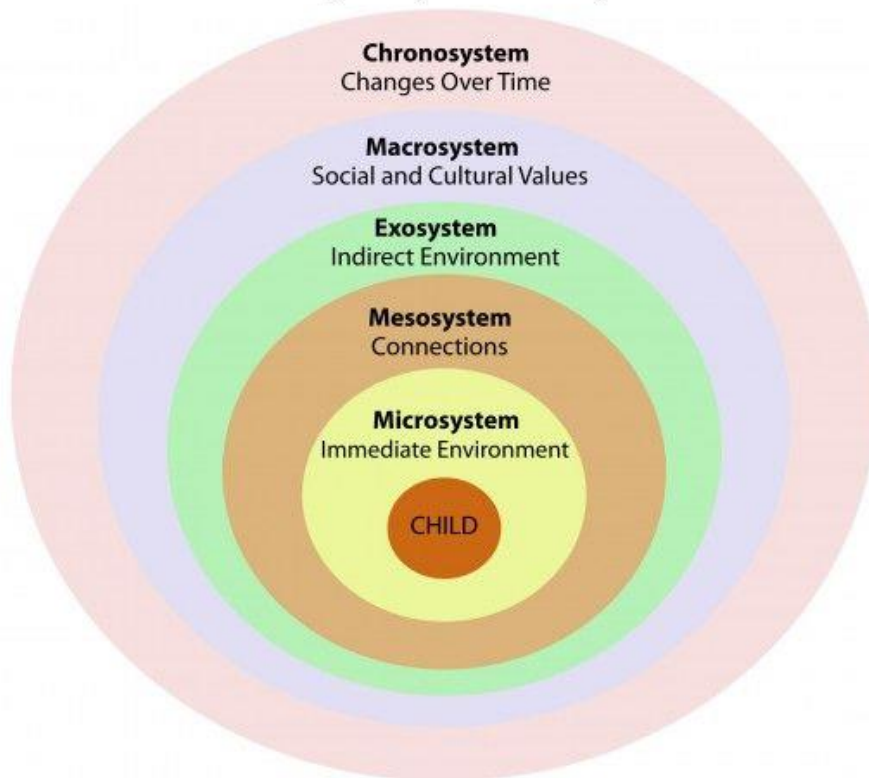


Figure 4.1 Bronfenbrenner's ecological systems theory
(Source: Berk, 2000:27)

Bronfenbrenner's ecological systems theory is the theoretical framework used in this research on the experiences and professional development of teachers at full-service schools. This model clearly shows how the various systems in which a person lives and acts, are interlinked and as such it relates to constructivism.

4.3 BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY FOR FULL-SERVICE SCHOOL TEACHERS

This section explains the five levels of Bronfenbrenner's ecological systems theory model with reference to the professional teacher development in full-service schools in the North-West Province.

4.3.1 The microsystem of Bronfenbrenner's ecological systems theory and full-service school teachers

The microlevel of a teacher in a full-service school (FSS) is their immediate environment as well as their personal life. This level has a direct impact on the teachers' development. The microlevel of the FSS teacher is the school, the principal and the management team, and learners in their classroom and their parents, the school-based support team and colleagues at the school. These stakeholders have an impact on the teacher whether negative or positive (Tighe, Pistrang, Casdagli, Baruch & Butler, 2012:34-35).

The principal is the motivator for inclusive practices at the FSS. The principals as the head of the school can encourage change at their school to implement the Education White Paper 6 (EWP6) policy on inclusive education. They can guide and assist the entire staff to develop as professionals teaching and caring for all learners in the FSS. They could further pursue a warm and friendly full-service school environment where everyone feels welcome.

However, if the principal does not support inclusive practices and fails to guide and support the stakeholders, the implementation of EWP6 will fail. As the principal is part of the microsystem of the FSS teachers, the impact of little or no support to them could be fatal. The teacher as the main implementer of inclusion in the classroom can easily become de-motivated and frustrated and create negativity in the next level of Bronfenbrenner's ecological systems theory, the mesolevel. The learners in the FSS class are another element in the microsystem of the FSS teacher. Teachers have to face interactions with learners during teaching time, daily. The learners come with diverse needs such as, that the language of learning and teaching of the school differs from their mother tongue, as well as behavioural challenges and barriers to learning in the classroom. FSS teachers can either grow positively or regress as professionals depending on the measure of support given to them.

Learners' parents are further an essential feature in the microsystem of the FSS teacher. When parents support their child's education and assist the teacher when there are problems, teachers will be able to cope with the diverse needs of learners. Teachers will understand the learners' needs better as the parents will inform the teachers of the

uniqueness of the learners' religious or cultural differences. Parents will also inform the teacher if there were incidents in the life of the child that had caused barriers to learning, such as conditions of poor health. However, if there is poor parental involvement in the child's education it can disappoint the teacher. Parents need to respond when teachers call upon them for assistance or to obtain their consent for further support for learners. If parents do not react positively to the teachers' call for assistance, teachers become frustrated, as they struggle with undisciplined learners who derail teaching. If teachers in FSSs are supported and have a positive attitude they can build a useful relationship with parents, who can then help their child by disciplining him or her at home and encouraging homework (Mariga, McConkey & Myezwa, 2014: 80-83).

The school-based support team (SBST) is another element in the FSS teacher's microsystem. When the SBST at an FSS is functional it assists in interventions for learners with barriers. Regular meetings should take place where learners' needs are addressed.

Research has documented the mutual effects of the individual and the interrelations of the elements and the environment in the teacher's microsystem. The stakeholders and elements mentioned above can all contribute to the development of the teacher. However, growth is a process which could be positive or negative (Anderson & Minke, 2007:36:49). When the elements in the teacher's microsystem do not support one another, teachers become frustrated and angry. It could result in no learning taking place in the learner because the teacher's performance and general teaching are poor.

4.3.2 The mesosystem of Bronfenbrenner's ecological systems theory and full-service school teachers

The mesosystem is the result of the interactions of the elements or the connection between the microstructures of the FSS teacher. In this study the elements could be the attitude of and support by the principal, the School Management Team (SMT) such as the HODs and deputy principal, learners in the teacher's class and their parents, and the colleagues at school. The mesosystem is formed when two or more elements or settings influence the FSS teacher and the individual participates actively. The meso level may be interrelated with the macro level, exo level and chrono level. Furthermore the different elements in the microsystem and other levels may work together to develop the teacher.

In the opinion of the researcher FSS teachers may grow as professional teachers and feel secure if the HOD or any other members of the SMT take an interest in their progress as a professional, or they may regress. They may join FSS teachers in professional support forum meetings where the teacher is guided and developed. The HOD and SMT members could then provide monitoring and assistance to the teachers. They could also budget for developmental workshops from service providers and make sure that there are resources to enhance teaching in classrooms, thus helping the teachers to address the barriers to learning that learners have. However, if the HOD and SMT members at schools have no interest in the professional growth of the teacher and have conflicting interests about professional development the teachers could become negative. Bronfenbrenner's ecological systems theory further explains that in the mesosystem the individual can grow immensely by enlarging his group system. This happens when new relationships in the microsystem increase and become complicated, which is called "multisetting participation" (Bronfenbrenner, 1988:25-27).

4.3.3 The exosystem of Bronfenbrenner's ecological systems theory and full-service school teachers

In this level the FSS teachers do not need to be actively involved, however, decisions made could affect them directly. There are many elements that affect the FSS teachers such as employment benefits, promotional potential and different departmental policies such as the Education White Paper 6, the South African Schools Act and the South African Constitution. The deliberations of sister departments and the broader community can also play a role.

The Department of Basic Education does not fall within the parameters of the microsystem of the teacher. However, the implementation of policies and acts has a direct impact on the FSS teacher as the policies have to be implemented by the teacher. The researcher thinks that the implementation of policies can either develop the individual or affect him negatively.

Take as an example one section in the South African Schools Act (SASA Act 84 of 1996 section 27) according to which corporal punishment was banned. The policy, Alternatives to Corporal Punishment (Department of Education, 2000:5) does not, however, assist the

teachers. The policy describes how alternatives could be implemented, but teachers are struggling with ill-disciplined learners disrupting teaching in their classrooms. The teachers struggling with the implementation of the above policy were given no chance to make inputs in the policy, but they have to implement it. When visiting schools as a district official the researcher gets the impression that the teachers are often left frustrated and feeling hopeless as a result of this policy.

4.3.4 The macrosystem of Bronfenbrenner's ecological systems theory and full-service school teachers

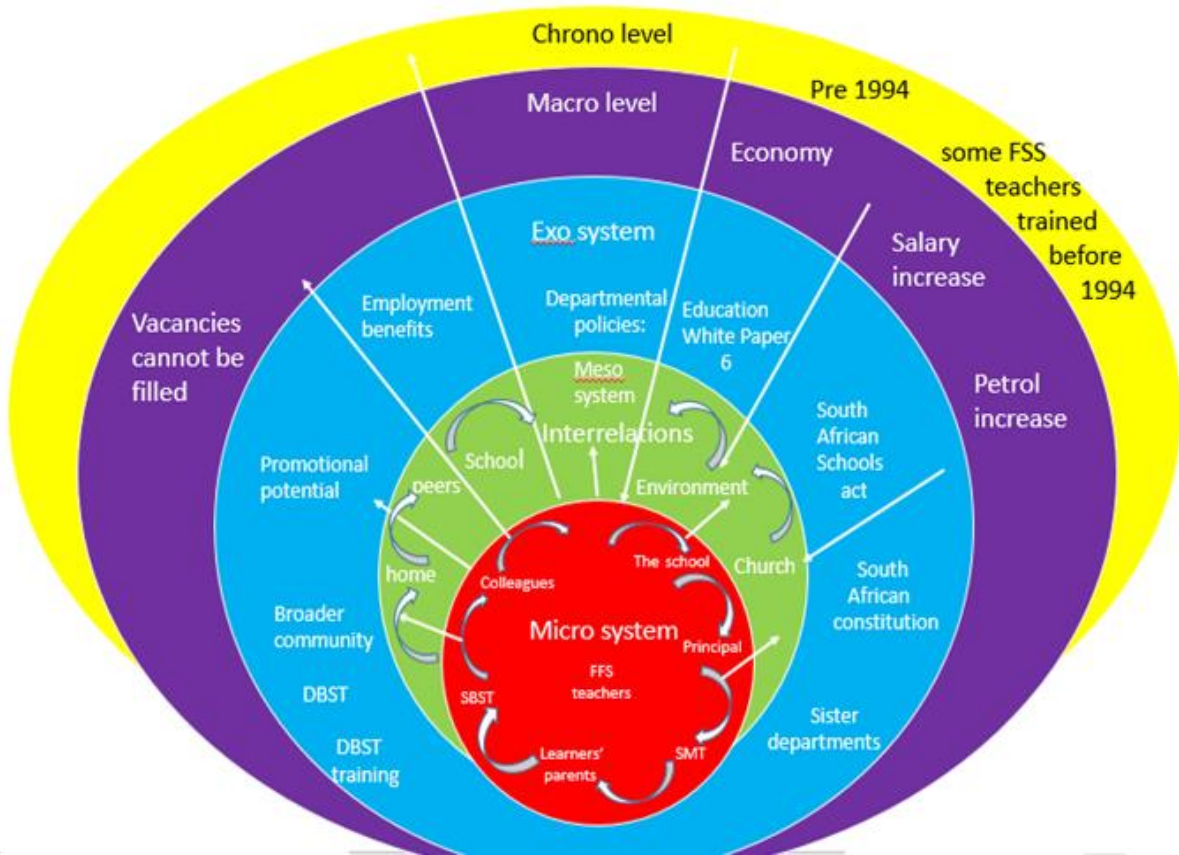
Bronfenbrenner (1988:26) describes the fourth circle as the macrolevel. The elements surrounding the FSSs and their teachers could possibly be the following: the values of the education system, the economy of the country and the cultural and political environment. All the elements at this level could influence the individual teacher in the FSS positively or negatively without the individual having direct control of or a say about what is happening at this level.

The economy of the country has for instance an impact on aspects such the teachers' salary increase, increase in the price of petrol and vacancies that cannot be filled as there is a limited budget. All these could all have an influence on the professional growth of the FSS teacher. The FSS teacher has no direct link with the economic and political environment of the country; however, it can have a direct influence on the individual.

4.3.5 The chronosystem of Bronfenbrenner's ecological systems theory and full-service school teachers

The last circle of Bronfenbrenner's ecological systems theory is the chronolevel. The events in this level happen over time. Prior to 1994, the quality of initial teacher training depended on the race of the teacher (see section 3.3). This still has a negative effect on some of the FSS teachers as it was a vicious cycle. Until today the after-effects are still to be found in areas of the education corps of South Africa. Nevertheless these teachers are expected to produce the same quality of results as all other teachers.

Bronfenbrenner's ecological systems theory with regard to full-service school teachers



- Chronolevel
- Macrolevel
- Exolevel
- Mesolevel
- Microlevel

Figure 4.2 Bronfenbrenner's ecological systems theory with regard to full-service school teachers (Source: Adapted from Berk, 2000:27)

4.3.6 The benefits of Bronfenbrenner's ecological systems theory for the education system

When analysing Bronfenbrenner's ecological systems theory, one could assume how it may assist the education authorities to close the gaps with regard to the professional development of full-service school teachers' capacity. The researcher considered the possibility of using the ecological systems theory with its elements to develop and support FSS teachers. Taking cognizance of the elements from the chrono level to the micro level of the FSS teachers, the researcher is of the opinion that certain elements may hinder progress and others may advance it. According to Berk (2000:26) the ecological systems theory has the ability to enhance or impede development depending on the type of intervention. This could happen at any level.

At the chronolevel one could assume that teachers that were trained pre-1994 or others trained during that era may lack some skills or professional development. There are, however, also teachers who were recently trained. The custodian of the teaching profession is the South African Council for Educators in partnership with the Department of Basic Education (see section 3.4.2), and therefore any gaps in teacher training need to be addressed by these authorities.

According to Atilola (2014:2) the people closest to the individual (see microsystem, 4.3.1) can assist and nurture his or her development. In the case of the FSS teachers, the senior management team and other management at the Department of Education need to be vigilant about the gaps in the teachers' training. On the grounds of Bronfenbrenner's theory one can say that the people in the microsystem who are closest to the FSS teachers can permanently change the teachers' perception about support to learners with barriers to learning and inclusive education. The Department of Education and district-based support teams can support the FSS teachers to address their challenges to support learners with barriers to learning in their classrooms. The DBST cannot take the place of the SMT at the school. It is therefore required of the principal in conjunction with the SMT to build and cherish an important relationship with the teachers where they can develop; be secure and feel part of the staff. Based on Bronfenbrenner's ecological systems theory one can argue that the elements in the FSS teachers' systems which are at micro-, meso-, exo-, macro- and chrono level and which include learners, learners' parents, colleagues,

DBST members, Department of Basic Education, the policies from the Department of Basic Education and the Constitution could all promote the teachers' attitudes to inclusive education and their attitudes to be trained as professionals in FSSs. These elements could also change the mindset of society with regard to social justice and equity.

As the FSS teachers spend most of their day at school it is of the utmost importance that the interrelationships at school are sound and progressive for professional development to take place. The relationship at the school may be the first professional contact for the teacher. Considering Bronfenbrenner's theory, one can say that when the relationship at a school is not responsive to the FSS teacher's needs, it could be devastating for the teacher. Learners with barriers to learning could possibly not receive additional support and the implementation of the policy as set out in EWP6 will be done carelessly.

The assumptions made from the ecological systems theory is that when there is for instance a collapse among the connections in the microsystem of the FFS teachers, they will not be equipped to probe into their other levels. It is further noted that some individuals need the uninterrupted connections with role models for growth. Atilola (2014:3) points out that during the developmental stage the individual, in this study the FSS teacher, needs the acknowledgement of a mentor, who can be a person from the SMT, the HOD or another teacher. If not the FSS teacher may copy the improper behaviour of other teachers such as a lack of lesson planning and preparation, negativity towards learners with barriers and undermining authority.

Bronfenbrenner's ecological systems theory intends to encourage the smooth running of relationships among people in the different levels, hence it supports the idea that people should resolve misunderstandings and handle conflict as adults. According to this theory in this research the DBST, SMT and the parents of learners in FSSs need to support a nurturing relationship with the teachers. All stakeholders of the FSSs inclusive of the teachers need to support open-door relationships among themselves in order to build trust, compassion, stability and loyalty to one another (Atilola, 2014:3).

Bronfenbrenner's ecological systems theory encourages a nurturing environment where the school environment should be warm and welcoming. The bi-directional links in the FSS teacher's mesosystem form the foundation of the FSS teacher's cognitive and emotional development. The positive intertwining of the elements in the micro- and mesosystem

builds positive development in primary relationships at the micro level, closest to the individual (Atilola, 2014:3-4).

The FSS's teacher's exosystem has elements which operate within the context of the FSS. The elements in this level could for example be the DBST, different departmental policies, employment benefits, promotion potential and training. However, if the SMT of the FSS (which becomes part of the FSS teacher's mesosystem after interlinking with other elements) is often away from the school attending meetings or conferences, a breakdown occurs in the teacher's mesolevel as there is less time to spend mentoring the FSS teacher. The DBST should become a vital primary support system to the FSS teacher. Other elements in the exosystem of the FSS teachers are for example the members of the school governing body, who do not have direct contact with or influence on their work. However, they can provide support for their professional development (Atilola, 2014:5).

The way promotional posts are filled, employment benefits and remuneration are elements in the FSS teachers' exosystem which can derail their professional growth and development. The practical teaching in the classroom could then become of secondary importance (Atilola, 2014:5-6).

There are widespread negative effects on the FSS teachers' welfare when there are changes in their macrosystem level. An example is an increase in the price of petrol, which means they have to pay more for everything, thus increasing their financial burden. The petrol price increase is an indirect element, but it has a direct influence on the FSS teachers. It can affect them negatively. The macro level elements could influence the micro level elements and vice versa, where social or emotional aid is required for growth. However, research has shown that individuals that are being nurtured and cherished by dedicated mentors excel in their professional development (Atilola, 2014:5-6).

4.4 CONCLUSION

In this chapter Bronfenbrenner's ecological systems theory was thoroughly discussed as the researcher found it to be a suitable theoretical framework for the study. The experiences of teachers in the FSS environment within the various levels of Bronfenbrenner's ecological systems were scrutinized. As indicated above, each element

and level influences FSS teachers' development.

Data analysis and collection are discussed in chapter 5.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGY

*The main object of teaching is not to give explanations
but to knock at the doors of the mind.*

Rabindranath Tagore

5.1 INTRODUCTION

This chapter deals with the description and discussion of the research design and methodology. These were used in the data collection on the teachers' experiences and the current professional teacher development in full-service schools in a district in the North-West Province.

The research procedure that informed the study and which gave it a specific preference regarding the research paradigm, design and sampling of participants as well as the methodology used, is discussed. A thorough explanation is given of how the data collection processes were used, as well as issues such as trustworthiness in qualitative research. The research paradigm with the methodology, epistemology and ontology is also explained. Information on ethical considerations and the limitations of the study is given. The value of the study in the bigger frame of reference is pointed out.

5.2 RESEARCH PARADIGM

According to Saldana (2009:55) the research paradigm can be described as a layout plan with a structure and strategy of investigation. Terre'Blanche, Durrheim and Painter (2006:34) mention that the backbone of any study is the research design. This important framework is derived from the research question and research problem. This was derived from the current professional development and experiences of full-service school teachers in their daily work situation.

The researcher's pragmatic belief influenced the purpose of the research and the way it

was to be conducted. Ontological, epistemological and methodological assumptions are the foundation of the basic belief system (Leech, Dellinger, Brannagan & Tanaka, 2010:49-54). The researcher's pragmatic viewpoint in research cannot be separated from the research design. When the researcher describes the paradigmatic perspective, the relevance of the interrelations of the research question, ontological and epistemological issues and methodology will surface.

5.3 PHILOSOPHICAL PARADIGM

The word "paradigm" is derived from *paradeigma*, the Greek word meaning "pattern" (Nieuwenhuis, 2007:49).

The philosophical assumptions underlying this study are drawn from the interpretive practice, in which social phenomena are understood in the contexts in which they are constructed and reproduced through activities (Åkerlind, 2005:323-324). The epistemological view on interpretivism is that knowledge of reality is gained through social constructions such as language, shared meanings, tools and documents (Giorgi & Giorgi, 2003:71). This is used to understand the tolerance level, teaching skills, training with regard to inclusive education, professional conduct and the organizational issues associated with teachers at full-service schools.

Using a paradigm in qualitative research in social research is about when and where language is needed to understand some real-life events (Nieuwenhuis, 2007:47). Gray and Guppy (2009:48) outline the importance of the researcher's perceptions and certainty of how he or she understands the specific words used in the research study. Nieuwenhuis (2007:47) points out that some words could at times only be used for a peculiar context. It is thus clear that a researcher should be very sensitive to the language and specific words that participants use to make sure that he or she understands the correct meaning.

The researcher used the interpretive paradigm. This mode enabled her to probe deeper, from all angles, to understand participants' viewpoints and sentiments about their day-to-day experiences in their contexts in schools (Nieuwenhuis 2007:59). An interpretive paradigm examines the complexity of phenomena, the richness and depth of the information gathered. Bronfenbrenner's (1979:40-42) ecological systems theory

framework, which is used in this study, supports interpretivism, hence any study of human beings in a work environment requires insight into the experiences of participants as an important aspect in the interpretation of the social reality. The researcher used the interpretive paradigm to achieve the aim of the research, namely to collect data to investigate the success or failure of the current professional teacher development in full-service schools. The researcher aimed to investigate the experiences of full-service school teachers and the type of support they received from the school management team, school governing body, the district-based support team and the parents of the learners in their classrooms.

5.3.1 Ontological and epistemological assumptions

The paradigm of this qualitative study is based on certain ontological and epistemological assumptions. These assumptions could be outlined as interpretive explanations that are used to understand the experiences of teachers in full-service schools.

5.3.1.1 Ontological assumptions

Ontology relates to the nature of reality and its characteristics. According to Devito (2004:49-50) ontological assumptions are the researcher's interpretation of the attributes of research. Ontology further refers to information based on phenomena gathered in practice. Babbie and Mouton (2007:4) point out that the focus of epistemological assumptions is on the individual's knowledge. Ontology is the researcher's perspective of the world and knowledge.

The researcher's own experiences as an inclusive education specialist visiting full-service schools informed the ontological assumption of this study. As an experienced official, the researcher wished to understand the negativity of the full-service school teachers which she sometimes noticed in the district where she works in full-service schools. She further wished to find out whether the absence of a unique continuous professional teacher development programme was a recipe for noncompliance with the inclusive education policy as set out in Education White Paper 6. The research was done in a part of the district where she does not work.

5.3.1.2 Epistemological assumptions

The word “epistemology” is derived from the Greek word *episteme*, meaning knowledge, and the suffix *-logy*, from the Greek word *logos* meaning “discourse” (Nieuwenhuis, 2007:47-48). Epistemological assumptions are assumptions based on empirical findings (Nieuwenhuis, 2007:48). The epistemological position is underpinned by a constructivist philosophy. In this study the epistemological perspective was used to increase the understanding of the demanding situation of teachers at full-service schools.

5.4 QUALITATIVE RESEARCH DESIGN

A research design or a layout plan describes qualitative research as data-driven and inductive. Qualitative research tries to understand human behaviour from the view as part of the situation, instead of trying to explain it. The perspectives of the groups or individuals could then eventually be interpreted as viable themes. Qualitative methods are responsive and sensitive to the human world; hence humanity is conformed to during the research process. Objectivity is an aspect that should always be kept in mind. However, even the most experienced researchers find it unlikely to be objective for the entire duration of the research. As a study develops the researcher’s humanity and sensitivity guide him or her on how to handle, understand and interpret the situation and the participants. This research recognizes that there are qualitative studies that cannot always be generalized although they meet the requirements of the study (Babbie & Mouton, 2007:50-54).

During qualitative research the individual researcher has their own exclusive view of the research (Creswell, 2007: 71). During the process of qualitative research there are a variety of useful methods the researcher may use to accumulate information. This information may be used to change the world or a collective group. The data can be collected through conversations, interviews, recordings, field notes, informal observations or photographs (Creswell, 2009:92).

A qualitative research design was selected for this study. Informal observations and focus group interviews were used to collect data. Twenty teachers from four full-service schools across the district where the research was undertaken were chosen as participants. The goal was to collect information about the current continuous professional teacher

development of a group of teachers in full-service schools, as well as their experiences at the schools where they teach. However, qualitative research also has its limitations as the small sample size gives a general reflection of the entire full-service school teacher population where as it actually only represents the population chosen for the research. Contextual issues are not taken into consideration as it focuses more on the experiences of the participants.

5.4.1 Phenomenology

It was necessary for this study to engage in phenomenology. Lichtman (2006:27) explains phenomenology as an individual's view of an experience. The German philosopher Edmund Husserl (1859-1938) is considered the founder of phenomenology although there were other philosophers before him, like Kant, Fichte, Hegel and Mach, who referred to the term phenomenology. Husserl, however, developed it into a systematic philosophical approach and method with certain definite goals (Lichtman, 2006:27-29).

The purpose of the phenomenological approach is to change the exact context to the way the individuals in the situation view the phenomena. For diversified domains such as education, psychology, sociology and nursing, the phenomenology mode of enquiry is applicable (Creswell, 2009:35-36).

Mc Cotter (2001:273) claims that phenomenology may be used as a mode of enquiry and as philosophical support of interpretivism. Phenomenology helps to define day-to-day occurrences. According to Creswell (2009: 79) phenomenology grants the researcher the opportunity to retrace events that happened; however, phenomena are interpreted the way the researcher understands them. Phenomenology is illustrated by Creswell, (2007:35-36) as a structural framework comprising various categories of understanding. Such structures should confirm and assist by empathizing with an individual's lived experiences or incidents (Åkerlind, 2005:323-325). Creswell, (2007:32-35) further outline it as a scientific way of investigating. It replaces statistical relationships which are formed from lived experiences and their explanations derived from their perceptions. Phenomena can therefore be interpreted as situations occurring from day to day (Giorgi & Giorgi, 2009:75-76). In this study the phenomenological methods of enquiry presume the gathering of "rich" narratives from participants through qualitative methods, for example focus group

interviews, discussions and observations (Gray & Guppy, 2009:165-167).

Giorgi and Giorgi (2003:70-71) further describe a phenomenon as a happening in the daily life. Whenever researchers use phenomenology as a research method, the lived experiences of participants is the starting point. Participants need to divulge and understand their own experiences. Thus when the researcher uses phenomenology as a research method, they will start with the day-to-day events in the lives of the participants. This allows participants to display their own feelings and experiences.

The researcher investigated the daily happenings in the lives of teachers at full-service schools and the events taking place at the schools. The phenomenon to be investigated was the effectiveness of the Professional Teacher Development (PTD) programmes for teachers at full-service schools.

5.5 METHODOLOGY

Methodology comprises all the regulations and methods of research. The researcher used ontological and epistemological assumptions, and specific social research methodologies. This created a scientific grounding for the findings of the study. The methodology included a qualitative research approach and research design. Focus group interviews and observation were used for data collection. Repeated interviewing may grant the researcher the chance to gather in-depth information. The essence of the information will be based on the responsiveness and attitudes of both the interviewee and the interviewer (Creswell 2009:24-26). She thus decided to interview full-service school teachers to gather honest in-depth information.

According to Patton (2002:54) a qualitative researcher may find the information being gathered becoming repetitive. Although the qualitative research sample size may have been restricted, the researcher judged that the participants would give rich data because of the in-depth emphatic interviews between researcher and participants (Smith & Osborne 2003:123-125).

The population in this study comprised teachers from four full-service schools in a district in the North-West Province. A sample is a small percentage of the total amount of matter

that forms the subject of the study. Some researchers perceive it as a subset taken from the population (McMillan & Schumacher, 2006:119). In this study purposive sampling was used. The group of 20 teachers from four full-service schools formed the participants. They were selected based on their capability as teachers teaching at full-service schools, which enabled them to provide rich information from their daily encounters during the interviews that were conducted. Creswell (2009:30) observes in this regard: “The idea behind qualitative research is to purposefully select participants that will best help the researcher to understand the research question.”

The researcher also used observation in her methodology. The observation comprised classroom observation, observation of the school ground, how teachers treated ill-disciplined learners and how they reacted when they went into the computer laboratory or near the assistive devices. During her visit to the schools the researcher made field notes about what she observed on the school grounds and in the classrooms. She also made notes of her observation while the interviews were conducted. This helped her for instance to make notes about the body language of some of the interviewees (see section 5.7.2 for more discussion on Observation).

In the end the researcher also used triangulation in her methodology. Triangulation is a channel which qualitative researchers use. It assists them to use and compare a variety of data and different methods to ensure that the information is comprehensive, rich, and well-developed (Creswell 2009, 46-49).

5.6 POPULATION AND SAMPLING

5.6.1 Population

The research population is the possible matter contained in a research. McMillan and Schumacher (2006:119) describe it as a quantity of matter. The matter could be human beings, events or elements relevant to a specific criterion which the researcher could apply to the results of the research.

McMillan and Schumacher (2006:119-130) describe “population” as the elements of a section of a research. The elements could be human beings or objects. These should align

with the criteria of the research. In this study, the population was the teachers at established full-service schools in a section of a district in the North-West Province.

5.6.2 Sample selection

“A defined number of the set of objects, events or persons is called a sample of the study; hence it forms the subject of study. This could be a subdivision or subgroup from the population of the research” (McMillan & Schumacher, 2006:121-130). This definition by McMillan and Schumacher guided the researcher in the sampling of participants for the study.

The main reason for using qualitative research is to help the researcher to understand participants' views, needs and challenges (Denscombe, 2008:15). Purposive sampling was employed in this study. In qualitative research, the researcher chooses the population that could best help to answer the research questions. The participants in this study were chosen because of their teaching experience at full-service schools; sampling was therefore done for a purpose. The selected participants were in an excellent position to provide rich information on their experiences in the full-service schools, as well as their training to be professional teachers at these schools.

Van Manen (1990:190-192) remarks; that a common feature of qualitative research is the use of small samples. The smaller samples aspire to give more precise information to broaden the understanding of a specific phenomenon (Finlay & Evans, 2009:231-232). Precise information on research on a small sample may offer a helpful understanding of how individuals regard the meaning of their experiences (Neumann, 1997:230).

In this phenomenological qualitative research study, purposive sampling was used. The researcher was given an opportunity to access the experiences of teachers in full-service schools by using a group of teachers as a sample (Smith & Osborne 2003:125-126). The sampling technique is relevant for qualitative research, according to Leedy and Ormrod (2005:206). Creswell (2009:27), however, argues about the number represented from the population. In order to overcome this limitation, Leedy and Ormrod (2005:207) further state that a researcher must know the reasons why the sample was considered suitable to the research problem and research question. Patton (2002:22) observes that purposeful

sampling uses in-depth engagements to delve for information-rich data. A useful number of participants in qualitative research according to Creswell (2009:22-23) is a range of 10 to 20 participants.

The group of participants selected for the study was 20 teachers from full-service schools in a section of a district where the researcher does not work as an official and where the participants did not know her.

5.6.2.1 Pilot study

Four full-service schools (A, B, C and D) were initially chosen by the researcher for the study. The schools were close to the researcher's home; therefore she chose them as she does not work as a district official at these schools. The teachers at these first four schools completed individual questionnaires and participated in focus group interviews. The researcher also observed them informally, in their classrooms and during intervals in the playground (see section 6.2.1).

The participants in the pilot study did, however, know the researcher as she lived near the schools and they knew that she was attached to the inclusive education programme of the Department of Education. Working through the data obtained from these participants, the researcher realized that the teachers at these four schools were copying answers from one another. She therefore could not use the data. The information showed that all was well at the four schools and the participants had no challenges in implementing the inclusive policy. This was a fake as there was no proof of this in the schools and no records of policy implementation. The questionnaires did not adhere to the requirements of trustworthiness either (section 5.4). In qualitative research trustworthiness is used to determine the accuracy of the findings. The researcher noticed that the data lacked authenticity as it was not a true description of the teachers' experiences or the situation at these four full-service schools.

The researcher dismissed the data from the initial four full-service schools and it was not used in this research project. The feedback from the teachers from schools A, B, C and D (the four initial schools) did, however, help the researcher to make minor changes to the questionnaire and focus group questions where she had noticed that there were minor

uncertainties. The two sets of data collection procedures, namely questionnaires and focus group interviews, were then combined into one set of questions used in the focus group interviews.

5.6.2.2 Sample of original questions from questionnaires and interview schedule with teachers

These are samples of the questions from the questionnaires and interview schedule with teachers who formed part of the pilot study:

- Have you received training in SIAS? Yes /No
- Are you able to complete the diagnostic profile for learners in your class? Yes/No
- What type of support have you received from the district-based support team (DBST) with reference to the following: occupational therapy, speech therapy and physiotherapy?

Apart from the fact that many of the participants in the pilot study provided the same answers, the researcher also felt that the type of questions did not yield in-depth answers. Some of the questions were therefore changed so that more information could be obtained from participants.

5.6.2.3 Sample of revised questions from questionnaires used in the actual research

These are samples of questions that were used as questions for the focus group interviews in the actual research:

- What is your opinion of learners who are transferred from neighbouring schools to full-service schools to be assisted?
- Have you received training on the SIAS (Screening, Identification, Assessment and Support) policy? How does it help you with your learners?
- How do the development workshops and training you received from the DBST

assist you to identify and support learners with barriers to learning?

The revised questions from the questionnaires and interview schedule combined as questions for the focus group interviews in the actual research yielded more data-rich information (see Appendix L for the complete list of questions asked in the focus group interviews).

5.7 DATA COLLECTION STRATEGIES

In this section the data collection strategies and methods used in this study are outlined.

5.7.1 Focus group

According to Cronin (2008:234) the focus group method was brought back progressively since the 1990s as it had not been used in sociological research for some time. In a qualitative data collection method, focus groups are effective in assisting researchers in gaining information on the social norms and viewpoints of a community. Focus groups are sometimes used to discover the needs of a specific community. In this study the need to detect the group's viewpoints is applicable to socio-behavioural research (Nieuwenhuis, 2007:671-672). This will be helpful to establish continuous professional teacher development programmes that will equip teachers in full-service schools.

In this study, phenomenology is used to decide what happens in the lived experiences of the focus group interviewees, who were teachers at full-service schools. "A small group discussion focused on a particular topic and facilitated by a researcher" is called a focus group (Wertz, 2005:169). The focus group as a research method has benefits for descriptions, as attitudes and opinions may be investigated (Wertz, 2005:169). Tonkiss (2004:194-198) observes that during a focus group the researcher has the opportunity to obtain knowledge and feel empathy towards the participants when listening to their narratives. In this study it helped the researcher to better understand the needs and problems of the participants, namely teachers at full-service schools. Cronin (2008:235) further points out that the number of people in a focus group should be between six to ten persons.

Finlay and Evans's (2009:37-38) viewpoint is that smaller groups with three to five participants is easier to run than larger groups with six to 15 participants. Cronin (2008:235) admits that it is more difficult to manage groups larger than ten people. In the bigger focus groups, the data may have a deficiency of both significance and depth. In the larger groups not all participants may contribute, but some may depend on the others to do the speaking. This is termed "social floating".

During focus group interviews participants in the study were afforded a chance to present their first-hand views on the research topic. The focus groups consisted of five teachers in each of the interviews. They were encouraged to participate freely. It was envisaged that the discussion would run uninterrupted and smoothly, yielding honest information from the teachers at full-service schools. Their perspectives should be beneficial since coming from within the context of the full-service school. The focus group interviews were also less daunting to participants than to the one-to-one interview setting. In a group there may be some participants who manage to overshadow others and make them feel intimidated, so that they will not participate optimally (Nieuwenhuis, 2007:670-671). The researcher therefore took precautions to make sure that everybody in the focus group participated.

Focus group interviews are guided by the development of an interview guide, arranging a setting and organizing the participation of the group members (see Appendix E for the interview guide). Group interaction is encouraged where participants are persuaded to speak to one another, exchanging views and stories, questioning and commenting on one another's experiences. During the focus group sessions, the data analysis starts (Creswell, 2009:90-92).

5.7.2 Observation

In qualitative research observation is an essential and meaningful method. Observation requires the researcher to note and record events systematically and also to note the behaviour of the participants during a part of the research.

Complicated interactions in natural social settings are noted even during individual interviews. Observation of the interviewees' body language adds to the meaning of their words and should be noted in the researcher's recordings. The researcher needs to be

alert not to misinterpret the body language of participants, as it is difficult to skilfully pay attention to this and at the same time form a viewpoint in context. Some of the challenges during observations are the multiple activities and behaviour of participants, which are often fast-moving (Hay, 2006:39-40). The researcher's and respondents' culture and context may differ; hence inaccurate viewpoints could be formed. Jowett and O'Toole (2006:16-18) note that this data can be documented as videos, interviews, drawings, photographs or pictures. According to Hay (2006:40-42) observation increases the researcher's opportunity to understand the situation of where the interplay is happening.

The observer read the interactions among the respondents and assessed how they make meaning of their social and cultural settings (Patton, 2002:243-245). During observation the researcher had a chance to scrutinize the participants' surroundings and figure out their physical and emotional reactions to incidents in their personal experiences. The observations were done prior and post the focus group interviews. The observations were done during schools visits and on set times for the purpose of the research as arranged with the school principals. The observations were done informally in the classrooms, computer laboratories and on the school grounds. The information collected during observation was used to triangulate the other data that was collected.

The data obtained during observation in this study was written down as field notes and all the information that could be valuable for this study was noted.

5.8 METHOD OF DATA ANALYSIS

The first step in qualitative data analysis is to organize, arrange and prepare data systematically. This step requires that data be typed and classified into themes and categories (Creswell, 2009:186). Once this step has been completed the researcher should read and reread all the data in order to gain a thorough overview of the information at hand. During this process in the study the researcher inserted field notes and used colour codes by highlighting selected and corresponding aspects in specific colours. The process of coding then followed, defined as the process of organizing data into chunks or segments. Themes and categories were developed by identifying and categorizing unique findings, differences and similarities (Creswell, 2009:56-57).

In qualitative data analysis data is segmented, arranged and labelled with a term based on the actual language of the participants, clustered in groups with regard to similar topics

and brought together to single or more frequent topics as well as subtopics, major or less important ones. In this way unique topics can also be detected. The steps taken thus far are valuable in allowing for the arrangement of material belonging together to be completed and reviewed to determine whether it would correlate with the research questions. In many studies such categories are referred to as “codes” (Creswell, 2009:52-54).

Creswell (2009:60-63) outlines the following common phenomenological data analysis steps in the analysis process:

- Bracketing the researcher’s own happenings;
- Reading the transcripts to become acquainted with the data;
- Selecting meaningful comments which explain the participants’ experience of the phenomenon;
- Forming themes from the data collected;
- Describing participants’ happenings in words and a basic narrative on how it was experienced, and
- Writing about the core, with a compilation description of the core of the phenomenon based on the day-to-day experiences of the participants.

Triangulation was used with the data collected from the focus groups interviews and the observations. This was used to validate of the data collected from one source with the data collected from the other source (Creswell, 2009:67-69).

5.9 ETHICAL CONSIDERATIONS

Permission to conduct the study was obtained from the Ethics Committee of the University of South Africa and from the Department of Education at provincial and district levels in the North-West Province (see Appendices A and B). Ethical considerations were adhered to throughout the research. Participants were informed of the purpose of the study, the data collection and feedback of the results. The signed consent letters from all participants were obtained before the data collection activities commenced to ensure that the researcher conducted the research ethically (See Appendix F).

The research method has standard ethical principles that dictate the quality of the treatment of human participants (Cresswell, 2009:155-156). Smythe and Murray (2000:12) stress the importance of listening to how persons express their concerns, however, participants' own interpretations and the interpretive understanding of the researcher may contradict one another (Smith & Osborne, 2010:50-51). Social research ethics includes the principles of conduct and behavior (Kumar, 2005:190). Leedy and Ormrod (2005:101) state that when human beings are part of the focus of investigation, ethical implications prescribe that care should be taken of them at all times. In this study it was made clear to the participants that participation in the study was voluntary and that there would be no remuneration (Kumar, 2005:56-57). The welfare of the research participants was of the utmost importance. Participants remained anonymous and confidentiality was adhered to throughout the research. Precautions were taken that no harm, whether psychological or physical, might be done that might unsettle them (McMillan & Schumacher, 2006:142).

5.9.1 Informed consent

In research, participants should be protected against harm, such as any kind of abuse; therefore participants could reveal their identity without fear. The researcher may touch deep, emotional concerns when dealing with sensitive, vulnerable participants (Lieblich, Tuval-Mashiach & Zilber, 1998:44-45). Smith and Osborne (2003:54-57) express the opinion that qualitative researchers must be honest from the beginning of data collection about their reason for conducting the research.

There should be an introductory meeting prior to the data collection, to grant the researcher the time to provide an information letter and to brief participants on the aims and purpose of the study. It is critical in phenomenological research to gain the trust and support of participants (Myers, 2000:180-182).

Prior to the data collection in this study informed consent was secured from every participant, covering the recording of interviews as well as all forms of participation. All participants were told that they were allowed to leave the process at any time as it was not compulsory to stay for the entire process. Participants were ensured of the confidentiality of the transcription of data and taped recordings, as only the researcher and research supervisor would have access to them.

5.9.2 Protection from harm to participants

Leedy and Ormrod (2005:101) explain that participation in the research is not more important than the risks taken in daily activities, therefore participants should know that their safety is of paramount importance to the researcher (Patton, 2001:316). In order to examine the experiences of full-service school teachers, the researcher ensured that the informal observation was part of their school day at the full-service school, therefore there was to be no physical and emotional disruption for participants.

5.9.3 Right to privacy and confidentiality of data

The participants' background information should not be revealed unless with their permission, hence the informed consent letter. Restricted contact secures participant anonymity, confidentiality and information. All data obtained from participants is protected against inappropriate disclosure. In this way the reliability and validity of provided data are enhanced (Creswell, 2009:141, 142). In this study the letters of consent were signed and returned by all participants before engaging in the research. All the data is to be kept safely in a locked cupboard and kept for three years after completion of the research. It will be destroyed after three years.

5.10 TRUSTWORTHINESS AND CREDIBILITY

In research the trustworthiness, objectivity and credibility of the data collected should be assured. Creswell (2009:191) says that findings in qualitative studies are authentic when they are called trustworthy. Thick, rich description and discussions share the experiences with the readers and let them into the setting (Creswell, 2009:191).

Creswell (2009:192) further explains that for the credibility of the research findings the following should be provided: precise and detailed summary of the scene, all the elements of the population and the entire process of data collection, which should be explained to participants.

Objectivity means to see the data collected as is. Being objective is to experience the actual features in the ontological state as facts and the truth with no personal judgment

(Creswell, 2009:192).

5.10.1 Trustworthiness

Qualitative research may use a combination of data collection strategies. Therefore research can be seen from different perspectives; however, it could be verified from other sources of data too. Triangulation is the merging of multiple and different sources of information to form themes in a study (Creswell, 2009:126). Patton (2002:316) points out that using triangulation encourages more different data sources on a specific issue. This results in a more trustworthy and credible interpretation of the data, therefore combining methods through triangulation strengthens a study. Triangulation was used in this study.

5.10.2 Credibility

Creswell (2009:191) and Polit and Beck (2009:539) explain that for the research findings to be credible, the reader needs to be transported to the precise setting and have a picture of the context. To create trustworthiness the researcher should guarantee credibility as it is an important determinant to build trust.

To increase the trustworthiness and credibility of research, participants are given extracts of the researcher's interpretation of their interviews and their verbatim accounts. In this way the validity of the data is secured (Bashir, Afzal & Azeem 2008:32-34).

5.10.3 Transferability

Polit and Beck (2009:539) explain that transferability refers to one of the factors required for qualitative research. When the information gathered during the qualitative research changes to a different environment, transferability happens. Transferability may be enhanced when the researcher does an in-depth study and description of the information and the environment. The transferability of the results to other settings depends on the intuition and knowledge of the researcher. Specific details of the data collected and an analysis of the study are then provided by the researcher in the new environment.

5.10.4 Dependability

According to Polit and Beck (2009:540) the stability of data over a time and situation indicates dependability in research; however, the conditions should remain the same. Creswell (2009:192) advises that an independent coder should assist to co-analyze the data to protect the dependability of the research findings. In this study an independent coder co-analyzed the data. An official who is acquainted with full-service schools and their teaching environment was approached to act as the external coder.

5.10.5 Conformability

Conformability refers to the data given by the participants and whether it was captured verbatim, objectively and accurately. Conformability further specifies the degree to which the results can be validated (Polit & Beck, 2008:539). The evidence of results points to conformability, which means it is part of a good qualitative research criterion.

Additionally conformability means participants should be able to verify whether the concluding findings mirror the information they shared (Creswell 2009:135). This is a precaution for the researcher to be objective. It could also safeguard against biased analysis or against a researcher's own viewpoints (Polit & Beck, 2008:539). The availability of the final report gives participants a chance to consider whether the findings match their views. In this study it dealt with teachers' experiences and needs in the full-service schools in a district in the North-West Province.

5.10.6 Authenticity

Polit and Beck (2008:540) describe authenticity as the scope "in which the researchers fairly and faithfully show a range of different realities". Authenticity was guaranteed in this research during focus group interviews and observation. Participants' voice intonation and body language were also observed to give deeper meaning to their words (Creswell, 2009:192).

5.11 CONCLUSION

In this chapter the research methodology, research paradigm and research design were

outlined. The methodology used, ethical considerations and trustworthiness of the findings were discussed. The suitable research method which was chosen was qualitative research as a response to the research question derived from the research problem. The viability of qualitative research with its flexibility made it possible to examine the experiences of full-service school teachers in a district in the North-West Province with regard to their training as professional teachers at these schools.

In chapter 6 the findings of the research are discussed. The data analysis will inform the findings. Information from the themes and sub-themes will inform the data, and it should be possible to compare the data with the appropriate literature to either confirm or contradict it.

CHAPTER 6

FINDINGS AND DISCUSSION OF THE RESEARCH

The roots of education are bitter but the fruits are sweet.

– Aristotle

6.1 INTRODUCTION

In the previous chapters the research design and methodology were discussed, while in this chapter the findings and discussions of experiences and views of teachers in full-service schools are discussed. The discussion centres on the effectiveness of the training done by the North-West Department of Education on continuous professional teacher development with regard to inclusive education as set out by the Department of Basic Education. In this chapter a thematic analysis of eight focus group interviews and the observations made at eight full-service primary schools are discussed.

6.2 BACKGROUND TO THE RESEARCH

6.2.1 Demographics of the North-West Province

The Dr Ruth S Mompati district is situated in the North-West Province, where the study was conducted. In figure 6.1 the section in red colour is the North-West Province. The demographics of the province are given to show the extent of the rural area and the vastness of poverty in the district, which cannot be overemphasized. The areas with the lowest poverty rates and highest total of people are situated in the western part of the North-West Province, served by the Dr Ruth S Mompati district. Towards the eastern parts of the Province the highest income and best growth are found (Dr Ruth S Mompati District Municipality Integrated Development Plan, 2011-2016:22).

This province is in the central northern part of South Africa. The borders are Botswana in the north, the Free State and the Northern Cape on the southern border, and Limpopo and Gauteng on the north-eastern and eastern borders. The North-West Province was created in 1994 when the former Bophuthatswana and the western Transvaal merged. North-West

is the fourth smallest province, covering 118 797 sq km, which is 8.7% of South Africa's land area and with a population of 3.5 million people. According to a survey done, 90.8% of the province's population is black with the majority being Setswana-speaking, 7.2% white and mostly Afrikaans-speaking, 1.6% as Coloured and 0.4% Indian, speaking either English or Afrikaans (Government Communication & Information System, 2012:1-2). The language of learning and teaching (LoLT) from Grade 4 in all schools is English or Afrikaans. This may have a negative effect on learner performance as 90.8% of the population is Setswana-speaking.



Figure 6.1 North-West Province

(Source: Government Communication & Information System, 2012:1)

6.2.2 Dr Ruth S Mompoti District

The Dr Ruth S Mompoti district is situated in the North-West Province. This district has three borders, two in the north-west and one border in the south with the Northern Cape Province. The two borders in the north are with Ngaka Modiri Molema and Dr Kenneth Kaunda. The Dr Ruth S Mompoti district is one of the four districts of the North-West Province. It was previously part of the former Bophuthatswana homeland. In figure 6.2 the section in red is the Dr Ruth Segomotsi Mompoti District where the research was done.

In South Africa, thirteen areas were declared as nodal areas by the President of the country in 2007. These areas were earmarked for accelerated development. The

environments were specially chosen as part of the rural development framework. People living in these rural areas live in poverty-stricken conditions depending only on social grants provided by the Department of Social Services.

Some areas in the Dr Ruth S Mompoti District are part of the nodal area. Nodal areas are deep rural areas where poverty-stricken communities live. The highest percentage of people living in poverty (56.5%) is in the district where the research was done. The district Ngaka Modiri Molema follows Dr Ruth S Mompoti with a percentage of 56.4% .Many of learners in the full-service schools are orphans and live with an aged grandmother or an older brother or sister who heads the family. The socio-economic status of the people has a negative influence of the quality of their lives. Truancy, high dropout rates, teenage pregnancy and substance abuse are critical concerns in the district. The Department of Education in the province and district could be proud of the 2013 Grade 12 results in spite of the extreme poverty in the province. The North-West Province took the third position in the country. The district is South Africa's largest beef producer and is named the "Texas of South Africa". Maize and peanuts are important crops produced in the district.

Figure 6.2 below provides a map of the Dr Ruth S Mompoti District (red section), where the research was conducted. The district was renamed after the previous mayor of Vryburg, Dr Ruth S Mompoti.

This district is situated in the western part of the North-West Province. Dr Ruth S Mompoti District is one of the four districts of the North-West Province. As can be seen from the map, this region consists of a large area. It was previously part of the former Bophuthatswana homeland.

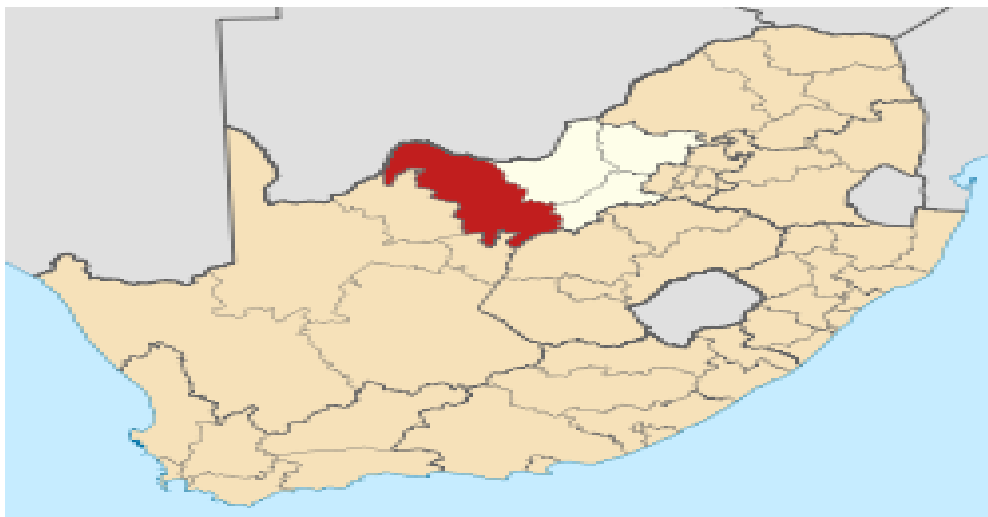


Figure 6.2 Dr Ruth S Mompoti District

(Source: Government Communication & Information System, 2012:2)

In 2007 some areas in this district were declared nodal areas by the president of the country. Nodal areas are deep rural areas where poverty-stricken communities live. The district under discussion has a 60 percent nodal area, where people live in impoverished conditions, with the social grant supplied by the Department of Social Development as their only income.



Figure 6.3 Logo of Dr Ruth S Mompoti District in the North-West Province

(Source: Government Communication & Information System, 2012:4)

The logo of the Dr Ruth S Mompoti district municipality is derived from the previous name, Bophirima, which means “the place where the sun sets”. The circle represents the sun setting. The colours red, blue and white are seen at dusk and they reflect the last rays of the sunlight. The green colour indicates the agriculture of the district, which produces maize and peanuts. The people in the local government say on a lighter note that “there are more cattle in the district than people”, which is the brown colour in the logo (Government Communication & Information System, 2012:4).

The district has villages and urban residential areas called townships in the South African context. The township is part of a town and is referred to as a township for Coloureds, Indians or Blacks depending on the residing population group. The full-service schools

(FSSs) participating in the research are situated in the surrounding villages (Government Communication & Information System, 2012:2). Two of them are situated in the nodal area in two different villages, one in another village and one in a township. A village is a community in a rural area in South Africa and falls under the jurisdiction of the tribal office. The chief of the village is the most important resident and takes charge of the village. In the area where the research was conducted electricity is available in the township and villages, although there is often a power failure when it rains heavily or during strong winds. There is a clinic in two of the villages and a mobile dental service comes once a month.

There is sanitation in the village schools, although one has a septic toilet, basically an outhouse. It is a hole dug into the ground and receives human waste. It services only one household and thus it is not what a whole school should have (<https://answers.yahoo.com/questions/2008/7/1>). The other two village schools have flushing toilets, but there is no water nearby to flush. The villagers use water from boreholes for consumption and gardening. According to the knowledge of the researcher, the water was hygienic for drinking when she was visiting the schools (South African Government www.gov.za, 2015:1-2). Most of the schools have sanitation with flushing toilets, but water is also a scarcity because of the drought in the area (South African Government www.gov.za, 2015:1-2). The teachers at full-service schools in the Dr Ruth S Mompoti District where the research was conducted were grouped at their schools and grouped across grades and phases. There are forty full-service schools in this district. Eight full-service schools were used in the actual research project and four of the eight schools were used in a pilot study.

6.2.3 Education in the Dr Ruth S Mompoti District in the North-West Province

The district has 390 schools. Seventy percent of schools are rural or deep rural, which leaves 30% that are semi-urban or urban. There are four area offices, which have an average of 100 schools each. Kagisano Molopo area office is the most rural area in the province, but is the area office that produced the highest Grade 12 results for two consecutive years, with an 87% pass rate in 2013. The district had an 82.9% pass rate in 2014 (Department of Education 2014:2-3). Although the district has challenges, there are also good schools with excellent teachers.

6.2.3.1 Full-service schools in the Dr Ruth S Mompoti District

The Dr Ruth S Mompoti district implements inclusion through EWP6 as prescribed by the Department of Education. This district also implements the inclusive education policy using the following strategies, as in the rest of South Africa (See section 2.4.6.1, where these support systems are discussed):

School-based support team (SBST)

District-based support team (DBST)

Special schools as resource centres (SSRC)

The national strategy on screening, identification, assessment and support (SIAS)

Individual support plan (ISP)

Curriculum and assessment policy statement (CAPS)

Full-service schools (FSSs)

This district implements EWP6, but there are many challenges. One can start from the school-based support team to full-service schools. There is never a complete team in the district office that was trained on all the strategies to implement inclusion. Staff at schools and officials at area and district offices keep on changing as people move around looking for greener pastures such as promotions or any other avenues (Department of Education, 2013:2-3).

Annually a budget of close to R2 million is allocated to this district for the expansion of inclusive education, which means, for example, developing full-service schools. This budget is only meant for assistive devices at an FSS. Infrastructure has its own budget kept at the provincial cost centres. The budget varies from year to year according to the budget allocation from Treasury. That also poses a problem as principals of schools compare their budgets and infrastructure to those of other schools. During visits to the schools the researcher got the impression that the principals and other members of the management teams at these schools are more concerned about the budget allocated to them, or the amount they have not received, or is spent according to their school's procurement plan within the year of receipt than promoting inclusive principles and change in their schools. The negative attitude of management and other staff members at the

schools compromises the set goals of social justice and equal opportunities for all learners as set out in EWP6 (Department of Education, 2013:2-3).

The Dr Ruth S Mompoti District started off with one designated FSS in 2007 (Department of Education, 2013:2-3). Currently there are 40 FSSs in the part of the district where the research was done. All staff members attached to these schools at the time when nominated as an FSS, were orientated in the seven strategies to implement EWP6 (Department of Education, 2013:5-6). Unfortunately up to 20% of the trained staff has left the schools for different reasons. The researcher is informed by the monthly reports of inclusive education officials of FSSs. However, much remains to be done to have centres that respond to the needs of all learners especially the marginalised ones (Department of Education, 2013:6-10).

6.2.3.2 The data of schools in pilot study

The researcher initially selected four full-service schools (A, B, C and D) to do the research. The schools were closer to her home and were chosen for this reason. The teachers at the first four schools completed individual questionnaires and participated in focus group interviews. The researcher observed them informally in their classrooms and during intervals in the playground. The first four schools were referred to as A, B, C and D.

The persons who participated in the pilot study knew that the researcher was part of the inclusive education programme of the North-West Department of Education. When she started to interpret the data, the researcher realized that she could not use the data. She then decided to use the first group of schools (A, B, C and D) as a pilot study after realizing that the teachers at these four schools were camouflaging information and copied answers from one another when completing their questionnaires. When the data from these four schools was transcribed and coded, the researcher also discovered that the answers that were provided were contradictory to reports on school visits that were conducted by staff members of the Department of Education prior to the research. One could not use the data as it was not a true reflection of the situation at the schools. It also does not adhere to the requirements of trustworthiness (see section 5.4). In qualitative research trustworthiness determines the accuracy of the findings. It definitely does not

validate authenticity as it was not a true description of the staff experiences or the situation in the FSSs.

The results from the initial four FSSs were then dismissed and not used in the research project. Minor changes based on the feedback from the teachers at schools A, B, C and D were, however, made to the questionnaire and focus group questions and the two sets were combined. The questions as set out in Appendix J were formulated and used in the focus group interviews with FFS teachers in the research.

The focus group interviews prevented participants from copying answers from one another during the actual research. Changes were also made where the researcher had noticed that a few questions were not clearly understood by the participants in the pilot study. Here is an example from the questionnaires for teachers, Appendix I: *“What did you learn from the training that was done at your school by the district-based support team (DBST)?”* and a question from Appendix H: *“Name the developmental workshops and training you received from the Department of Education and explain how the workshops and training helped you to identify and support learners with barriers to learning.”* This question is an example of the adapted questions formulated from Appendixes I and H and it was formulated as follows: *“How did the development workshops and training you received from the DBST assist you to identify and support learners with barriers to learning?”*

6.3 DATA COLLECTION

This study centres on the importance of having professionally qualified teachers at full-service schools. The motivation for the study is captured in the statement of the problem in chapter 1 where it is stated: “the existing continuous professional teacher development programme does not equip the staff to the unique and peculiar inclusive conditions of full-service schools”.

In the study observation and focus group interviews were used as data collection tools. The focus group interviews were conducted to experience first-hand information from a group of participants on particular questions or themes. In this study, there were four groups of five participants. Their opinions and attitudes were explored (Tonkiss, 2004:194, 206; Wertz, 2005:169; Cronin, 2008:234). Triangulation was used to verify what was found

during observation with the data obtained from the focus group interviews. The observation comprised observing the school and the school grounds, the use of computers and assistive devices at the schools, the qualifications of the teachers and the teachers in their classrooms. The focus group interviews were conducted to obtain first-hand information from a group of participants on a particular question or theme.

Observation is discussed in section 6.4 and the focus group interviews are discussed in sections 6.5, 6.6 and 6.7.

6.4 OBSERVATION

The data that is used in this study was collected from the second group of four schools, referred to as school W, X, Y and Z. Data was transcribed and coded from the newly selected four FSSs and only this data is discussed in this report.

The observation comprised observing the school and the school grounds, the use of computers and assistive devices at the schools, the qualifications of the teachers and the teachers in their classrooms.

6.4.1 The teachers who acted as participants

The researcher decided to use four other FSSs where she was not known to the school and the staff members. The data used in this study was collected from this second group of four schools, referred to as schools W, X, Y and Z.

Only some of the teachers were selected as participants in the second group of four schools. In the opinion of the researcher, the teachers, as qualified adult professionals, should be able to skilfully participate, converse and articulate their views of their work situation. The researcher was not known to the teachers of the second group of schools and they were not aware that she was part of the inclusive education unit, but she was merely introduced as a UNISA student and researcher.

6.4.2 Discussion of the schools of the participants

The participants were selected from four FSSs within the sections of the district, where she was not known as she did not work in them. She was a stranger to the staff members at these four schools and was only introduced as a researcher.

Table 6.1 Description of schools W, X, Y, Z

School	Type	Learning areas	Location	Gender	Race/ethnicity	Age
W	Registered as a public primary full-service school	All primary school subjects	Rural	Both male and female	Coloured Asian Black White	34 years and older
X	Registered as a public primary full-service school	All primary school subjects	Urban	Both male and female	Black White	34 years and older
Y	Registered as a public primary full-service school	All primary school subjects	Deep rural	Both male and female	Coloured Black White	34 years and older
Z	Registered as a public primary full-service school	All primary school subjects	Rural	Both male and female	Asian Black	34 years and older

6.4.2.1 School W

This is the first full-service school in the research group. The school is situated in the north-western part of the North-West Province. Teachers are mainly from the village where the school is situated and from the surrounding villages and some came from Gauteng.

The school has learners from Grade R to Grade 7. The majority of the learners are poverty stricken with the feeding scheme meal often as their only nutrition for the entire day. Based on what the respondents said, there is hardly any stimulation at home for the learners as in many homes there is no adult supervision to assist them. All teachers are older than 34 years. They all have professional teacher qualifications ranging from post-matriculation with three or four years higher education training; others have a Lower Primary Teacher's Certificate. This FSS caters for all learners including those with barriers to learning. The school follows the mainstream curriculum and offers all primary school subjects. This

school building is adapted with the required physical infrastructure and is supplied with a number of assistive devices.

This principal wants to retire but she is only 40 years old, which means another 15 years to work if she wants to apply for early retirement. This principal seems tired and de-motivated and does not appear interested in new policies such as EWP6 (see section 1.1 and 2.2 for a discussion of EWP6) and the changes it will bring to her school.

6.4.2.2 School X

School X is a primary school situated in an urban residential area (township) in the south-eastern area of the Dr Ruth S Mompati District in the North-West Province. This school has one additional post on their post provisioning model, which means it has one post that needs to be used for a specialized teacher for learners with special education needs. They have a qualified teacher for remedial teaching. This school has a therapeutic centre. The centre has a therapeutic room, an office for meeting parents, kitchenette, safe where confidential files could be stored, and a storeroom for books. The school is a lopsided building with scattered classrooms. The building poses a threat to learners on crutches or wheelchairs as the walkways are not joined.

The mainstream curriculum with all primary school subjects is taught. Teachers are from the town where the school is situated with the exception of two, who are from a village nearby. All teachers in the school are qualified as professional teachers. There are different assistive devices that can be used, based on the learners' learning needs.

The learners from this school come from the town where the school is situated. There are a number of orphans at the school. Some of the orphans are the head of their home although they are not much older than their siblings, but they have to take all the responsibilities that go with being the head of a home.

6.4.2.3 School Y

Teachers come from the villages around the school. This FSS is situated in a part of the nodal area of the district. All the teachers have a professional teacher's qualification, but no one has a specialized teaching qualification to teach learners with barriers to learning.

Learners from the school are from the village where the school is situated. Many of these learners are orphans and live with an aged grandmother or a relative who, as it seems, does not really care for the children whose custodians they are. Their socio-economic environment could have a negative impact on learners' quality of life and as a result learning may suffer.

The school offers subjects that are taught in any mainstream primary school. The school has adapted its physical infrastructure and lots of assistive devices like computers, software and a mobile library with five hundred books are available. The principal went on pension two years ago and the new principal said he had never heard of EWP6.

6.4.2.4 School Z

This is a full-service school situated in a poor rural area which is also part of the nodal area. It is situated in the southern part of the Dr Ruth S Mompati District in the North-West Province. Numerous learners at this school come from poor socio-economic backgrounds and the home circumstances of many of them are extremely poor. Learners are from the village. Although there are learners living with parents, according to feedback from the participants they suffer various types of abuse, for example physical, emotional or sexual abuse, or neglect. There are learners with a single parent who is the breadwinner and does not have the time to assist in any educational activities.

Teachers at the school are mostly from the village and the neighbouring villages. The school has a new building that is user-friendly to all learners. The walkways are not high and are safe for all learners to use. The school has ramps and adapted toilets. All teachers have a professional teacher qualification. Some have a lower qualification but meet the requirement as a professional teacher, and one has a diploma in remedial education.

The school has a computer laboratory with sufficient software to assist with mathematics, reading and phonics, as well as other assistive devices. The teacher in the computer laboratory rotates learners to partake in the computer activities. This school has learners from Grade R to Grade 7. It caters for all the usual primary school subjects.

The researcher was glad she chose these schools to measure the quality of teaching and learning at these full-service schools and the effect of the current professional teacher's training programme. There were many positive issues with regard to inclusive education at the four schools, but there were also issues which were detrimental to the teaching and learning situation in the classrooms.

6.4.3 Reflection about the schools, the learners and the staff

In this study both observation and focus group interviews were used to collect data. During the informal observations the researcher made field notes of the FSS teachers in their natural social settings, the school and the playgrounds. Any information that could be useful for the study was noted by the researcher. She realized that often the participants' body language was aggressive and impatient when they reprimanded learners or gave instructions. Their body language showed a lack of kindness or friendliness towards the learners. Although the participants were told that the researcher was observing them, most of the teachers showed their usual unsympathetic attitude to some of the learners in their classrooms.

All four schools are mainstream schools that have been adapted to become full-service schools (see section 2.2 for a discussion of full-service schools). Annually, provinces select a number of schools to be established as FSSs. There is additional funding from the expansion of the inclusive education budget for FSSs. This is procured annually in the business plan for the expansion of inclusive education in the nine provinces of South Africa (Department of Education, 2009:2-6). The budget can be used for assistive devices, physical adaptations to the existing school building and the professional development of the school staff. The schools have to cater for all learners with and those without barriers to learning (see section 1.1). Three of the FSSs where the research was conducted are

situated in poor rural areas. Many learners at these schools come from very poor socio-economic backgrounds and suffer neglect. Many are orphans living with an aged grandmother or a relative, or are part of a child-headed family. Some of these learners are heading the family at home although they are only a year or two older than their siblings.

Based on the feedback of the participants the socio-economic environment of some of the learners who attend these schools could have a negative impact on their quality of life and consequently learning may suffer. Their home situation is not conducive to learning as it is sometimes only a place to sleep and have a meagre meal. No stimulation takes place at home as there is no one to assist them or encourage them to do homework. According to the teachers who participated in the research, the learning activities of most of the learners at the four schools are limited to the time spent at school. Thus the school, the school environment, the staff of the school and what happens at the school could have a big impact on the learners and their progress at school.

Some learners live with their parents, where they suffer different types of abuse. Furthermore, several learners grow up with a single working parent who does not have the time to assist in, stimulate or encourage educational activities. A number of the learners' caregivers or parents are annoyed when it is school holidays as they see the children as a nuisance being at home and they then also have to feed them. These are all examples of extrinsic barriers that could disadvantage learners.

The infrastructure at three of the schools is suitable for both able and disabled learners, but school X poses a challenge to the physically disabled learners. Learners in wheelchairs or on crutches cannot move safely on the walkways as they are high and are joined. The classrooms are scattered and do not form a row. All four schools are equipped with a variety of assistive devices to assist learners with learning barriers and they cater for Grade R to Grade 7.

Some of the more mature teachers at these schools have the Lower Primary Teacher's Certificate (LPTC), but all teachers have a professional teacher's qualification. Teachers at these schools have improved their qualifications since they started teaching. Some did a postgraduate degree, an honours degree in education or a master's degree and one has a doctoral degree. Some teachers did an Advanced Certificate in Education (ACE) too.

Unfortunately only one participant at one school has a diploma in learner support to assist learners with barriers to learning. Some teachers attended training done by the district-based support team but they did not learn much. Other teachers were never included as invitees to the workshops. Teachers at the FSSs are not equally exposed to inclusive practices as, according to the participants, the same teachers are always sent to attend workshops, meetings and even to assistive devices exhibitions. Some of the teachers that are left behind lose interest in empowering themselves. They do not want to seek information about inclusive education as it seems very foreign to them and it is additional work as well.

To a visitor to the schools it seemed as if all was running smoothly. Two of the four schools had immaculate school grounds and a garden. All classrooms in the four schools had teachers and teaching and learning took place. Thus it seemed as if in the four schools learners would be helped and supported to make progress at school. But from the observation at the four schools it became evident to the researcher that there were many issues that prevented the four schools to become real full-service schools where inclusive education could prosper and all the learning and developmental needs of all learners could be attended to.

6.5 FOCUS GROUP INTERVIEWS

The researcher combined the questions from the questionnaires and the questions from the focus group interviews used in the pilot study and used these as the questions for the focus group interviews (see Annexure L). The information collected from the field notes which were made during observation is combined in the discussion of themes that arose from the focus group interviews.

6.5.1 Focus group interviews

According to Tonkiss (2004:194, 206) focus groups are a means “for exploring the attitudes, opinions, meanings and definitions”. Cronin (2008:234) further states that focus group interviews allow the researcher “to gain insight and understanding by hearing from representatives from the target population”, which in this research were the teachers at FSSs (see section 5.5.2).

At the research schools, called W, X, Y and Z, 20 teachers were chosen as participants, five participants from each school. The researcher decided to do only focus group interviews. The FSSs are situated across the district. All four schools were primary schools, and teachers were from all phases teaching from Grade 1 to Grade 7. They were male and female.

The focus group interviews were done face- to- face. There were five participants in each focus group. There were four focus group sessions. All questions were structured but additional discussions were encouraged. All participants had a chance to answer the questions, as they sat in a semicircle opposite the researcher. When the questions were asked, participants were prompted to answer while the researcher tried to involve every participant in the group. The researcher asked follow-up questions when answers were not completely clear and also to probe deeper into the matters under discussion. The focus group interviews took more or less an hour depending on the participants' eagerness to share their experiences at the FSS.

The researcher realized that if she could probe deeper while asking questions during the focus groups, the real circumstances would surface. The participants were encouraged to feel free to openly and honestly speak about their experiences teaching at an FSS. Participants gave sincere answers during the focus group questions as they were free and amicable. They were emotional but firm when answering the questions. The researcher could sense that the teachers were pleased that someone was interested to listen to their experiences at school. They said that they could voice their opinions and frustrations without being penalized afterwards. The researcher felt that the answers were honest and unpretentious. The sentences presented in italics are taken verbatim from the focus group interviews.

Participants' answers were natural as can be seen from this example from the focus group interviews. The question was asked during the focus group interview: "How do you design an individual support plan (ISP) for learners with reading barriers in your class?" Participant 8 (focus group 2) shouted, "*These learners drive me crazy. I chase them out of the class if they cannot read.*" The researcher thus reached the conclusion that

participants were not pretending and sometimes they were highly emotional and provided honest feedback.

The data collected was analysed and different themes surfaced. The data was used to gain an insight into the perceptions that teachers at FSSs have of the full-service school training and their experiences. Several remarkable themes surfaced and were confirmed during the observation and the focus group interviews (see Table 6.3, below). There were major general concerns that all four FSSs shared although in some instances in a particular environment the respondents had their own perspectives.

6.5.2 Personal profiles of the participants

The full-service teachers were identified as participants 1 to 20 in the study. Only the researcher and the supervisor know their true identity. The following information was acquired during the focus group sessions. The researcher asked the FSS teachers to briefly explain their teaching experience and training, and tell a little about themselves. Their responses were written down.

Participant 1 is a 40-year-old female and taught Grade 1 at the time of the data collection. She had 50 learners in her class. In her training as a teacher she was trained as a Foundation Phase teacher. She taught at an early learning centre for five years and for 14 years as a Foundation Phase teacher at the same school. She taught all the grades in the Foundation Phase. She has no training in teaching learners with barriers but she has many years of teaching experience. She upgraded her qualifications and completed the BEd Hons. During the interview she was registered for a master's degree in Curriculum Studies. Her goal is to become a curriculum advisor.

Participant 2 is a 60-year-old female teacher. She qualified as teacher with the Lower Primary Teacher's Certificate (LPTC) 40 years ago. She taught all grades at the primary school during her career as a teacher. She taught woodwork, needlework and all other primary school subjects. In spite of all her years of teaching experience, she was not interested in new policies and curricula. She felt she had given all her best years to the school. She was only waiting for her retirement at the age of 65 years. She has no training in teaching learners with barriers to learning.

Participant 3 is a 36-year-old male who had come from Gauteng. He had taught for five years in primary schools in Gauteng until he relocated to North-West. He was staying and teaching in the village where the school is situated. He had been at the particular school for ten years. He teaches English in Grade 5 to Grade 7. He loves teaching in the village school. He does not know how to handle learners with learning problems. He enjoys coaching soccer to all the boys of the school. One of his soccer teams received a gold medal at the last provincial trials.

Participant 4 is a 55-year-old female who taught at different primary schools for the past 35 years. She has a Lower Primary Teacher's Certificate (LPTC). She has been at the school for the past 10 years and taught in all the grades in the Foundation Phase. She had also taught at different primary schools in the district for 25 years from Grades 1 to 7. At the time of the research she was teaching Grade 2 learners. She had 45 learners in her class. She has no training in teaching learners with barriers to learning.

Participant 5 is a 35-year-old female. She has a Primary Teacher's Diploma and a Diploma in Learner Support. She taught for five years at other primary schools in the district. She was appointed at the school as a Learner Support teacher. She has been at this particular school for five years. She has a BEd Hons in Education Management, Law and Policy. Her colleagues expect her to perform miracles with any learner with a learning problem. As she is the only teacher with a Learner Support qualification and experience, learners with learning barriers become her problem alone. She daily sees an average of 60 learners on a rotational basis.

Participant 6 is a 43-year-old female. She has a Junior Primary Teacher's Diploma in Education (JPTD) as well as a Further Diploma in Management. She is currently engaged in studies for a BEd Hons in Management. She has 23 years' teaching experience and has been at this school for one year. She previously taught at two secondary schools and five different primary schools. At the time of the research she was teaching Grade 3 learners. She had 52 learners in her class. She has no training in learners with barriers and has difficulty in assisting learners that cannot read or do mathematics.

Participant 7 is a male and has 10 years' teaching experience. He has a Senior Primary Teacher's Diploma. He teaches mathematics from Grade 4 to Grade 7. He loves teaching at the school but does not want to struggle with learners with behavioural problems or who do not do their work. He is 36 years old.

Participant 8 is a 46-year-old female. She taught for 23 years at primary schools. She was also a teacher aid in the Foundation Phase before acquiring a professional teacher's qualification. She is currently registered for a Further Diploma in Foundation Phase education. At the time of the research she was teaching Grade 1 learners. She had 45 learners in her class.

Participant 9 is a 35-year-old female with 15 years' experience. She has a Junior Primary Teacher's Diploma and did a short course in Management. She also completed a BEd Hons. She taught in primary schools and her dream is to become a principal. She does not want to struggle with learners who have learning challenges as she has no qualification in teaching this type of learner.

Participant 10 is a 61-year-old female teacher. She taught at several primary schools for 40 years. She taught different subjects and grades throughout her teaching career. She has a Lower Primary Teacher's Certificate and feels that no young teacher can teach her anything, whether they are from the Department of Education or new teachers from university. At the time of the research she taught History and English in two grades in five classes. Altogether she had 120 learners in each subject. She feels healthy and energetic and can teach for another ten years if the Education Department allows her to, as long as they do not bring inclusive education to her as she has a syllabus to complete.

Participant 11 is a 55-year-old male. He has aspirations of becoming a circuit manager. He has a Senior Primary Teacher's Diploma, an Advanced Certificate in Educational Management, BEd Hons, MEd in Management and a DEd in Educational Management. He has 35 years of experience teaching in primary schools and he feels he has the necessary qualifications and experience to have a senior position in the Department of Education.

Participant 12 is a 53-year-old female with 33 years' teaching experience. She taught mainly at primary schools. She has a Junior Primary Teacher's Diploma, as well as a diploma in management. She loves teaching but does not agree with the policy which allows learners to be promoted to the next grade because of age. She becomes frustrated if she has to struggle with learners who cannot cope in their grade. There are also learners who do not understand the English language, which is the language of learning and teaching of the school. At the time of the research she was teaching Grade 4 learners. There were 52 learners in her class.

Participant 13 is a female teacher who has taught at the same school for 30 years. She says she is one of the bricks of the school. She has a Lower Primary Teacher's Certificate (LPTC). She has taught all the grades in the school. She cannot cope with the learners with behavioural problems and who do not do their work. It frustrates her that corporal punishment is abolished as she does not know what to do with ill-disciplined learners who disrupt her teaching. She is 52 years old.

Participant 14 is 36-year-old female. She has 15 years' experience teaching mathematics in primary schools. She has a Senior Primary Teacher's Diploma, Advanced Certificate in Mathematics, and a BEd Hons Mathematics in the Senior Phase. She applied for three Mathematics advisor posts but was unsuccessful. She has not given up and knows that she will be appointed as a Mathematics advisor some day in the future. One of her challenges is that some of the learners leave the school early on a Friday to go to the mosque (Muslim church). She needs to assist them later in the following week to catch up on their work. To her that is very frustrating as there is so much work to be done.

Participant 15 is a 50-year-old female teacher. She taught at the same school for 29 years. She taught all the grades in the school. She has a Lower Primary Teacher's Certificate. She has been teaching Grade 4 for the past nine years. At the time of the research she was teaching Life Orientation and English in Grade 4. She does not know much about inclusive education, but to her it seems like a lot of additional work.

Participant 16 is a 44-year-old male. He has a Senior Primary Teacher's Diploma, an Advanced Certificate in Educational Management (ACE) and a BEd Hons in Curriculum Studies. He worked in primary schools and has 23 years' teaching experience. He has a

problem with parents who do not cooperate or care about their children. He was teaching Setswana in Grades 4 to 7.

Participant 17 is a 35-year-old female. She has 13 years of teaching experience. She teaches Life Orientation at the school. She is an energetic young lady. She has a BEd and a BEd Hons in Sports Science. She does not want to struggle with learners who do not understand when she speaks to them as it frustrates her.

Participant 18 is a 36-year-old female. She has a Junior Primary Teacher’s Diploma, BEd Hons in Education and Training and Development, and did a short course in management. She has 15 years’ experience, worked at primary schools and taught all her teaching career in the Foundation Phase. She would like to be a Head of Department in Foundation Phase to support the teachers. She has personal experiences of an HOD who did not have empathy with the teachers.

Participant 19 is a 56-year-old female. She has a Lower Primary Teacher’s Certificate (LPTC). She has 38 years’ teaching experience at the same school. She taught all the grades at the school. She says her biggest challenge at the school is the School Management Team (SMT) as they are all younger than she but they do not want to help her with the new polices.

Participant 20 is a 40-year-old female. She has 20 years’ experience at different schools. She transferred to the school the previous year. She has a Junior Primary Teacher’s Diploma and a BEd Hons in Mathematics. She teaches in the Foundation Phase and has taught in all the grades. It is her first time teaching at a full-service school. She had not done any training on inclusive education. Other teachers are always sent to in-service training sessions but they do not give feedback to their colleagues at the school. She feels that one needs “intensified” training to teach at a full-service school.

Table 6.2 contains a summary of the participants’ qualifications and teaching experience.

Table 6.2 Summary of profile of participants (P)

Teachers from FSSs	Qualification	Work profile
P1	PTD	<ul style="list-style-type: none"> • 19 years’ experience • Taught at the Early Learning Centre

	Currently registered for BEd Hons Management	14 years in Foundation Phase
P2	LPTC	Taught at the same school for 40 years Foundation Phase and Intermediate Phase
P3	SPTD	15 years' teaching experience • Worked at primary schools in Gauteng • Taught Senior Primary Phase
P4	LPTC	Taught at different primary schools for 35 years Foundation Phase and Intermediate Phase
P5	JPTD Diploma in remedial BEd Hons Management, Law and Policy.	• Taught all the grades in the Foundation Phase Remedial teacher at the school
P6	JPTD Further Diploma in Management Registered BEd Hons Management	23 years' teaching experience • Taught mainly at primary schools
P7	SPTD	10 years' teaching experience • Taught Grades 4-7
P8	JPTD FDEFP	• 23 years' teaching experience • Taught at primary schools • Taught Foundation Phase aid class
P9	JPTD Bed Hons Education Training and Development Short learning programme management	• 15 years' teaching experience • Worked at primary schools • Taught Foundation Phase
P10	LPTC	Taught at different primary schools in the district for 40 years Taught all grades
P11	SPTD ACE Management BEd Hons Management MEd Management D Ed Management	35 years' teaching experience • Worked at primary schools
P12	JPTD Diploma in Management	33 years' teaching experience Taught at primary schools
P13	LPTC	Taught at the same school for 30 years Taught all the grades in the school
P14	SPTD ACE in Management BEd(Hons Mathematics SP	15 years' teaching experience Taught at primary schools
P15	LPTC	Taught at the same school for 29 years. Taught all the grades in the school.
P16	SPTD ACE Management BEd Hons Curriculum M Ed Curr	• 23 years' teaching experience • Worked at primary schools
P17	BEd Hons Sports Science	13 years' teaching experience
P18	JPTD BEd Hons Education Training and Development Short learning programme in Management Current study M Ed Curr	• 15 years' teaching experience • Work at primary schools • Taught Foundation Phase
P19	LPTC	Taught at the same school for 38 years Taught all the grades in the school

P20	JPTD BEd Hons Mathematics	<ul style="list-style-type: none"> • 20 years' teaching experience • Taught Grades 1-3
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Table 6.3 Legend of qualifications of teachers for Table 6.2

Qualification	Abbreviation
Junior Primary Teacher's Diploma	JPTD
BEd Honours in Education	BEd Hons Ed
Lower Primary Teacher Certificate	LPTC
Bachelor of Education	BEd
Master's degree in Curriculum Studies.	MEd Curr
Further Diploma in Education Foundation Phase	FDEFP
Advanced Certificate in Education	ACE

6.5.3 Summary of profiles of participants

Participants were both female and male. Females were dominant at primary schools as most of the schools have lady teachers. The participants from the research full-service schools were in the age range of 35 years to 61 years. There were seven participants from the age group 35 to 40 years, six participants from the age group 40 to 50 years, seven participants from the age group 50 to 60 years and one participant who was 61 years old at the time of the research.

All the participants were professionally qualified teachers with teaching experience varying from ten years to forty years in primary schools teaching mainstream subjects. The participants thus have a richness of teaching experience. Based on the feedback obtained from the focus group interviews, the majority of learners of the participants obtained good results except the ones who had barriers to learning. Looking at the profiles of the teachers, it becomes clear that many of them has studied further and that they obtained quite a number of additional qualifications. But it seems as if they enrol for further diplomas or degree courses for their own benefit and perhaps for promotion in the future. The teachers who were interviewed did not develop themselves with regard to inclusive education. It is rather sad that in their current positions as teachers of full-service schools they did not qualify themselves to be able to supply professional support to learners with barriers to learning.

All the participants were post level one teachers. This means that the teachers had all been teaching for many years, ranging from ten years to forty years in the classroom, but they were still at the entry level of the profession. Only one out of the twenty participants had a remedial diploma which was a worrying factor as all four of the research schools are full-service schools catering for all types of learners. All twenty of the participants had difficulties teaching learners with behavioural and learning challenges. Twelve of the participants cannot cope with learners who cannot read or who have other types of barriers to learning.

In the following sections the themes that surfaced from the focus group interviews are discussed.

6.6 PRESENTATION OF THE THEMES ARISING FROM THE FOCUS GROUP INTERVIEWS

Eight major themes surfaced from the data obtained from the focus group interviews. A discussion of the data obtained from the teachers from four full-service schools who were interviewed is provided in the next section. This is an attempt to see if the research question could be answered. The main research question was: “How effective are the training programmes for professional teacher development at full-service schools in the North-West Province?” Informal observation and focus group interviews were used as data collection methods. In the discussion of the themes it will become clear that within the various themes some sub-themes became evident. The following main themes emerged from the data and the abbreviations that will be used are provided below.

Table 6.4: Key of abbreviations for interpreting findings from the focus group interviews

Participant = P
P1-5: Focus Group 1 School W
P6-10: Focus Group 2 School X
P11-15: Focus Group 3 School Y
P16-20: Focus Group 4 School Z
For example, P1 refers to Participant 1 Focus Group 1 School W

6.6.1 The teachers' attitude

Since 1994 all citizens of South Africa have been bombarded with change at all levels of society: political change, economical change, curricular changes in education, changes in their churches and many more. No one likes change. A general reflection on the data that was collected shows that some of the teachers who participated in the research project were set in their ideas after years of experience and did not see the reason for change. All the teachers are professional, well-qualified teachers who could enable most of the learners in their classrooms to pass with good results. It is unfortunate that they have no training in inclusive education or remedial teaching. They are willing to study, but not to be better teachers in full-service schools who can provide support to learners with barriers to learning.

Furthermore, some of the teachers were not prepared to make or buy additional resources needed in their classrooms to enhance learning or to address the needs which occur when differentiated teaching has to be done. They expect the Department of Education to provide everything.

6.6.1.1 Teachers' emotional intelligence

During the focus group interviews the researcher observed that the participants' emotional intelligence was low as they could not take charge of their emotions and actions. In the opinion of the researcher emotional intelligence is important in the teaching profession because it can be crucial for FSS teachers to be successful professionals. Emotional intelligence (EI) is the ability to recognize and assess one's own feelings and manage them, and likewise notice them in others and empathize with them. Thus people with good EI care about other people and recognize their needs (Schoore, 2012:30-31).

Some of the participants are not aware of their actions and the effect they have on the learners. They let their emotions control them. P3 (focus group 1) shouted for instance: *"These learners drive me crazy"*. P1 (focus group 1) *"I chase them out of the class if they cannot read."* P1 (focus group 1), *"He either sits there, as I don't want to see him, or he*

goes home. I could not be bothered. As long as he is out of my sight". It seems as if some of the participants act on impulse. They cannot self-regulate their emotions and become outraged.

Some of the FSS teachers seemed to have no self-confidence especially with regard to the use of technology in the classroom. They were too scared to even switch on a computer with software which could assist them with learners experiencing barriers. They did not trust their instincts and rather allowed their feelings to control them. During classroom observation it happened that some of participants could not manage their emotions and verbally abused the learners with barriers to learning. They were not prepared to mirror their actions and be aware that they blundered. They were not eager to rectify their mistakes.

The participants were indifferent to learners with barriers to the language of learning and teaching (LoLT). P5 (focus group 1), "*That is another story*". The teacher rolled his eyes dramatically.

P5 (focus group 1, where Setswana is the LoLT in the Foundation Phase) said: "*This child cannot speak one word of the Setswana language. He does not understand.*" Some of the participants did not feel empathy with learners who did not understand the lesson. Participants above could not identify the needs of the particular learner; therefore they could not manage or build a relationship with the learners. One of the teachers' wanted a normal classroom with all learners understanding the LoLT of the school.

Some of the participants demonstrated their unwillingness to assist learners or teachers from surrounding schools. This is a requirement set out in EWP6 on inclusive education. Their unpleasant gestures displayed that they were socially unskilled. P1 (focus group 1), "*We can't even cope with the ones we have here, then we still need to do other peoples work. No!!*" They did not attempt to be part of a team, build relationships and be in a position to develop their social skills by sharing their frustrations and work with other teachers. They focused on their challenges rather than help others develop. P3 (focus group 1) exclaimed, for instance: "*My opinion is, I do not want learners from neighbouring schools to come to this FSS*". P1 (focus group 1), "*It will worsen our situation as teachers here. It's difficult!*"

Some of the participants said they did not want additional work by assisting learners and teachers from neighbouring schools.

6.6.1.2 Teachers' attitude to inclusive education

The attitude to inclusive education of the teachers who took part in the research became clear from the interviews. To the researcher it seemed as if some participants have made a decision neither to be interested in inclusive education at all nor to implement the inclusive education policy. To them it was just additional work which they did not want to do. P5 (focus group 2) had the following to say: *"Inclusive education with its policies is additional work."*

The following is proof of their negative attitude. The question was asked during the focus group interviews: "Can you identify learners with barriers to reading in your class?" P8 (focus group 2) shouted: *"These learners drive me crazy. I chase them out of the class if they cannot read."* P17 (focus group 4) confirmed: *"We don't have a learner support teacher. We cannot help learners that cannot read."* It could be useful to attempt to do interventions for the learners or ask for assistance from colleagues. This statement confirms that participants lack motivation as they do not regard a new situation as a learning experience. Their attitude is that if there is no learner support teacher at their school, they do not want to make an effective difference in the lives of learners (Schore, 2012:30-31).

Some of the participants provided reasons for their negative attitude to inclusive education and learners with barriers to learning. P2 (focus group 1), for instance, said: *"I am not comfortable with inclusive education. No, it is just extra work."* P5 (focus group 2) had the following to say: *"Inclusive education with its policies is additional work."* P2 (focus group 1) stated: *"Every now and then officials come to school and they want us to do new stuff."* P11 (focus group 2) exclaimed: *"The department takes a long time before they replace teachers who left the system, as those teachers who went on pension, passed on or are on maternity leave. We the teachers left at school have to sit with additional learners in our classes and then we still have to struggle with the ones that cannot cope in class. I have*

45 learners in my class which I have to teach. What happens to the other learners if I have to struggle with one learner, just tell me? This inclusive education is just nonsense.”

This type of feedback provides proof of the teachers' negative attitude to inclusive education. P2 (focus group 1), "Yes i will have no inclusive policies", when asked what would the teacher change at the full-service school.

In section 1.3, in which reference is made to a document from the Department of Education, it is stated that teachers feel "that they are not adequately trained, do not have the necessary specialized skills, cannot use the assistive devices to teach learners with barriers to learning, lack the basic knowledge and confidence to teach diverse learners, do not believe in inclusion" (Department of Education, 2012:4-5).

This statement from the Department of Education bears proof of other teachers' opinions, as well as some of the participants' rejection of inclusive education. The actual words spoken during the focus group interviews were also confirmed by the body language of some of the participants which the researcher observed. Gouws and Dicker (2006:416) affirm that teachers' attitudes play a central role in their professional career and can impact positively or negatively on the way in which they act at school and in their classrooms. The researcher could also identify the unfavourable effects of the participants' attitude.

The researcher concluded that some of the participants in the research study did not care about the principles and policies of inclusive education. The researcher could see that some of the teachers of FSSs who formed part of the research project regarded inclusive education as unwanted work and those they did not want to implement it in their classrooms.

6.6.2 Teachers' prejudice against some learners

The participants' prejudice against some learners came out very clearly during the observation at the schools and focus group interviews. There were comments on various levels which indicated the low tolerance of some of the teachers when dealing with learners with barriers.

6.6.2.1 Language of learning and teaching of the school differs from learners' home language

Teachers in South Africa have a great challenge accommodating learners with different home languages in their classes. There are eleven official languages in the country. Teachers often have learners in their class who have a language of learning and teaching (LoLT) which is their second or third language. This causes the learner to not fully understand the lessons offered in class. The issue of the LoLT in South Africa is often also influenced by other factors like the parents' choice of school for their children. Parents often migrate due to different factors. They might be isiZulu or Afrikaans-speaking at home but now they live in a district where the LoLT is Setswana and not isiZulu or Afrikaans. All these factors make it very difficult for teachers to teach learners with different language backgrounds in one class (Nel & Muller, 2010:635-650).

A major linguistic problem in South Africa is that there is mother-tongue teaching in the Foundation Phase but from Grade 4 to Grade 12 all teaching is done in Afrikaans or English, depending on the LoLT of the school (Nel & Muller, 2010:635-650). In the province where the research was conducted about 90% of learners' home language is Setswana and thus it is the LoLT in the Foundation Phase.

As the larger part of the district where the research was conducted is very rural, most learners do not hear or speak much English outside their school environment. This becomes a problem when the learners reach Grade 4 and English becomes the LoLT. When they reach Grade 4, their vocabulary and knowledge of English are very limited. As the learners do not understand the teachers when they speak English, many teachers tend to switch from English to Setswana in class. The situation seldom improves after learners' grade fourth school year. This does not assist the learners as they need to write examinations in English up to Grade 12. The learners learn an inferior English and struggle to express themselves. It is quite common in this district that learners who managed to pass the Foundation Phase develop learning barriers starting in Grade 4, when the LoLT changes to English or Afrikaans. Since English is not used in the communities of the district, many teachers, other professionals and businessmen also use a poor quality English with incorrect pronunciations (Nel & Muller, 2010:635-650).

There are other parents who insist on placing their children in schools where the LoLT is English as they see it as an international language. They do not take their child's ability or emotional stress into consideration, and whether he or she is proficient or not in the LoLT of the specific school. There is no support or stimulation at home and many parents do not know and understand what their children learn at school.

The question was asked during the focus group: "Is there anything that you would like to change to improve the functionality of the full-service school?" This question led to respondents airing their views about the language of learning and teaching at their schools which hampered the functionality of the school.

P16 (focus group 4 at a school where English is the LoLT) said: "*Yes, I'll only take learners in this school that can speak English or Afrikaans. I have a learner when I speak to him, he looks at me, and as if he is dumb. I don't know what this child want[s] in this school. He can barely say a word in English, there must be a school that can cater for them cause here hmm*" (teacher sighed). The participant spoke in an agitated voice and did not complete her sentence. The researcher could only conclude that the teacher had a lack of kindness for learners who have barriers to the LoLT.

The same question was asked at other FSSs. P2 (focus group 1, where Setswana is the LoLT in the Foundation Phase) said: "*This child cannot speak one word of the Setswana language. He does not understand.*" P4 (focus group 1), "*We've all learners with another home language and they don't understand us. It frustrates us*".

This teacher was annoyed with the particular learner as she could not complete the task given to all the learners in the class. P3 (focus group 1), "*I'm frustrated; I will be in trouble when the curriculum is monitored by the HOD or curriculum specialist*". P4 (focus group 1), "*They will not ask or understand that the learner does not understand Setswana. I will be in BIG, BIG, trouble*". P2 (focus group 1), "*The learner must just go to another school!!*" It is thus clear that the LoLT could be a problem for both the learners and their teachers.

6.6.2.2 Knowledge of learners' diverse cultures and religions

During the history of South Africa before 1994 there was a very distinct separation between people of different races, religions, languages and cultures. The separation was

so deeply instilled that many people grew up to believe that those who did not share their beliefs, culture or language were either wrong, uneducated or even barbaric. It is a difficult transformation for all citizens of South Africa to reformulate their own perceptions from the past to new and more humane perceptions of the realities of the country.

Learners in schools come from different racial, socio-economic and religious backgrounds. This shows the reality of religious differences. Teachers have learners from different church denominations such as Hinduism, Islam, Christianity, Buddhism and Rastafarians. Teachers have their own religious background and due to the separation of the previous dispensation in the country, some of them do not have much knowledge or acceptance of religions other than their own. They struggle to accept norms other than their own. Principals have a great task to give guidance in this regard and to adapt school policies to accommodate all religions.

With regard to religion some of the respondents were very outspoken about learners who belong to denominations other than their own. P4 (focus group 1) said for instance *“Don’t know why a person must struggle with these different types of learners! Now I must struggle with this child having to carry their religious beliefs. Do I look like a pastor?”* P3 (focus group 1) shouted: *“Why does this boy need to attend mosque on a Friday? He is leaving school every Friday. It becomes my problem as he’s always behind with his work. I have to assist him to catch up with his work. I refuse; I do not want to do it.”* The South African Council for Educators (SACE) expects teachers to act professionally and abide by the code of ethics for professional teachers, as teachers have to “acknowledge the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realize his or her potentialities” (SACE, 2008:12-13). Although SACE expects teachers to have compassion for their learners, it came out clearly during the focus group interviews and informal observations that some of the teachers do not respect differences in learners. Their prejudices stop them from gaining information about learners in their classes and in the process they disadvantage the learners and themselves.

Some respondents also expressed their opinions about diverse cultures and race. It seemed to the researcher that this also influenced some teachers’ opinions about their learners with barriers to learning. As P3 (focus group 1) exclaimed: *“My opinion is, I do not still want learners from neighbouring schools to come to this FSS. It will worsen our*

situation as teachers here. It's difficult!" They felt they did not want additional work by assisting learners or guiding teachers from neighbouring schools. The FSSs have more resources and are supposed to be better equipped to share their expertise with neighbouring schools (Department of Basic Education, 2010:18). It could mean extra work. They did not see that sharing responsibility with other teachers could assist them to understand a problem better and to develop as teachers themselves.

In the past many people felt that others should adapt to the way things were done without exemptions. In the new dispensation of human rights, people find it difficult to accommodate differences which force them to make changes in their own set ways and think of how others can be accommodated effectively (Doebbler, 2006:110).

6.6.2.3 Teachers fail to understand the learners' socio-economic background

It seemed to the researcher that some of the participants in this study failed to understand the learners' socio-economic backgrounds. The teachers tended to overlook the needs of neglected learners. If attended to, it could give the learners an opportunity to reap the full benefit of quality education. According to the Code of SACE, teachers need to commit themselves in exercising their "professional duties in accordance with the ideals of their profession" (SACE, 2008:3).

According to Bronfenbrenner's ecological systems theory the exosystem (see section 4.3) of the learner has an impact on the teacher's microsystem. The learner with no parental involvement, with behavioural problems and other learning barriers becomes one of the elements in the microsystem which results in regression of the capacity of the teacher. According to Swart and Pettipher (2005:12-13), when the language, race and socio-economic environment differ between the learners and the teachers, it could cause frustration to both groups.

The exosystem refers to structures that impact on the teacher's mesosystem. Occurrences on the exosystem could, therefore, have ripple effects on the teacher. It includes all external networks, for example the learners' home environment and their home language. The teacher in full-service schools might not interact with the learners' home environments

or their home languages directly, but these factors still have a significant effect on the teacher in the classroom.

A lack of understanding of some learners' difficult socio-economic background was clear from what P14 (focus group 3) said: *“These children affect my health, my blood pressure. Parents don't want to pay one cent for any event at school. They pay for nothing. There are no school fees but they don't pay for anything. This learner comes with broken shoes and is dirty and smelly. How can you still ask me if any of the learners have any of the following barriers?”*

Some of the participants clearly do not know their learners or their backgrounds, which is why they have no empathy for them. They are not aware of any harmful life happenings in some learners' lives such as neglect, abuse or any other emotional trauma the young people may be experiencing. In section 2 it is stated: “Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted learners, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups” (UNESCO, 2010/11:4).

What the researcher heard about the learners' socio-economic backgrounds was confirmed during observation. It was discussed in section 6.4.3 that the poor home environment of some of the learners could have a negative influence on the learners' progress at school.

Based on the feedback of the participants the socio-economic environment of some of the learners who attend these schools could have a negative impact on their quality of life and learning may suffer. Their home situation is not conducive to learning as it is sometimes only a place to sleep and have a meagre meal. No stimulation takes place at home as there is no one to assist them or encourage them to do homework.

6.6.2.4 Conclusion on teachers' attitude

The Professional Code of Teachers' Conduct clarifies that a professional teacher should "avoid any form of humiliation, and refrain from any form of abuse, physical or psychological, towards any learner" (SACE, 2008:12-13).

It can be concluded that, based on the feedback of the participants and the observations the researcher captured in her field notes, in many instances the diverse needs of learners are not met. In chapter 2.4 it is stated that some teachers have negative attitudes and are not willing to implement the policy on inclusive education (Department of Education, 2013:2-3). This was confirmed during the focus group interviews and observations. The attitude and body language of a large group of the participants exposed their negative attitude to inclusive education and learners in their classes who needed additional support.

Some of the participants showed no consideration for learners whose home language differed from the language of learning and teaching of the school, which means no learning could take place. They displayed no tolerance towards learners coming from a deprived socio-economic background, or different culture or religion.

6.7 TRAINING OF FULL-SERVICE SCHOOL TEACHERS

One should take cognizance of the fact that pre-1994 South Africa had a diverse group of teachers. Their training was based on ethnic separation and discrimination. In chapter 3 section 3.1 it is stated: "The practical realities of an apartheid South African society could not be ignored, as it directly influenced the quality of teachers' training" (Engelbrecht & Green, 2003:41:1-5; Department of Education, 2002:6). Under the new dispensation and according to the policy in EWP6 regarding inclusive education, FSS training is even more important as the conditions in these schools are exceptional. The FSSs cater for all learners with high and moderate barriers to learning. Teachers in FSSs need to be well trained on inclusive education policies, strategies and curricular content, but also on how to assist and handle learners with barriers in a mainstream school. They should also know how to adjust the curriculum and how to cope emotionally with the peculiar circumstances of FSSs.

6.7.1 Screening, Identification, Assessment and Support (SIAS) training

As soon as a school becomes a full-service school, the DBST orientates the staff on EWP6 (see section 2.5 for a discussion), trains them on SIAS (see section 2.4.6.4 for a discussion) and on the functioning of an FSS (see 2.4.6) (North-West Department of Education, 2009:77). During the period of training or the orientation, teachers may be absent due to other obligations which prevented them from attending. The migration of teachers to and from schools occurs frequently and in FSSs it is no exception. The teachers may not have been part of the training and it would become the duty of the SMT and the SBST to organize training for the new staff. The researcher can testify that this does not always happen in schools.

The following question was asked during the focus group interviews at the four schools: "Have you received training in the use of the SIAS (Screening, Identification, Assessment and Support) document?" The following responses were provided at two different schools during the focus group interviews. P16 (focus group 4) said: "*We don't know what SIAS is. How can we use it we were not trained on it?*" P5 (focus group 1) responded: "*SIAS – No it was not training, it was only orientation, and it is too difficult to complete. There is too much paper work.*"

It is clear from the first comment that the teacher did not attend the training or was not yet at the specific school when training was given on some issues regarding inclusive education. In her own capacity as the trainer of teachers on inclusive education in another district of the North-West Province, the researcher also noticed that often teachers are physically in the training, but are being distracted by a personal problem or a work-related one. This relates clearly to the microlevel of Bronfenbrenner's ecological systems theory and results in no learning taking place.

As mentioned above P5 (focus group 1) responded to the question on SIAS training: "*SIAS – No it was not training, it was only orientation, and it is too difficult to complete.*" This response also depended on how teachers accepted the SIAS document. Another reality that surfaced during the focus group interviews was that some teachers felt that the training on the SIAS strategy did not have the expected outcomes as they still could not use it.

6.7.2 The use of assistive devices

To the researcher this was one of the main reasons for the research. During the school visits, the researcher discovered those assistive devices; computers, software and other resources that could enhance teaching and learning especially for learners with barriers to learning were still stored, gathering dust.

During the focus group interviews this was affirmed by the respondents. P19 (focus group 4) said: *“During my training as a teacher, we were not trained to use computers or assistive devices but today we are put under pressure. We were taught content of subjects and how to teach learners. P4 (focus group 1) said, “I don’t know how to use these machines, called computers. I’m BBT [born before technology]”. P5 (focus group 1) said, “The officials themselves can’t use it!” P4 (focus group 1) said, “What happened to the old traditional interventions, why must I use a computer to help learners read and do sums?”*

During the informal observation at the schools the researcher noticed that while the teachers were in the computer room some of them seemed to be nervous to even touch the computers. They appeared to be fearful to use the devices, software and other resources that the schools provided to support learners with barriers to learning. To the researcher it seemed as if the teachers were scared and concerned about breaking the computers. The same could be said about the use of other assistive devices.

It was obvious that they had not been trained to use a computer and could not even switch it on. At three of the research schools the software had not yet been installed after receiving it two and three years before. It was also obvious that there were more challenges with the assistive devices as some computers had not yet been connected and at one of the schools the cables and other equipment for wiring were absent. This situation contributed even more to the teachers’ frustrations and fears.

Participants, who were interviewed, shared their views that they were trained teachers and did not need the district officials’ training. It should, however, be kept in mind that EWP6 is a new policy and teachers are supposed to be trained on inclusive practices as they teach at FSSs.

6.7.3 Teachers' unwillingness to expand their professional knowledge

The following question was asked during the focus group interviews: "What type of training do you still need?" The following was the response from P3 (focus group 1): *"We don't need any training, we can teach the officials from the district a thing or two."* This was affirmed by P9 (focus group 2), who said: *"These young people can't teach me anything. I'm teaching for almost 40 years, they were not yet born, and I have been in the class."*

These responses reflected the teachers' unwillingness to expand their professional knowledge and expertise with regard to inclusive education and support to learners with barriers to learning. In any professional discipline one needs to develop according to the expanding knowledge and development in the area of practice. With the development of inclusive education and full-service schools, the use of assistive devices and differentiated teaching methods became an important part to enhance teaching learners who are experiencing barriers to learning. In one of the monthly inclusive education reports (Department of Education, 2014:2-3) it is stated: "Assistive devices are gathering dust in storerooms, passages and classrooms. It is not used for the purpose it was bought, to minimize barriers in learners and enhance learning." To the researcher it appeared that the teachers' attitudes and unwillingness to adapt to change were clearly displayed.

6.7.4 Conclusion on the training of full-service school teachers

The amount of change confronting teachers in South Africa over the past twenty years has been in some cases too much to accommodate. Many changes in the South African education system have taken place regarding curriculum content, subject structures, and teacher: learner ratio, the administrative responsibilities of teachers, the diversity of race, religion, language and culture in one class and disciplinary measures in schools. It should also be kept in mind that every teacher is a different person who has a different capacity for emotional intelligence, which could help to accommodate change in a positive and uplifting manner.

Some of the participants in this research project were not trained or not properly trained to use the SIAS document which is an important document used to screen and plan a

teaching and learning programme for learners with barriers to learning. Most of the participants were also not trained to use assistive devices and computers although these types of equipment were available at the four schools. Thus many of the teachers missed the opportunity to expand their professional knowledge.

6.8 DISTRICT-BASED SUPPORT TEAM TRAINING OF FULL-SERVICE SCHOOL TEACHERS

Throughout the focus group interviews it came to the attention of the researcher that the majority of teachers at the four FSSs where the data was collected, had received in-service training, but this was not taken positively by all of the attendees. They felt that the training did contribute to their development at all.

When the respondents were asked the question: “How did the development workshops and training you received from the DBST assist you to identify and support learners with barriers to learning?” P1 (focus group 1) said: *“The officials from the department are not prepared when we attend their workshops. They only read from the slides.*

P4 (focus group 1) said, *“They cannot answer when we ask questions. They don’t know the answers themselves. That’s why I did not learn anything from them.”* To the researcher it appeared as if the participant was angry and had a grievance towards the DBST official, resulting in no learning taking place.

The question was asked: “Are you able to fill in information for a learner who needs additional support using the SIAS and the Supports Needs Analysis forms 2 and 3?” P11 (focus group 3) said: *“It was not training, it was only orientation. There are sooooo many forms. I will not be able to use it.”* The researcher got the impression that the participant was not going to use the SIAS document. His body language clearly showed he was bored and negative towards the SIAS policy.

6.8.1 The district-based support team’s lack of adequate knowledge

District officials also face their own challenges during training sessions. They are trained by trainers and therefore they are the ones who should help teachers to be professionally trained. It should be borne in mind that the training, experience and backgrounds of district officials differ vastly. In the opinion of the teachers who were interviewed, the district

officials are not always able to address questions coming from teachers in the training situation. They receive the training manuals and are expected to train teachers whether they understand and agree with the content or not (Department of Education, 2013:6-10). The participants further said they would like an effective training programme specified for FSSs and training to be done by well-prepared officials.

The researcher presumes that circumstances are not always very pleasant and suitable for training sessions, but when teachers arrive with a negative attitude it is very difficult to keep them interested in the presentation. On the other hand, the presenters must seek better ways of getting teachers interested and positive about training.

The most common barriers to learning that need to be identified and addressed in FSSs are reading, writing and mathematical barriers. In many instances DBST members do not have the necessary skills to analyse a learner's functional level and guide the FSS teachers (Department of Education, 2013:2-4). The training, experience and backgrounds of the DBST officials differ vastly and they are not always able to address questions coming from teachers in the training situation. Furthermore, "the inequitable and dominating effects of apartheid also produced generations of teachers, of all races, with distorted and deficient understanding of themselves, of each other and of what was expected of them in a divided society. That left the quality of teacher professional competency as a concern" (Department of Education, 2011:19).

Considering Bronfenbrenner's microlevel, many teachers in this study do not have learner support or remedial training to address the barriers to learning that some learners in their classrooms have. Even on the mesolevel the learner support specialists, who are part of the focus of the DBST, are not all trained in Learner Support methodology and thus they cannot assist the teachers. The provincial Department of Education (which forms the exolevel in this study) has not trained the professional support staff of the DBST. One can understand that individuals on different levels can become frustrated and negative about the situation (Department of Education, 2013:6-10). According to the school visit reports and monthly reports from inclusive education officials, it is a common issue in many schools in the province that teachers feel that they are not equipped to assist learners in their classrooms because the officials from the DBST also lack the specific competency (Department of Education, 2011:20).

6.8.2 The DBST: Lack of transport, bad roads and unsuitable training facilities

According to the monthly reports of the Department of Education of the North-West Province, the DBST members face numerous challenges such as transport to and from training sessions, unsuitable training facilities and lack of audio-visual equipment to deliver professional training (Department of Education North-West Province, 2014:12-14). They have to travel long distances on a daily basis to training venues, sometimes up to 150 kilometres on a single trip. The roads are bad during rainy seasons and some schools can be reached only by trucks or 4x4 vehicles. It is worse when training is to take place in the rural areas. Electricity is another problem. In windy and rainy conditions there is often no electricity, which hampers electronic presentations (Department of Education, 2013:6-10).

P6 (focus group 2) complained about the officials in the following way: *“They never start on time. They are always late and we travel with public transport. The transport people leave us behind if we’re not done on time, we asked them to come and collect us.”*

The researcher realized that participants were in need of the training sessions done by the DBST, but it seemed that sometimes the training could not be done as a result of the transport problems and problems with training facilities. The transport issue and problems with the training facilities sometimes resulted in no training taking place. At other times the training was done, but the participants felt they did not learn anything as they only concentrated on the fact that they would miss their communal transport taking them home. That was why they did not concentrate during the workshop. This was mentioned by more than one participant (see P6 focus group 2).

6.8.3 Vacancies in the district office

To the question posed by the researcher: P1 (focus group 1) said: *“The officials from the department are not prepared when we attend their workshops. They only read from the slides. They cannot answer when we ask questions. They don’t know the answers themselves. That’s why I did not learn anything from them*

The participants blamed the DBST officials for not assisting them immediately. It needs to be mentioned that according to the new structure the core DBST consists of only 16

inclusive education officials (North-West Department of Education, 2005:3-5). Therefore there are not enough DBST officials to assist teachers at FSSs.

6.8.4 Referrals to the DBST

To the researcher it seemed as if the teachers from the full-service schools who were interviewed, did not understand the procedures of the referral of learners who need additional support. The question was asked during the focus group interviews: “If you refer learners who need additional support to the SBST, will you and they receive support from the SBST?” P9 (focus group 2) said: *“I don’t waste time when learners need additional support. I don’t ask the SBST for help. I just phone the district office and speak to a therapist. They help me to place a learner in a special school or they will come to the school.”*

It was emphasized by monthly reports from inclusive education officials that schools did not follow the procedures of referral. The class teacher or principal contacted the DBST or the therapists and expected immediate assistance when learners did not progress favourably. Schools often waste learners’ time for years without requesting any additional support or interventions. Schools then expect the DBST, especially the therapists, to drop cases they have been working on and rush to attend to their call and perform miracles. It is reported that often teachers and sometimes even principals do not work through the SBST and other referral procedures (North-West Department of Education, 2015: 6-8).

6.8.5 Attitude of DBST members

The participants complained that members of the DBST did not assist them when they asked questions. Some teachers felt the district officials were not competent. Others felt they were irritated with the teachers. P4 (focus group 1) said: *“It’s all new to me. When I ask questions they’re sarcastic or become agitated. So they can’t give us a policy to read more or other books to refer to.”* From the discussions during the focus group interviews it was clear that teachers at FSSs felt they were ineffectively trained by DBST officials for the exceptional situations in a FSS.

6.8.6 Conclusion on the themes about the DBST training of full-service school teachers

It can be concluded that FSS teachers did not feel capacitated after the DBST training. It was as if they had wasted their time although they attended training sessions. One could conclude that the training was not of a good standard. The capability of the DBST officials could be questioned too, as well as their attitudes when training and supporting teachers at FSSs.

6.9 THE SCHOOLS

The school is part of the microlevel of the teachers at FSSs. The schools that formed part of this research project had neat playgrounds where the learners could move and play freely. This made the schools an inviting environment.

The researcher noticed that one of the deep rural village schools had a beautiful flower garden with red geranium flowers growing in masses. This plant does not require lots of water and is drought-tolerant. The classrooms had a print-rich and welcoming atmosphere. With regard to the use of computers and assistive devices, three of the schools had not yet used them. There was a computer laboratory in two of the schools and it appeared to the researcher that the assistive devices were only in use at one of the schools.

When the researcher asked a follow-up question: “How can you still assist learners in your class if they cannot read? I can see you have computer software for reading on your assets register” P6 (focus group two) answered: *“Don’t ask me anything about those assistive things. I do not touch anything of the inclusive stuff, as you can see it is still in boxes.”* In the one of the schools the computers had not yet been connected although they had been received two years earlier. At one school all the assistive devices and computers were still standing in boxes in an empty office, gathering dust.

6.9.1 The role of the school management team

It was clear from the analysis of the data that there were more issues at the full-service schools that further frustrated the teachers. When the question was asked, “Does the

school management team at your school play a role in changing the attitudes of the staff members to be more inclusive and how do they do it?" participant 17 (focus group 4) said: *"When I asked the principal to assist me, I did not know what to do further with a specific learner who was undressing himself in the classroom. He distracted all the learners and his parents would not come when I call them. The principal literally chased me back to my classroom. 'Do what you are being paid for, go and teach learners,' he said."* The researcher assumed that the teacher was feeling vulnerable. Teachers indicated that they found themselves in situations where they were really feeling helpless. Salsbury and McGregor (2005:2) emphasize that principals can promote and sustain the changes based on inclusive principles that they want in their schools on condition that they guide and support the teachers (see section 1.3).

6.9.2 The attitude of the senior management teams (SMTs) to inclusive education

From the feedback of the respondents it was evident that some principals and SMTs of the schools had a negative attitude to anything regarding inclusive education. It was rather disturbing that in focus groups 1, 2, 3 and 4 some of the participants were not only vocal but also emotional. P5 (focus group 1), *"With due respect mam... My principal doesn't know anything of inclusive education. Please don't tell him. I will be in trouble"*. P (focus group 1) said, *"The principal literally chased me back to my classroom. 'Go do what you are being paid for and go teach your learners' was his words to me when I asked him to assist me with information on inclusive education"*.

P19 (focus group 4) cried out: *"I asked my HOD for some learning aids to help me in my class. She sent me to the principal. P5 (focus group 1) cried out, "He said that I should go and teach my learners in class and stop troubling him with inclusive nonsense."* The body language and gestures used by the participant mirrored the helplessness she felt. While the participant spoke, the sound of her voice echoed indicating how disheartened she felt. The above illustrates the complete lack of support shown to the participants from FSSs by their SMTs. This will surely affect the quality of teaching in the classroom. It means that learners with barriers to learning are deprived of additional support and the chance to learn.

Most of the participants said that the SMT of the school only wanted the completion of the curriculum. They do not realise that there are learners with barriers who do not benefit

from a completed lesson if their barriers are not addressed. Participant 9 (focus group 2) captured the feelings of the participants about the curriculum when she said: *“We have to finish the curriculum and complete the number of activities prescribed by DoE. When subject specialists visit our school they are only interested in what was completed and when it will be completed if it is not done. They do not worry about learners that cannot learn, they want work in learners’ books, marked and signed.”*

6.9.3 School-based support team

Each school should have a school-based support team (SBST) whose responsibility is to provide assistance to the teachers who have learners with barriers to learning in their classes. This aligns with Bronfenbrenner’s ecological systems theory that the role players on all the levels of a person’s individual life have a share in improving the individual’s circumstances. In this study research was done about full-service school teachers, who are influenced on various levels by many factors. If a learner is in the class of a specific teacher, it gives rise to the perception that that learner is solely the responsibility of that teacher. There are, however, many other role players who need to assist the teacher in addressing the barriers of learners. In this regard the principal of the school plays an important role, propagating and marketing the school as a community resource.

With regard to the SBST at the schools, the following question was asked: “When you refer learners who are in need of additional support to your SBST, do they receive assistance?” Many of the participants raised their concerns about the SBST. P20 (focus group 4) commented: *“We have an SBST at our school but they can’t help our learners”*. P8 (focus group 2) reiterated: *“All the files are smartly covered, but not any of the learners I referred to the SBST are ever helped.”*

If the SBST is not fully functional, if it does not meet regularly and does not take responsibility to assist teachers in addressing learners’ needs, teachers will also stop making attempts to solve the learners’ barriers to learning. The SBST should create a platform for the teachers to share their knowledge and should have the necessary expertise to address the different needs, at the same time taking the learning styles of learners into consideration. The researcher wondered if the SBSTs at the four schools where she conducted her research had been trained with regard to inclusive education.

6.9.4 Teachers' lack of emotional support from the SMT

At three of the four schools where focus group interviews were done, participants complained about SMTs not taking an active role in helping them to develop inclusive practices. The researcher became aware of the stress that some of the participants were experiencing. P5 (focus group 2), for instance, stated: *“Our principal does not want to assist us. The same with the SMT, but they don’t also want to delegate so that we can be assisted.”* P15 (focus group 3) responded: *“Our principal is not interested in anything regarding inclusive education. He says; just do what you have to do.”* The emotional stress of some of the participants was evident during the focus group interviews. This could lead to their becoming de-motivated and frustrated human beings. Some of the participants did not know who they should listen to. Are they supposed to finish the curriculum and leave learners with barriers to learning? Or should they concentrate more on helping the learners with barriers to learning? They feel neglected as if inclusive education and its policies were added on as part of their duties and that the plight of the learners with barriers to learning is not important to the SMT.

Most of the participants felt frustrated as they could not be assisted by the SMT of the school to guide and monitor them. It seemed to them that no one was interested in them, and some felt that their SMTs were of the opinion that they only made excuses not to work in their classes. They felt they were standing all alone with this problem of learners who have barriers to learning. P18 (focus group 4) cried out emotionally: *“Nobody listens to us. We are voiceless. We have problems in our classes. We are struggling with learners that need additional support. We can’t help them.”* P18 (focus group 4) further remarked: *“The teachers that go to the trainings come back but we never get a feedback.”* This happened at one of the full-service schools where the research was conducted, where teachers went on training and did not give feedback to the entire staff. This is neglect on the part of the SMT not to develop the other staff at school. Teachers going to training could then take it as an outing and not as self-development.

6.9.5 SMT lacks support skills

During the discussions with the participants, the researcher noticed that the participants felt alone with no support coming from their SMT. The researcher assumed that they felt

forlorn as they had no one to assist them with the learners with barriers to learning or how to go about it. They were not sure whether they were implementing the inclusive education policy correctly. P14 (focus group 3) sighed: *“We lack unity at our school, if we see how other schools’ SMT helps their staff; they are really like a family. Their HODs assist them and the principals join in to assist them further. Here we sit in our own little groups. The only time we are in the staff room, is when we are in trouble.”*

6.9.6 Conclusion on the themes related to the schools

The assumption could be that principals and the SMT of FSSs in this research project are still not ready to lead an FSS. The principal and the SMT are not aware of the importance of a functional SBST and how it can assist and improve learners’ performance. They do not know how to cultivate an inclusive environment where all teachers, learners and parents feel welcome. The SMTs need to realize that teacher development is a priority in order to have learners reach their optimal capacity. It was also clear that many of the participants in this study did not get the necessary emotional support or other forms of support from the principal or the management of their schools, as well as from the members of the SMT.

6.10 POOR PARENTAL INVOLVEMENT

According to section 2.4, thirteen areas in South Africa were identified as nodal areas considering the rural and extreme poverty of the surroundings. A section of North-West Province where the research was done forms part of the nodal area (North-West Provincial Government, 2011:18).

According to the North-West Provincial Government (2011:20-23), a nodal area is an environment where extreme poverty occurs. The only income of people from these areas is the social grant provided by the Department of Social Services. As part of the rural development framework the development of these areas is prioritised and has to be done speedily. The absence of services and skills are seen everywhere. Many of the FSSs in the North-West Province are situated in these areas as the Department of Education tried to bring education to the communities.

6.10.1 Unconcerned parents

Most of the participants stated that when they needed the parents' consent to support learners with behaviour difficulties, parents did not respond positively. The respondents in the research were asked the following question: "Explain how you support learners with behaviour difficulties." Participants 1, 3, 7, 11, 13 and 15 (focus groups 1, 2, 3 and 4) explained how difficult the situations were as they could not proceed to call in the social workers or child protection unit without the parents' consent.

Since corporal punishment has been banned in all South African schools (SASA Act 84 of 1996), there exists no alternative to assist schools and teachers in disciplining learners. The policy states that alternatives to corporal punishment were released (Department of Education, 2000), but it still left the teachers confused on how to discipline learners. Discipline has become a main crisis in classrooms, derailing teaching and learning and resulting in poor learner and teacher performance. Many teachers are left feeling frustrated and angry. P7 (focus group 2) complained: *"When we have learners with behaviour problems, and write letters, we call their parents by telephone and we send messages. We need to see them. They don't respond, they are nowhere to be found, there is no response from parents. They expect us as the teachers to sort out their children without manners. These learners disturb my teaching in class, but the parents don't want to be involved."* P3 (focus group 1) reiterated the same, saying: *"Problem learners' parents don't assist us as teachers."* P11 (focus group 3) exclaimed: *"Parents don't come to school when their children are disobedient or have behavioural problems."*

The conclusion could be reached that parents and caregivers do not assist teachers to discipline their children. The respondents clearly stated that they did not know how to handle learners who disrupted their teaching. It left them feeling hopeless. The parents were not involved in their children and the participants did not get assistance from the SMTs at their respective schools, which resulted in respondents feeling frustrated in teaching at the FSS.

6.10.2 Aggressive parents

Based on feedback from the respondents it was evident that parents did not respond to the requests from the schools. Sometimes the learners were in need of additional support but

the teachers could not continue without the parents' permission. When the question was asked: "What do you do to assist learners who need additional support?" P8 (focus 2) said: *"We can't do that in our school. Parents don't respond, but if they do, they come and fight with us. This teacher sitting here can tell you what happened to her when she called a parent. P5 (focus group 2) started sobbing as her colleague reminded her of the incident that happened two years before. In a choking voice she said: "I was slapped in my face by a mother. I sent the learner home to go and call her mother as she said her she was at home. I was teaching reading on the mat with a group of learners, when the classroom door opened and next thing (she sobbed again), I felt pain on my face. Now I just leave learners if their parents don't care, why must I worry? I don't want to be humiliated again. I went to the SMT and complained. A letter was sent home from the principal's office but there was no response from the parent. I decided to ignore the learner from that day. He can do his work or not."*

These words from the teacher show parents' lack of involvement which could cause learners to be deprived of extra support. In this case the support was denied indirectly by the parents. Teachers are left feeling miserable and incompetent when there is no support from the parents and guardians. Their self-esteem might even suffer and sometimes they want to quit their teaching job.

According to SASA Act 84 of 1996 page B-38, the teacher has the same "rights and obligations as a parent to protect, control and discipline a learner according to the Code of Conduct", during school hours. However, parents still need to give their consent when additional support is requested for the learners when, for example, a referral for assistance is made to a social worker or therapist.

During the focus group interviews participants clearly indicated that at their schools parents' involvement in their children was either low or there was no involvement at all. Some of the parents only responded to the request of teachers to fight and argue with them. They were in denial that their child was a problem in class. P1 (focus group 1) cried out: *"Other parents fight with us teachers and use vulgar language. We're scared of them"*. P15 (focus group 3) said: *"We as teachers feel threatened at times by the learners. They misbehave and no one knows what to do with them. We just leave them alone. They can*

do their work or leave it. We don't assist them as their parents don't want to help us discipline their children."

In the opinion of the researcher the problem of misbehaving learners was not addressed with the aggressive parent or any other person. It was evident that the teachers were left to cope on their own with no assistance from the principals or the school management. This resulted in learners who lost an opportunity to learn as the teachers could not handle them and parents were also not assisting.

6.10.3 Socio-economic background at home

The socio-economic background of learners surfaced regularly during the focus group interviews. In many instances learners' parents were missing, leaving teachers with learners with problems. Many learners lived with their grandparents because their parents worked in cities or elsewhere. According to the respondents a significant number of these grandparents were not literate and did not know how to assist the learners in their schoolwork. They also did not want to be involved in the problems of grandchildren. Some grandparents suffered ill-health and did not have the energy to deal with rebellious young children. They fed them when they received their social grant and their responsibilities ended there. The respondents opined that many of the grandparents did not see it as their responsibility to play an integral part in the education of the learners. Their view was that the school was the educational institution and thus responsible for educating the learners.

P13 (focus group 3), for instance, stated: *"Parents are not interested in the code of conduct of the school. They expect the school to take full responsibility of their child, and they as parents don't even want to help with the discipline. The grandmother says she has four grandchildren staying with her. They do not listen to her. The school must help as she complained to the parents but they are working in Gauteng."*

Many of the learners at full-service schools in deep rural areas live in impoverished conditions and at times suffer violence. Some of the mothers are financially dependent on partners who abuse them. They find it difficult to leave and therefore stay with the abuser (city-press.news24.com/News/shocking-stats-on-abuse-of-women-in-sa-2016112). P2 (focus group 1) said: *"This learner is frequently absent on Mondays. When she's at school*

on some Mondays she does not speak, oh my word! She's in a world of her own and does nothing in class." The participant sighed. *"She always has an injury or walks limping. When I speak to her, she cries. She is usually a withdrawn learner, but if something happened over the weekend, she is worse; I tried to find out from another learner in my class, staying nearby. He says her mother's friend beat her and her mother again. It happens every weekend. What do I do in a case like that? I called the social worker, the police and the SMT, they do not do anything. I called the mother several times to come and see me but she never comes. I hate to think what can still happen to her and her child! Social development and their social workers are useless, you can complain and complain but they don't help."* The researcher concluded that the teacher felt responsible for both the learner and the parent. The participant shivered as she spoke about it and her body language showed she felt hopeless and scared.

Parents from poverty-stricken environments often suffer great emotional stress. This can easily be linked to rage and aggression, low self-worth and no ambition to improve their circumstances (Wade & Kendler, 2001:178-180). Dissatisfaction, high levels of home or marital stress and domestic violence are linked to poverty (Wade & Kendler, 2001:180-180).

6.10.4 Conclusion about themes arising from parents' role in supporting their children

From the various aspects related to parental involvement that were discussed in this section, it can be concluded that the majority of learners in the full-service schools where the research was done lived in socio-economic environments which were not pleasant. They lived with grandparents, with unemployed parents or with a single parent, none of whom were actively involved in the learners' schooling. Home stimulation and following-up on homework were often non-existent. In many cases the parents saw the learner's education as the sole responsibility of the school. This may be one of the reasons why parents are not involved in their children's education. Teachers further blame the parents for not assisting them and they take their frustrations out on the learners. According to Bradley and Corwyn, (2012;66-67) home circumstances such as the ones discussed in sections 6.10.1 to 6.10.3 could cause conflict, as well as low-esteem, resentment and above all financial strain in the homes of learners.

6.11 Summary of themes that emerged from the focus group interviews

The table below is a summary of the themes that were discussed in detail in the previous sections from 6.6.1 to 6.10.4

Table 6.5 Themes that emerged from the focus group interviews

Themes	Sub-themes
6.6.1 The teachers' attitudes	6.6.1.1 Teachers' emotional intelligence 6.6.1.2 Teachers' attitude to inclusive education
6.6.2 Teachers' prejudice against some learners	6.6.2.1 Language of learning and teaching of the school differs from home language 6.6.2.2 Knowledge of learners' diverse cultures and religions and learners' home language. 6.6.2.3 Teachers fail to understand the learners' socio-economic background
6.6.3 Training of full-service school teachers	6.6.3.1 Screening, Identification, Assessment and Support (SIAS) training 6.6.3.2 The use of assistive devices 6.6.3.3 Teachers' unwillingness to expand their professional knowledge
6.6.4 District-based support team training of full-service school teachers	6.6.4.1 The district-based support team's lack of adequate knowledge 6.6.4.2 Lack of transport, bad roads and unsuitable training facilities 6.6.4.4 Referrals to the DBST 6.6.4.3 Vacancies in the district office 6.5.4.5. Attitude of DBST members
6.6.5 The school	6. 6.5.1 The role of the school management team 6.6.5.2 The attitude of the senior management teams (SMTs) towards inclusive education 6.6.5.3 School-based support team training 6.6.5.4 A lack emotional support from SMT 6.6.5.5 SMT lacks support skills
6.6.6 Poor parental involvement	6.6.6.1 Unconcerned parents 6.6.6.2 Aggressive parents 6.6.6.3 Socio-economic background at home

6.12 CONCLUSION ON THE THEMES THAT EMERGED FROM THE FOCUS GROUP INTERVIEWS

The above themes emanated from and corresponded with the research questions as formulated in chapter 1. The themes furthermore informed the researcher about the experiences of a group of full-service school teachers in the North-West Province. Their opinions differed but there were similarities, where the majority of the teachers who were the participants in this research felt they were not equipped to teach at a full-service school and lacked the skills to teach learners with barriers to learning.

6.13 SUMMARY OF THE FINDINGS REGARDING THE EXPERIENCES OF FULL-SERVICE SCHOOL TEACHERS

Figure 6.4 displays the information from the themes that emerged from the data collected. The five circles presented in figure 6.4 align well with Bronfenbrenner's ecological systems theory. Each level has people, activities, policies or events which contribute positively or negatively to the participants (full-service school teachers). According to Bronfenbrenner's ecological systems theory, the levels in this study are as follows: The immediate level of the full-service school teacher is the microsystem and comprises the personal life of the teacher. It also comprises the school and learners, including learners with diverse needs in the classroom (figure 6.4), the principal and the management team, the SBST and colleagues at school. The parents of the learners also form part of the microsystem. The influence of all these people is crucial to the well-being and development of the teacher as they have daily face-to-face interactions.

The mesosystem is the interrelations of two or more settings. In this study the interrelations which form the mesosystem are the links in the microlevel. The mesosystem includes aspects such as a lack of support from the SMT, learners with barriers in the teacher's class, lack of support by SBST and poor parental involvement and its influence on the teacher. It also consists of the effects of the poverty-stricken environment of the learners, child-headed families and the language of learning and teaching which differs from the home language of some of the learners. Aspects such as these interact with the teacher in the classroom. The meso level is further informed by the macro level, exo level and chrono levels (see figure 6.1).

The exosystem consists of the Department of Basic Education with all its policies (such as EWP6 and SASA), the South African Constitution, and sister departments and the broader community. It also consists of the DBST and the unsatisfactory training done by the district-based support team, as well as their lack of skills to adequately train all teachers in the FSS. The macro level in this research consists of the social values of society, and the influence of politics and the economy of the country.

The chronosystem happens over time. In the case of this study it is the after-effect of apartheid because during apartheid people were educated and received initial teacher training according to their race and the impact is still felt. Some of the FSS teachers and DBST members are part of the vicious cycle resulting in ill-equipped professionals.

When considering the data that was collected and interpreted, the levels represented in this study were interrelated and but did not support one another. The elements in the micro level, for instance, did not support each other positively but rather increased negativity in the next level, the meso level (see figure 6.4) The negative influences in the micro level as well as the negative influences in the other levels did not provide support to enable the FSS teachers who were the participants in the study to be capacitated to teach learners in FSSs.

Figure 6.4 below provides a summary of the findings, which are explained in terms of the levels of Bronfenbrenner's ecological systems theory.

Figure 6.4: Summary of the findings of the experiences of FSS teachers according to Bronfenbrenner's ecological systems theory

- Microlevel
- Mesolevel
- Exolevel
- Macrolevel
- Chronolevel

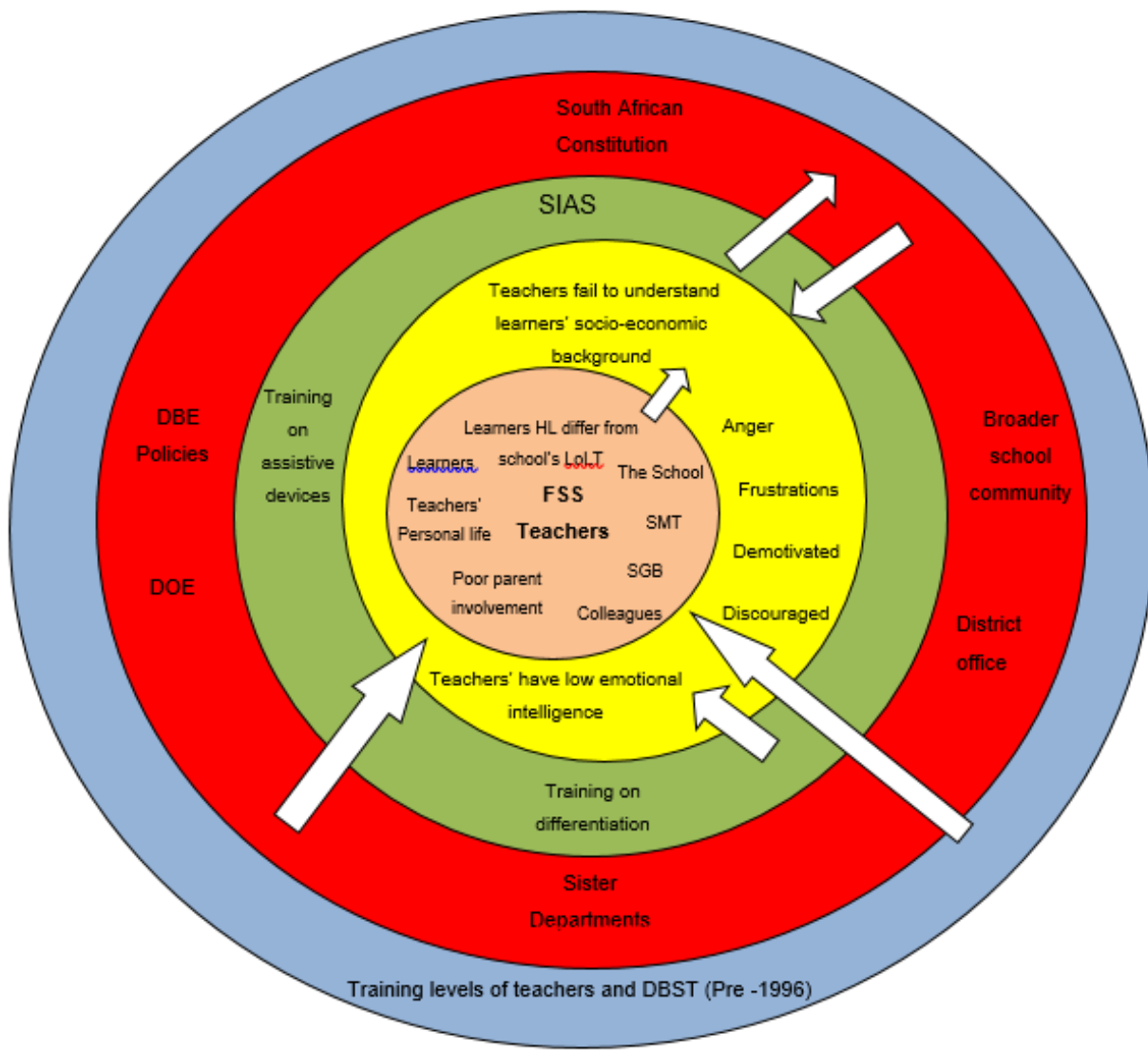


Figure 6.4 above shows gaps where there is a lack of support from stakeholders to assist and develop the participants, who were FSS teachers. It is crucial for the stakeholders and the elements in the levels to interrelate positively in order to support the FSS teachers to develop optimally so that they will be able to support each and every learner in their classrooms. This applies to all the role players, namely the DBST, the principal and management of the schools, the SBST and the parents. The goal to enhance teaching and learning and to implement inclusion in the classrooms of the full-service schools is lost. The gaps among stakeholders need to be linked for the development of the participants.

6.14 CONCLUSION

The participants in the research were teachers at four full-service schools. The conclusion can be drawn that in the absence of an appropriate model for professional teacher development for FSSs, they were not in a position to implement inclusive education adequately. Teachers at FSSs could also be a major barrier to the implementation of inclusive education as they are the most important officials to change the situation in the classroom.

The next chapter deals with the evaluation of the research questions. After the conclusions are discussed, the recommendations for the development of a framework for continuous professional teacher development for teachers at FSSs follow.

CHAPTER 7

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

Education that does not mould character is absolutely worthless.

Mahatma Gandhi

7.1 INTRODUCTION

The functionality of full-service schools (FSSs) forms part of the schooling 2025 plan of the Department of Education in South Africa. This is also part of the strategic planning of the North-West Province and the Dr Ruth S Mompati District, where the research was done (Department of Education, 2013:2-3).

The researcher was inspired to do this research by the information gained from the monthly school visit reports presented at the district management meetings in the district where she works. At these meetings the Continuous Professional Teacher Development (CPTD) programmes are often discussed. The need then arose to investigate the effectiveness of the CPTD programmes for teachers at FSSs and their experiences in the classroom situation.

The findings and discussions were investigated in chapter 6. These consist of the experiences and views of teachers in full-service schools with regard to their present in-service training. The research was undertaken in order to develop an ecological framework for a PTD programme for teachers at FSSs. During the data collection the key research question in chapters 1 and 6 covered the main themes. Recommendations resulted and are summarized. The recommendations informed the development of a framework, entrenched in Bronfenbrenner's ecological systems theory, to assist and empower teachers at FSSs. There could be a significant change in the quality of teaching and learning in these schools when expanding teachers' viewpoint on inclusive education and at the same time increasing their effectiveness as teachers at FSSs. If the model could cover an ecological systems framework that increases their competency and cultivates learners to reach their highest potential, the long-term aim of the study will have been accomplished.

The main research question was:

- *How effective are the training programmes for Continuous Professional Teacher Development at full-service schools?*

In order to answer the research question, a set of secondary research question were formulated. The secondary research questions were:

- *What are the experiences of full-service school teachers?*
- *What are the existing training guidelines for teachers at full-service schools in South Africa and specifically in the North-West Province?*
- *What are the main aspects and strategies that must be incorporated into the training programmes for teachers at full-service schools?*
- *What should an appropriate model be like to support full-service school teachers to develop the learners with barriers to learning to reach their full potential?*

The findings from the four FSSs across the district that were part of the research correspond. Altogether 20 teachers at the four schools participated in the research. They shared their daily practical experiences at an FSS in a district in the North-West Province. In this chapter the focus is on summarizing the main findings of the study, as well as the recommendations and a framework for a PTD for FSS teachers.

7.2 SUMMARY OF THE FINDINGS

After the findings of the study, the researcher carefully considered the situation in full-service schools. The teachers at these schools are the main implementers of inclusion in the classroom, but there are many issues that hamper the successful implementation of Education White Paper 6 (EWP6).

This study involved teachers in FSSs in a district in the North-West Province. It was of the utmost importance to highlight and discuss their experiences and the

significance of their training programme. From the literature it is apparent that problems are being experienced by FSS teachers all over the world. This information is not always readily available, but it is a given that teachers at these schools are not receiving the appropriate training to develop them in order to teach inclusive classes.

In Chapter 1 the motivation for the study and the statement of the problem were outlined. The aim of the study was outlined too. The methodology to be used and the important concepts of the study were explained.

The literature review was covered in Chapter 2 and 3. Chapter 2 covered full-service schools internationally and in detail in the North-West Province. Chapter 3 covered professional development in full-service schools internationally and in South Africa with special reference to the North-West Province.

Chapter 4 focused on the theoretical framework. Bronfenbrenner's ecological systems model underpins this study. The focus of the study was on the full-service school teachers' development and experience in their work environment, as well as with the other stakeholders in the school environment.

Bronfenbrenner's ecological systems model is presented in five layers, namely the microsystem, mesosystem, exosystem, macrosystem and chronosystem, which make up the ecological systems theory.

The researcher's viewpoint is that according to Bronfenbrenner's ecological systems theory each of the composite layers of the theory influences full-service school teachers' environment and their development. The quality of contact among the stakeholders will influence the FSS teachers' growing ecosystem. The microsystem is the individual's most immediate environment. For the FSS teachers this may be the school, the learners in class, the senior management team and colleagues teaching at the same school.

The mesosystem is the second level. The interactions in the individual's microsystem have an impact on the development of the person. In this study the FSS teachers' resisting attitude to inclusive education policies is the result of the negative

interactions of elements in the microsystem. Their anger, frustrations and discouragement are the result when no or little support is received from the senior management team and parents of learners. The mesosystem in this study is where the teachers' emotional intelligence is at its lowest.

The exo level is the third circle. The values of the education system influence the individual teacher in the FSS. The different trainings such as the screening, identification, assessment and support (SIAS), training on assistive devices and differentiation of lessons are part of the macrosystem. After the training done by the district-based support team (DBST), teachers need to implement it in their classrooms. Despite the fact that some teachers do not feel equipped after the training, they still have to implement it. This leads to a feeling of hopelessness in teachers.

The fourth level is the macro level, which has an indirect connection with the individual but has an impact on their development. In this study it is the broader community of the school such as churches and religious leaders, the sister departments such as the Department of Social Development or Department of Health, whose support to the school and teachers is vital. This could be a hand extended to the teacher struggling with non-cooperative parents and learners with bad behaviour in class or learner absenteeism. The Department of Basic Education, where policies are formulated, is not a direct link to the teachers, however, the teachers have to implement policies whether they want to or not. The Department of Education issues prescriptions by means of circulars and monitoring tools that at times are not well discussed with the teacher, nonetheless they have to implement them.

The last circle is the chrono level. The events in this level happen over time. Pre-1994 the quality of initial teacher training depended on the race of the teacher. Until today the after-effects are still felt in the education corps of South Africa. Some teachers and members of the DBST are products of that era. Nevertheless these officials are expected to produce the same quality of results as all the others. These expectations have a negative result on the FSS teacher.

In Chapter 4, Figure 4.1 one can see that there is flow from one system to the other. In case of clashes and adjustments in a certain level it has a ripple effect on the influence of the FSS teachers' development and influences the learning of learners in their classes. While exploring the FSS teachers' actions in the school environment, their total work environment should be taken into account to see whatever influences them negatively or positively.

The research design and methodology used in this study were thoroughly discussed in Chapter 5. For this study interpretivism was employed and a discussion of the philosophical paradigm was provided. This research paradigm allowed the researcher to understand the experiences and views of FSS teachers. Individual viewpoints may be the same on similar issues, however, one also needs to appreciate and understand that different individuals recognize related social phenomena in different ways. The data collection strategy was also thoroughly discussed. The researcher followed up on the analyzing and interpretation of the data. Furthermore sections on the trustworthiness and credibility of the study and the ethical plan were provided.

In Chapter 6 a detailed analysis and interpretation of the data collected during focus group interviews and informal observations are supplied. There is a complete picture of the participating FSSs. Interpretations and discussions of the themes derived from the data collected through focus group interviews and observations provided a rich image of the experiences of the FSS teachers and their current professional teacher development programmes. The findings of the data can be compared globally and to the rest of South Africa, as described in the literature review in Chapter 2 and 3.

In this last chapter, Chapter 7, the final analysis is concluded. A brief summary of the study follows. The recommendations aim to improve the existing continuous professional teacher development programme for FSS teachers. In conclusion a framework for a continuous professional teacher development programme for FSS teachers is provided in a flowchart (diagram 7.1).

In the next section a brief summary of the research questions and the recommendations is discussed. The findings that emerged from the focus group

interviews were interrelated and formed themes and sub-themes. More than one participant provided similar answers to a specific question during the focus group interviews. This went into a discussion that gave valuable information to the researcher. A concise summary of the answers provided by the participants to the research questions follows.

7.3 EXPLORATION OF THE RESEARCH QUESTIONS

The full-service school teachers' experiences and assistance to learners are vital. They are the most important officials to implement inclusive education. Twenty teachers from five FSSs across the district were the participants in the research.

The recommendations on the research questions are given according the levels of Bronfenbrenner's ecological systems model.

The main research question for this study was as follows:

- *How effective are the training programmes for professional teacher development at full-service schools?*

The secondary research questions were:

- *What are the experiences of full-service school teachers?*
- *What are the existing training guidelines for teachers at full-service schools in South Africa and specifically in the North-West province?*
- *What are the main aspects and strategies that must be incorporated into the training programmes for teachers at full-service schools?*
- *What should an appropriate model be to understand and support full-service school teachers to develop the learners with barriers to learning to reach their full potential?*

In the sections to follow the data will be discussed and recommendations according to the various levels of Bronfenbrenner's systems theory will be made, based on the four secondary research questions. The discussion will thus be done in the following way:

7.3.1 Exploration of secondary research question 1

7.3.2 Exploration of secondary research question 2

7.3.3 Exploration of secondary research question 3

7.3.4 Exploration of secondary research question 4

The researcher examined the main research question and the four secondary questions using the themes that surfaced from the data collected. The themes provided information on the current training programmes for professional teacher development at FSSs. The data also provided the experiences and views of the teachers at these schools.

It was interesting to note that the observations and the focus group information correlated with one another. While working through the data the researcher also noted that the themes that arose fitted in well with the levels of Bronfenbrenner's ecological systems theory for human development.

7.3.1 Exploration of secondary research question 1

The first sub question was the following:

- *What are the experiences of full-service school teachers?*

7.3.1.1a Findings on the microlevel

According to Bronfenbrenner's ecological systems theory, the elements in the microlevel of the full-service teacher comprise the school and learners, the learner with diverse needs in the classroom (diagram 6.1), the principal and the management team, the SBST of the FSS and colleagues at the school. The parents, who form part of the school community, also constitute the microlevel. Their influence on the

development of the teacher in the FSS is crucial as they have daily face-to-face interactions with the above individuals.

The FSS teachers voiced their negative feelings and experiences about teaching in an FSS and their reservations about the implementation of Education White Paper 6 (EWP6). Teaching learners with barriers to learning is a nightmare for some of the teachers as they are not trained to teach learners with diverse needs.

Teachers teaching at FSSs, and for that matter at any public school, cannot be selective regarding the type of learner they want to teach as no learner may be refused admission to a public school on unfair discrimination or unequal treatment regarding race, language or religion (Department of Education, 2006:5.1; South African Schools Act: 8-9 section 5.1 Admission to public schools). Hence the teachers who participated in this study have learners in their classes that do not understand the language of learning and teaching (LoLT) of the school, but they have to teach the learners and complete a curriculum. Other learners leave early every Friday because they attend their mosque service. In the past it was not expected of teachers to accommodate the diverse needs of learners. Some learners display problematic behaviour and disrupt the teaching in class. Teachers do not know how to handle these situations as they only know how to discipline learners with corporal punishment. With the new policies and no practical guidance on how to manage discipline in class, teachers have difficulty to teach.

Teachers feel annoyed and distressed in their inability to support learners in their classes. The senior management teams (SMT) of the schools do not support teachers with this type of learner nor is there cooperation from the parents. Teachers do not want to struggle with learners with diverse needs, behaviour problems and learning barriers. They are frustrated in their classrooms and become de-motivated. Many of the teachers are left feeling frustrated and angry. The participants stated that they did not know how to handle learners who disrupt their teaching. It leaves them feeling hopeless. When teachers do not know how to handle the situation the learners are the ones deprived of education (see diagram 6.1).

Poor parental involvement in their children's schooling is another issue that frustrates teachers. Participants complained of the parents' lack of involvement in their children's schooling. Parents do not respond when teachers call upon them to assist them by giving their consent to apply for additional support for learners with behavioural difficulties or other learning barriers. They never turn up when summoned to school. Teachers cannot refer learners for additional support if parents do not give consent.

The school-based support teams (SBSTs) at schools are not assisting teachers. In some instances there are SBSTs at the schools, but they are not functional. In some cases there are smartly covered files but no learners are supported. In other schools the SBST relies on an individual teacher's experience and expertise in their school to assist learners. At times learners with barriers are ignored as the teacher does not know how to assist them.

According to Bronfenbrenner (2005:572), individuals act according to their experience. Teachers feel it is a displeasing experience teaching at an FSS. Poor relationships with the SMT, HOD and parents of learners result in de-motivated teachers. They resent the SMT of their schools as they feel that they do not get the support they require. Their self-esteem might even suffer and sometimes they want to quit their teaching job or go on long sick leave.

The recommendations suggested here are presented within the levels of Bronfenbrenner's ecological systems model as discussed above. All these recommendations refer to the full-service school teacher.

7.3.1.1b Recommendations on the microlevel

- It is recommended that all FSSs in the district should receive a session on orientating all stakeholders on the services an FSS. This could include the community. The staff and other stakeholders of the school, namely parents, community members, religious leaders from the community, governing body members, sister departments and tribal leaders of the village should be invited to the orientation session (Mariga et al., 2014:15). All the role players need to

become equal partners and share their expertise to the advantage of the learners (Engelbrecht & Green, 2007:85-86). The roles of all members need to be discussed.

- The principal must be the driving force to encourage change at the school to implement inclusive practices. Principals should have regular meetings with the teachers to assist, monitor and guide them in the implementation of the inclusive policy. They should build good relations with teachers so that the teachers may feel protected and can develop as professionals. Guidance needs to be given to problems with learners in the classrooms so that the problems can be effectively and practically addressed. Principals must advise the HODs to form combined grade and phase teams to plan, discuss and share skills. They should be guided to share common goals at the schools. Principals need to build a harmonious link with the SGBs, parents and wider community to ensure that they take ownership of their children and the school.
- Parents need to be given a chance to make inputs in the Code of Conduct of the school. Thus they would feel that they are part of the school and the decisions taken there. This could contribute to getting all parents involved in the school activities and the activities of their children. Parents need to feel that they are part of the school and their children must respect and adhere to the rules of the school (Engelbrecht & Green, 2007:86-88).
- The school governing body needs to support the principal, SMT and entire staff and should be committed to inclusive education. The SGB must play an important part by bringing the parents closer to the school, understanding the importance of parental involvement in the schooling of their children or the children in their care. It is recommended that official training regarding their role and duties should also be offered.
- The school-based support team (SBST) needs to be functional to assist the class teacher. The principal must confirm and ensure that SBST meetings are taking place, with the minutes and feedback. The principal can delegate, but needs to monitor whether it really happens. Teachers must know what to do to assist

learners. The SBST must meet regularly in order to assist the teachers in addressing the learners' needs. It should create a platform for the teachers to share their knowledge and should have the necessary expertise to address the different needs and learning styles of learners.

- Teachers in FSSs are not trained to work with learners with diverse needs, hence they are in need of a specific continuous professional teacher development (CPTD) programme to teach at an FSS.
- It is recommended that the professional Code of Teachers' Conduct should make clear and be discussed during the training so that no professional teacher would "humiliate, physically or psychologically abuse a learner in any way" (SACE, 2008:12-13).
- It is advised that learner diversity should be part of the training programme for teachers at FSSs. The training should emphasize that marginalized learners must be catered for and that no labelling and alienating of certain learners should happen.

7.3.1.2a Findings on the macrolevel

The macrolevel in this research comprises elements such as the district-based support team (DBST) and the unsatisfactory training, according to the participants, done by them. The training includes screening, identification, assessment and support (SIAS) and training on assistive devices and differentiation of lessons. The fact that teachers could not use the assistive devices during the research, as well as the environmental challenges faced by DBST officials, forms part of the macrosystem of participants.

Professional teachers' and DBST members' calibre of initial teacher training, their experience and backgrounds are extremely different. One of the major gaps in the initial teacher training which arose from the research is remedial training as a corrective measure. Very few of the teachers and learner support specialists in the area where the research was conducted (who are part of the DBST), are trained in

learner support or remedial training. It became clear from the research that some of the DBST members cannot support teachers; therefore teachers cannot support and provide remedial teaching to learners with reading or mathematics problems.

DBST members could not address questions from teachers during the training sessions. Some teachers felt the district officials were not competent. Other teachers felt that the DBST officials were annoyed by the teachers when they asked questions to clarify issues. Participants complained that they still lacked an effective training programme specified for FSS after the training sessions done by the DBST. The researcher was informed that some teachers arrived at the training sessions with a negative attitude, which placed the DBST officials in a difficult situation. They could not keep the teachers interested in the presentation.

Participants did not feel positive about the training done by the DBST officials on the screening, identification, assessment and support (SIAS) policy. It was rather an orientation and not effective training.

With regard to the training which should have been provided by the DBST, the researcher noticed that some of the participants were not computer literate and that some could not even switch it on. They were nervous to touch the computer as they were scared it would break. Teachers were supposed to enhance teaching and support reading and mathematics challenges in learners with the software installed on the computers. Some of the computers had not yet been connected. These facts testify to the inadequate training that FSS teachers receive from the DBST. With regard to the document analysis, the researcher noticed that the monthly reports showed that DBST members had challenges of their own. They had for instance challenges with transport to and from training sessions.

Sometimes DBST officials struggled to find transport to take them to venues, which resulted in their being late for starting on time with the training. The distances they had to travel were between 150 and 200 kilometres on a single trip and sometimes they had to travel on bad roads. There was often no electricity in windy and rainy conditions, which hampered electronic presentations.

7.3.1.2b Recommendations on the macrolevel

- The quality of professional teacher competency is a concern in full-service schools. It is thus recommended that the gaps need to be addressed by the government policy on Continuous Professional Teacher Development (CPTD) and South African Council for Educators (SACE), the teacher development section in the Department of Education and universities.
- It is advised that the Department of Basic Education and various institutions where teacher training is offered be approached to include remedial training as priority training for all foundation phase teachers and learner support specialists. All teachers at FSSs should be encouraged to study towards a further qualification in inclusive education and remedial teaching.
- It is recommended that the DBST in this area, and for that matter in all provinces, undergo thorough training to be equipped to retrain teachers at FSSs. They need to know the policies and the content, be well planned and prepared, and be informed on how to act professionally.
- It is then necessary that the DBST retrains each FSS with the entire staff as well as the SBST. Staff members at FSSs should be trained on the National Strategy on Screening, Identification, Assessment and Support (SIAS) policy, Individual Support Plan (ISP), as well as documents such as the Full-service Schools Guidelines and Learner Diversity. Teachers should be trained by well-prepared officials. Principals and SMT members at FSS should all be trained on inclusive education by the DBST.
- Educational psychologists from the DBST or as appointed by a service provider should be called in to help teachers with emotional problems and negative feelings towards teaching in a FSS.
- It is recommended that training by DBST members on racial issues should be conducted in all FSSs

- The DBST presenters should seek better ways of getting teachers interested and positive about the training they are doing.
- It is advised that the DBST adjust transport arrangements for its officials to remedy transport challenges to enable them to arrive on time at training sessions. The DBST should work with schools to assist with alternative arrangements in case of power cuts.
- The strengthening of inter-sectoral collaboration among departments from national, provincial and district offices is advised. The Department of Social Development can assist schools with social workers visiting the homes of parents who do not deal with learners' absenteeism nor react to the summons of the school.
- The DBST members such as therapists or the service provider needs to train individual schools on specific assistive devices for unique learner barriers. The training must be practical on how to use and care for the devices.
- Vacancies in Inclusive Education in the DBST must receive the same attention as those of subject advisors or circuit managers and should be filled as soon as possible.
- The policy on Screening, Identification, Assessment and Support (SIAS) is important for the implementation of inclusive education to address learners in need of additional support. Procedures of the referral of learners who need additional support require for example an individual support plan. Forms to be completed are part of the SIAS document (form SNA1 & 2).It is thus recommended that teachers should receive well-planned training in the use of the SIAS document.
- Teachers also need to know how to apply for learners in need of concessions for examinations. In the case of learners needing adapted question papers, an assistive device or extra time during the examination teachers must be equipped

to assist them (annexure B). The role of the school-based support team in referrals should be emphasized in all the training. The SIAS training should equip teachers step by step on how to complete the specific form for a learner's particular need. (See Annexure A1 for an example of the form.) It contains a request by parents for a learner in need of high-level support to be referred to a special school (Department of Basic Education Annexure D 2014:1). The information technology (IT) staff need to train the FSS teachers in basic computer skills. Teachers' self-confidence must be built in using the computer. They need a computer/laptop with current software installed with the necessary updates. The training needs to be continuous for at least once a week for two to three months. Teachers need to practise daily in between trainings to acquire computer skills. They should be trained how to switch the computer on and off, and get used to the keyboard and mouse. Teachers should then be trained to start with the basics of typing and saving and opening work files. They need to be trained in how to use the software installed on the computer as well. They need to be trained in how to address learners' individual barriers with the correct type of software.

7.3.1.3a Findings on the exolevel

- The exosystem of the FSS teachers comprises the Department of Basic Education with all its policies (Education White Paper 6, SASA among others), the South African Constitution, sister departments and the broader community. These elements indirectly have a negative impact on the FSS teacher. However, the policies have to be implemented.
- Corporal punishment was banned in all South African schools (SASA Act 84 of 1996 section 27), however, no alternatives are given to assist schools and teachers with the discipline of learners. Discipline has become a major crisis in classrooms, derailing teaching and learning. This results in poor learner and teacher performance.

Many teachers are frustrated and angry. The respondents clearly stated that they did not know how to handle learners who disrupt their teaching. It leaves them feeling

hopeless. The parents are also not involved in their children's lives and teachers do not receive assistance from the SMT at their schools. There is no assistance from the sister departments, for example Social Development, Health, SAPS and others (Department of Basic Education, 2010:39-41).

7.3.1.3b Recommendations on the exolevel

- It is recommended that principals, SMTs and SGBs of schools need to involve parents and the wider community, the church and the chief of the village to resuscitate respect for the school, school property and the teacher. The practical implementation of the school code of conduct must be strictly adhered to by the staff, SGB, parents and learners. Interrelations with other departments are vital especially the South African Police (Adopt a Cop), Department of Health (assistance with health issues and filling in of SIAS health document) and Department of Social Development (assisting with home visits). Emphasis should be placed on learners' responsibilities and not only on their rights.

7.3.1.4a Findings on the chronolevel

The chronosystem comprises events that happen over time. In this regard it is the after-effect of apartheid, when people were received initial teacher training according to their race (see section 3.3). The impact still prevails. There are many professionals in the education system today who received their original training during the apartheid era. Some of them are FSS teachers and DBST members, but unfortunately they form part of the vicious cycle of teachers who were not well trained, resulting in ill-equipped professionals.

7.3.1.4b Recommendations on the chronolevel

- It is recommended that intensified training on emotional intelligence for full-service school teachers be made a priority during their training. Their self-esteem needs to be uplifted to change their perception about teaching at an FSS. They need to realise they are the change they want to see in the school. They need to

be guided to build on their experiences and change challenges into opportunities. Principals need to support and guide the teachers and promote inclusive practices.

7.3.2 Exploration of secondary research question 2

- *What are the existing training guidelines for teachers at full-service schools in South Africa and specifically in the North-West Province?*

7.3.2.1a Findings on the microlevel

One participant (P17) complained that when asking the principal for assistance with a learner that daily undressed himself in class and derailed the teaching she got no help at all. The teacher does not know how to handle the situation as the training she received for full-service school teaching could not prepare her. The principal and head of department were not helpful in any way either. She was told to go back to her class and teach the learners, which left her feeling disheartened. She still has not solved the problem.

The parents of learners do not respond when they are called to assist the teacher. They ignore the call and do not turn up at the school. The teachers do not know how to handle the situation.

Most of the participants stated they had no responses from parents to assist them when they needed their consent for further referrals. They could not help learners in need of additional support. Teachers feel discouraged when they cannot proceed to support learners since parents do not respond positively.

The school-based support team (SBST) does not assist teachers with learners with barriers to learning. They do not meet and discuss learners' needs and address them. In some schools the files are smartly covered but there is no reference of any learners being assisted. In another school the SBST becomes the problem of the learner support teacher. The teacher has to run the SBST on her own with no meetings. She works out the individual support plan (ISP) for learners and also has

to work with individual learners. There is no management member to assist to make the SBST work or delegate assistants to the learner support teacher. At one of the schools it was noted that after teachers attended training no feedback was given to the staff. The result is that when officials do not personally attend a training session they are losing out on information.

7.3.2.1b Recommendations on the microlevel

- It is recommended that each school should have a school-based support team (SBST). It is the responsibility of the principal and the other senior management team members to ensure the functionality of the SBST team. The SBST could be responsible to provide assistance to the teachers who have learners with barriers to learning in their classes. All role players who need to assist the teacher in addressing the barriers of learners should be identified and their roles described. In this regard the principal should take the lead that learners with barriers are assisted through a functional SBST.
- The SMTs at all FSS schools need to take the lead and play an active role to develop inclusive practices. Social development and the religious leaders need to assist the teachers with learners with absenteeism and behavioural problems. The tribal office could also be of assistance with parents that do not respond to the teachers' call for help, as the chief is highly respected in the villages.
- Teachers who attend trainings and do not give feedback to the rest of the staff need to do it at the earliest convenient time for all staff members. It is neglect on the part of the SMT not to develop the other staff members at school and it is recommended that it be rectified, in order for all members to stay abreast of new developments.

7.3.2.2a Findings on the mesolevel

After DBST trainings, teachers request for some learning aids from the HOD or principal and they were ignored. This left teachers feeling frustrated. The teacher's frustrations could be seen in his body language. It mirrored the helplessness he felt.

This once more illustrates the zero support that some of the participants from FSSs are receiving from their SMTs. Teachers feel neglected as if inclusive education and its policies were added on as part of their duties and that the plight of the learners with barriers to learning was not important to the SMT.

Most of the participants feel frustrated as they cannot be assisted by the SMT of the school to guide and monitor them. It seems to them that no one is interested in them. Some feel that their SMTs think that they only make excuses not to work in their classes. They feel they are standing all alone with this problem of learners that have barriers to learning. They feel that they are alone and voiceless. No one listens to them when they want to share the problems they experience in their classes. The researcher assumes that they felt forlorn as they had no one to assist them with the learners with barriers to learning. They were not sure whether they were implementing the inclusive education policy correctly. The teachers' morale was low. They feel neglected and not valued. Some of the parents only respond by fighting and using bad language with the teachers. They do not have anyone to secure their safety and save them from the verbal abuse of parents.

7.3.2.2b Recommendations on the mesolevel

- The SMT needs to arrange regular team-building exercises in order to build strong collegian relationships between FSS teachers where they learn to have trust and loyalty and can voice honest opinions. They need to be encouraged to build resilience and work on their emotional intelligence in order to be able to bounce back when feeling insecure. Teachers need to have a platform where they can discuss the frustrations they experience in class, learners' barriers and other personal challenges. The SMT needs to have an open-door policy where teachers feel free to discuss their challenges.
- It is recommended that FSS teachers should have interrelations which link to their environment as peers, home relationships and church where they can overcome their personal challenges.

7.3.2.3a Findings on the exolevel

All four full-service schools where the data for this research study was collected, received in-service training by officials from the DBST. The researcher reached the conclusion that the participants did not take it positively. They felt they were not professionally trained by the DBST because the officials from the DBSTs were not prepared or equipped to train them. The officials only read from the slides, but could not explain the information from the slides. They could not answer teachers' questions or guide them on how to go about after the workshop. They even became agitated when teachers asked questions. The DBST members were sometimes late and then the training started late. This delayed the teachers in going home as they had prearranged transport to take them home after the workshop, since there is no public transport in the rural areas. The participants also felt the SIAS training was not in depth. To them it was like an orientation with too much paperwork.

Participants were very vocal and felt they were not in need of the DBST officials' training as they did not benefit from it. Although all FSSs were previously trained on the seven key strategies of Education White Paper 6 (EWP 6), teachers faced challenges regarding the implementation as the members of the DBST were not sure of their facts.

In section 1.1 it is stated that in South Africa teachers and staff members of FSSs were orientated on the purpose and functioning of a full-service school and also received basic advocacy on EWP6.

In chapter 2.4.7.4 the seven key strategies to implement EWP6 were discussed. The DBSTs trained the FSS teachers and staff on these seven key strategies (see chapter 4.6). This means all teachers in FSSs are supposed to have been trained on the following:

- School-based support team (SBST)
- District-based support team (DBST)
- Special schools as resource centres (SSRC)

- The national strategy on screening, identification, assessment and support (SIAS)
- Individual support plan (ISP)
- Curriculum and assessment policy statement (CAPS)
- Full-service schools (FSS)
(North-West Department of Education, 2009:77).

In chapter 6.9.4, under the theme *Training done at school by the district-based support team* (DBST) participants did not feel equipped to teach at a full-service school. The significance is that there are problems in the existing training guidelines for teachers at these schools.

In chapter 3.4.3 continuous professional teacher development (CPTD) for mainstream schools is covered. Unfortunately there is a gap in the training programme to cover FSSs. The following are the three priorities covered by the CPTD training:

- Firstly, the teacher priority activities which are chosen by teachers for their own development and the improvement of their own professional practices cover once again teachers in the mainstream.
- Secondly, there are school-driven activities which focus on whole-school development. This focus is on the school's conditions for the improvement of learning and teaching undertaken by the school leadership and staff collectively.
- Thirdly, there are qualification-driven activities and others offered by approved organizations. The CPTD system must contribute to the improvement of teaching and learning as well as learner development (SACE/Department of Education, 2008:4-8).

The current training programmes for CPTD at full-service schools and the existing training guidelines discussed above, do not have the outcomes which were envisaged to prepare FSS teachers.

7.3.2.3b Recommendations on the exolevel

- The recommendations suggested here regarding the question: “How effective are the training programmes for professional teacher development at full-service schools?” and “What are the existing training guidelines for teachers at full-service schools in South Africa and specifically in the North-West province?” are covered in the macrolevel of Bronfenbrenner’s ecological systems model.
- It is recommended that PTD training needs to develop teachers holistically to equip them to teach in the specific situation of FSSs.
- The researcher’s opinion is that the professional development of teachers in FSSs in a district in the North-West Province, and for that matter in all districts in South Africa, needs to consist of in-service training, as well as a sound, planned and intensive programme which will address all aspects related to the teaching of and support to learners in FSSs.
- Training needs to include practical implementation to ensure its functionality. It is recommended that teachers be trained on different types of barriers, how to identify and how to address them. Teachers could for instance bring along case studies of the learners from their classes during training sessions. During the training the teachers can then be guided on the process of how to identify a barrier, the type of intervention needed and the type of assistive device to use to address a specific barrier and learner need, as well as the strategy to follow. At the request of the teachers, practical training could be done in their classroom as a follow-up. This would assist them by observing how barriers are analyzed and addressed in a classroom.

7.3.3 Exploration of secondary research question 3

Secondary research question 3 was the following: *What are the main aspects and strategies that must be incorporated into the training programmes for teachers at full-service schools?*

7.3.3.1a Findings on the macrolevel

At some of the FSS schools there were assistive devices, computers, software and other resources that had not yet been unpacked. They were not used but stored and still in boxes. These could assist teaching and learning especially learners with barriers to learning. Unfortunately teachers were never trained to use these devices. They felt that they were never trained even to switch on a computer, and could not use it with its software to help learners with barriers to learning. The participants interviewed, shared their views that they were trained as professional teachers and were not in need of the district officials' training.

Many times FSS teachers are trained on the screening, identification, assessment and support document or on the differentiation of lesson planning. The migration of teachers to and from FSS schools happens frequently. The teachers may not have been trained. The school management team (SMT) and the school-based support team (SBST) do not train new staff members.

7.3.3.1b Recommendations on the macrolevel

- It is recommended that the special attention should be given to ensure that all assistive devices and computers are used in FSSs. The SMT of FSS needs to enquire if the service provider could assist the school in training teachers in the use of the different devices. If not, it could be arranged with the DBST members or one of the FSS that knows how the devices work to assist them. The assistive devices in boxes need to be unpacked and sorted. There are specific devices that should be used for a definite barrier to address an individual learner's barrier. The information technology officials in the district office need to be instructed to

connect computers as soon as possible. The DBST or the SMT could arrange for the FSS teachers to be trained on computers.

- Full-service school teachers that are not trained on SIAS or differentiated lesson planning need to be trained. It is the duty of the SMT to make sure that the entire staff is trained. If not, the SMT should inform the DBST that they require training for some of the teachers. Otherwise it could be arranged that the teachers at school or of the neighbouring school could assist with training. The untrained teachers could also be added to the list of new school teachers in need of training by the DBST.

7.3.3.2a Findings on the mesolevel

Research secondary-question 3 was investigated and then resulted in a need for a holistic professional teacher development (PTD) programme for teachers at FSSs. In chapter 6, Section 6.8, the following with regard to the diversity among learners is stated: “Teachers’ prejudice against some learners was clear” (see 6.8.1); the “language of learning and teaching of the school differs from learners’ home language (LoLT)” and (see 6.8.2) teachers lack “knowledge of learners’ diverse cultures and religions”. It was clear to the researcher that the teachers at FSSs do not know how to handle situations when there are learners with diverse cultures and backgrounds.

The low tolerance and prejudice towards learners with barriers to learning could be the teachers’ way of surviving in the FSSs. The mesosystem is a combination of two or more settings of Bronfenbrenner’s ecological systems model. In this study the interrelations which form the mesosystem are the links in the microlevel: the SMT frustrating full-service school teachers, learners with barriers in the teacher’s class and poor parent involvement. The mesolevel is further informed by the macrolevel (the DBST not being capable to train FSS teachers), exolevel (teachers cannot use assistive devices, differentiated teaching and many more) and the chronolevel. This happens over time. In the case of this study it is the after-effect of apartheid when people were educated and received initial teacher training according to their race. In

this study the interrelations of the different levels resulted in negativity in the mesolevel.

The full-service school teachers' negativity is the result of the influences from the different levels. The outcomes are as follows: teachers have prejudice against some learners and have low tolerance especially towards learners from diverse cultures, language groups and religions. The teachers tend to overlook the needs of neglected learners and fail to understand the learners' socio-economic background. They have a negative attitude to inclusive practices and are unwilling to expand their professional knowledge. Some of the participants are not aware of their actions and the effect it has on their learners. They let their emotions control them.

7.3.3.2b Recommendations on the mesolevel

It is recommended that the following aspects and strategies be incorporated into the training programmes for teachers at full-service schools:

- The training programmes for teachers at FSSs should advance social justice, human rights and opportunities for welfare. It should inform the teachers about quality, equality and equity. Quality means providing useful and essential learning; equality means to support the same chances for all, and equity to respond to all learners no matter whether they need special education or not.
- There should be collaboration among teachers, when they plan, take decisions and solve problems. This will help to shape the various teams, to strengthen their identities, share knowledge and build professional trust and collegiality. This should improve learning for all.
- The training programmes should be continuous in order to enhance knowledge and maintain a successful inclusive school programme. This should help to build teachers' emotional intelligence, build resilience and sharpen their coping skills.
- Teachers in FSSs should be well informed about culturally responsive teaching where learners' cultural differences are addressed, and it is agreed that all

learners are individuals and learn in different ways. Teachers need to know they have to use different strategies to teach learners with diverse learning needs.

7.3.4 Exploration of secondary research question 4

The following was secondary research question 4:

What should an appropriate model be to understand and support full-service school teachers to develop the learners with barriers to learning to reach their full potential?

7.3.4.1 Findings on the various levels

In chapter 4, figure 4.1, Bronfenbrenner's ecological systems model, it is notable how all the stakeholders, the DBST, SMT and HOD of the school, parents of learners and learners as well as the wider community are complementing one another and have an influence on the FSS teachers' bliss or dissatisfaction (Bronfenbrenner & Ceci, 1994:570-571). Teachers are the essential resource in the school to implement inclusion; therefore the training programme must equip them to teach at a full-service school. It is, however, a given that de-motivated and unprepared teachers result in poor teaching. Learners are then not developed to reach their optimal potential.

7.3.4.2 Recommendation

- Based on the findings of this study it is recommended that the PTD training needs to ensure that effective teachers are developed in FSSs. Therefore full-service school teachers must feel competent in their work and taken care of in their work environment. They will be then able to cope with the challenges of learners with diverse needs (see diagram 6.1).

The PDT for FSSs needs to address the gaps as outlined in the recommendations on the above questions 7.3.1, 7.3.2, 7.3.3 and 7.3.4. The PDT needs to equip the entire staff for the specific environment and challenges of each FSS. The intention of

following a well-planned framework is an attempt to address the challenges faced by FSS teachers discussed in this study.

Table 7.1 Summary of the recommendations on the various levels

Microsystem	Mesosystem	Chronosystem	Exosystem	Macrosystem
FSS teachers to be trained in computer skills	Teachers need to know about cultural diversity	The influence of inadequate training to be addressed	SMT and SGBS of schools need to involve parents and the wider community, the church and chief of the village to resuscitate respect for the school, school property and the teacher	The DBE to address problems related to unqualified teachers and officials. FSS teachers should be encouraged to enrol for degrees and higher education certificates on inclusive education and remedial teaching
FSS teachers to be trained in the use of assistive devices The CPTD training needs to ensure that effective teachers are developed	The training programmes for teachers at FSSs should advance social justice, human rights and opportunities for welfare	Recommended intensified training on emotional intelligence for full-service school teachers	Practical implementation of the school code of conduct must be strictly adhered to by the staff, SGBs, parents and learners.	Service provider to train FSS teachers in the use of the different devices; SMT to ensure that all new members of the staff are trained
SMT to ensure the functionality of the SBST team	Build teachers' emotional intelligence, build resilience and sharpen their coping skills	Their self-esteem needs to be uplifted and their perception about teaching in an FSS changed.	Interrelations with other departments are vital and need to be strengthened	Information Technology officials in the district office need to connect computers as soon as possible
SMTs at all FSS schools need to take the lead and develop inclusive practices	FSS teachers to be trained on culturally responsive teaching skills	They need to realise they are the change they want to see in the school	South African Police (Adopt a Cop)	Specific devices that should be used for a definite barrier to address an individual learner's barrier
Social development and the religious leaders need to assist with learners	SMT needs to arrange regular team-building	They need to be guided to build on their experiences and change	Department of Health (assistance with health issues)	Recommended that the gaps in current CPTD need to be

with absenteeism and behavioural problems	exercises	challenges into opportunities	and filling in of SIAS health document)	addressed by government policies and SACE
A session on orientating all stakeholders on their roles and contribute to the code of conduct of the school	The training programmes should be continuous	SIAS training should equip teachers step by step on how to complete the specific form for a learner's particular need	Department of Social Development (assisting with home visits)	DBE prioritized remedial training
Code of Teachers' Conduct should be made clear and discussed	Collaboration among teachers, when they plan, take decisions and solve problems			DBST should undergo thorough training to be equipped to retrain teachers at full-service schools
Chief is highly respected in the villages, he could assist with parents that do not respond to the teachers' call for help	Teachers need to have a platform where they can discuss their frustrations experienced in class			DBST retrains each FSS on key strategies
All the role players need to become equal partners and share their expertise to the advantage of the learners				Teachers also need to know how to apply for learners in need of concessions
Principals should have regular meetings with the teachers to assist, monitor and guide implementation of IE policy Guidance need to be given so that learners' problems may be effectively addressed				The SIAS training should equip teachers step by step on how to complete the specific form for a learner's particular need.
Build good relations with teachers so that the teachers feel protected, develop as professionals.				Vacancies in IE offices should be filled as soon as possible
Principals advise				DBST should

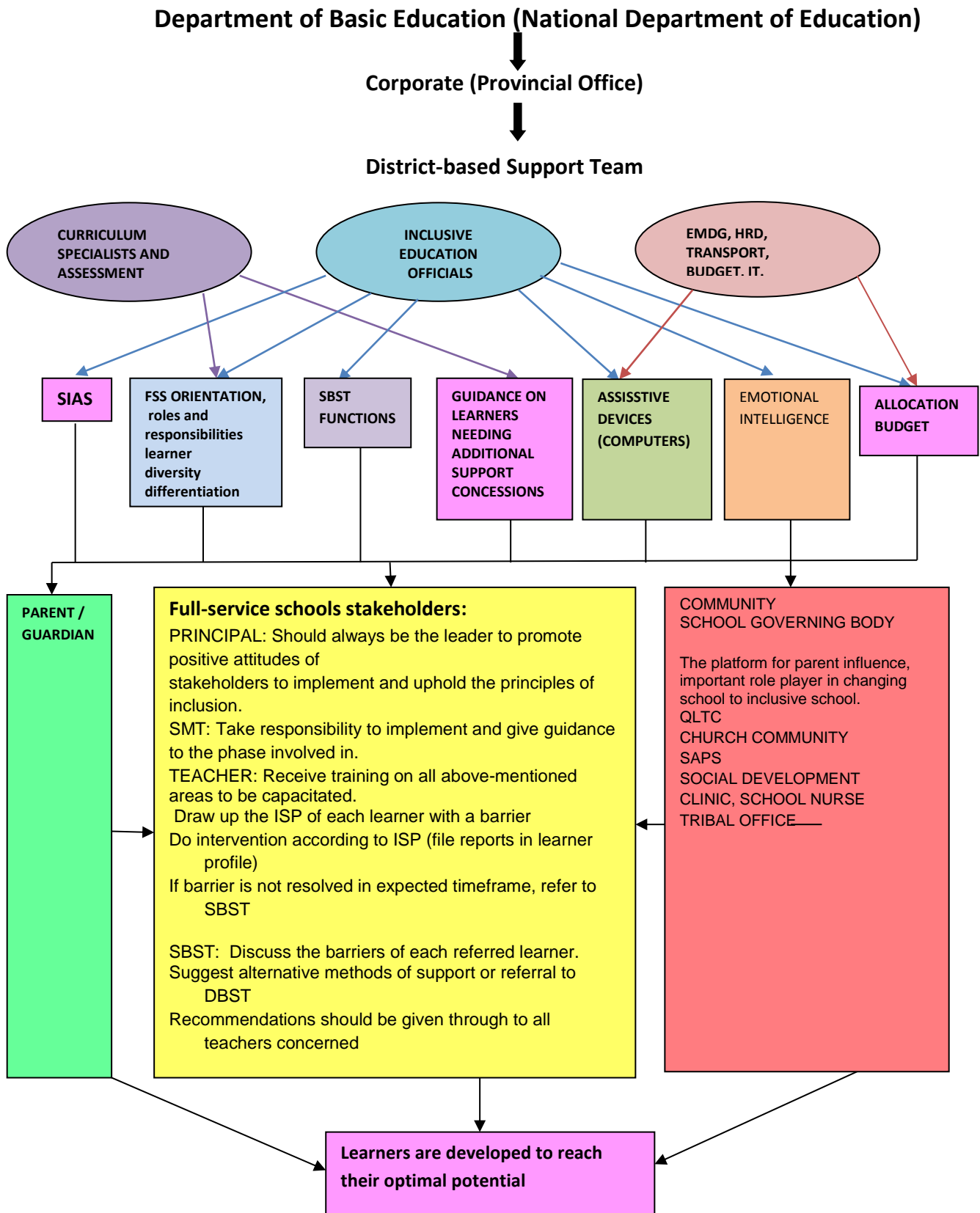
the HODs to form combined grade and phase teams to plan, discuss and share skills. They should be guided to share common goals at the school				keep teachers interested and positive about the training they are doing
Principals need to build a harmonious link with the SGBs, parents and wider community				District management team should adjust transport arrangements for DBST officials to remedy transport challenges
SGB need to support principal, SMT and teachers and be committed to inclusive education. The SGB needs to bring the parents closer to the school				Strengthening of inter-sectoral collaboration among departments

The framework for full-service schools (diagram 7.5) was informed by the recommendations in order to address the gaps in the current training for full-service schools.

7.2 Legend for some acronyms used in the flow diagram of an intervention collaborative framework below:

EMGD	Educational Management and Governance Development
HRD	Human resource development
IT	Information technology
QLTC	Quality learning and teaching Champaign
SAPS	South African Police Service
SIAS	Screening identification Assessment
SBST	School based support team

Figure 7.1 Flow diagram of an intervention collaborative framework designed by the researcher based on the findings and recommendations of this research



7.4 SUGGESTED INTERVENTION COLLABORATIVE FRAMEWORK FOR FULL-SERVICE SCHOOL TEACHERS

The term “intervention framework for collaboration” was derived from the environment of the study (see flow diagram 7.5) to improve the training needs of FSS teachers. The researcher proposes a framework that is based on the ecological systems theory of Bronfenbrenner, taking the intervention collaborative framework designed by the researcher based on findings and recommendations into consideration. The collaboration among stakeholders in the different levels would encourage teamwork in the development of the FSS teacher.

This is a suggestion for an effective FSS. The designed intervention collaborative framework was tried and tested by previous researchers whose intervention strategies focused on relationships and interpersonal skills (Rose, 2009:7-9). The ecological systems theory was adopted for the framework, as human beings cannot develop on an island. An individual needs interacting systems for development. In this study, the full-service school teacher is influenced by various elements, including the following: the learner with diverse needs in the classroom, the principal and the other members of the management team, the school-based support team and colleagues at school. Members of the district-based support team and the school governing body as well as members from the wider school community all have an influence on a teacher’s development as a professional person. The full-service school teacher is influenced by his or her personal environment too.

7.5 ANSWERING THE RESEARCH QUESTION

The main research question was: *“How effective is the training programmes for Professional Teacher Development at full-service schools?”*

The study outlined the shortcomings in the current professional training of teachers in FSS as proven by this research. The main research question was thus answered. The researcher provided many reasons why the training was not effective. It applies, however, only to the district where the research was conducted.

7.6 RECOMMENDATIONS FOR FUTURE RESEARCH

It is suggested that further qualitative research of this nature be undertaken in other districts, regions or provinces. The study revealed that full-service school teachers experience many challenges teaching in a diverse environment when implementing the national policy on inclusion. Although the purpose of the policy as set out in Education White Paper 6 is to encourage social justice and equity for all learners in South Africa, it does not happen.

Therefore it is proposed that further research be done into the needs of teachers at FSSs to be professionally trained. This research has revealed that there is a huge gap between the intention of the policy and its implementation.

Additional research could possibly be done on the following:

- Training about inclusive education through SIAS policy for all officials in the Department of Education
- Department of Health and Department of Basic Education sharing specialist support staff such as therapists and psychologists
- Retraining of teacher versus initial teacher training for inclusive practices
- Full-service schools management training
- Family functioning and personal environment of full-service school teachers
- Full-service schools learners' home environment

7.7 LIMITATIONS OF THE STUDY

The limitations of this study are the following: Out of the nine provinces in South Africa, only one district from the North-West Province was chosen for the research. This means the data was taken from only one province, which has four districts. Therefore further research is recommended as the results of this study cannot be taken as the norm across South Africa or the North-West Province.

To conclude the findings, the experiences of full-service school teachers with diverse learners with different cultures and language, current training from DBSTs, daily challenges with the school management team and their personal problems need to be included in a research in other provinces with the same and also different territorial locations.

There is limited literature available in South Africa on the practical implementation of the policy, Education White Paper 6 and the mechanism on how to minimise the teachers' negativity in full-service schools.

7.8 CONCLUDING REMARKS

According to the researcher the main research question and the secondary research questions of this study were addressed. The participants expressed their views on their current training, experiences and challenges at full-service schools.

Full-service schools are a relatively new approach in the country although it is one of the key strategies in the inclusive education policy. The Department of Basic Education (Teacher development) and the provincial education departments in conjunction with the Department of Higher Education, have the responsibility of assuring that a policy on CPDT for full-service school teachers is in place. Guidance must be given to the districts on the implementation stages. Inclusive education needs the attention it deserves as it is being treated as the Cinderella of the education system. The inclusive education officials need to be treated with the same output in service delivery. The officials should receive resources as subject advisors and circuit managers, and vacancies at the district offices need to be advertised and filled as soon as possible. Inclusive education needs to be on the agenda of all senior management meetings in the provinces and districts. Only then will inclusive education be treated as a feature of the education system. The teachers and principals will then realise that inclusive education is a support system that assists them in effective teaching and learning.

The researcher trusts that this study will contribute to the development of full-service school teachers' skills and competencies, and also build strong, well-balanced

individuals who can bounce back when the need arises. They are the ones that will eventually help to ensure that all learners with and without disabilities participate and learn together in the same classes. All learners should also feel valued, respected and receive ethical treatment. This would enable all learners at full-service schools to develop to their full potential.

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APPENDICES

APPENDIX A

DEPARTMENT OF EDUCATION

Doctor of Education in Inclusive Education
Dissertation

AT THE UNIVERSITY OF SOUTH AFRICA

TITLE: Professional Development in full-service schools in Dr Ruth S Mompoti District in North West Province

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT FULL-SERVICE SCHOOLS IN DR RUTH S MOMPATI DISTRICT, NORTH WEST PROVINCE

7 August 2014

Mr GP Valtyn

Dr Ruth S Mompoti District office

Room 18: Block A

053 928 7502

gvaltyn@nwpg.gov.za

Dear Mr Valtyn

I, Nafiza Mobarra am doing research with AJ Hugo a professor in the Department of Inclusive Education towards a D Ed at the University of South Africa. We are inviting full-service schools to participate in a study titled:

Professional Development in full-service schools in Dr Ruth S Mompoti District in North West Province.

The primary aim of this study is to investigate the experiences of full- service teacher training programmes, in order to develop training guidelines for full -service schools teachers.

The Dr Ruth S Mompoti District was identified to be part of the study as the training programme for full-service schools was done in the above mentioned district.

The study will entail developing strategies that can be incorporated in the training programmes for full-service schools teachers.

The benefit of this study is to develop an appropriate model to understand and support full-service schools educators to develop their learners to reach their potential. Potential risks are none.

Feedback procedure: Feedback on research findings will be made available to the schools and North West Education Department.

Yours Sincerely

Researcher: Nafiza Mobarra 053 9287564/ 0720856946 Email:nmobara@nwpg.gov.za

APPENDIX B



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tihabololo ya Metshameko

NORTH WEST PROVINCE

30 Emmanuel Street
Colridge
Private Bag x 10
Vryburg 8600
Tel: +053 928 7500
Fax: +086 928 7600
E-mail: gvaltyn@nwpg.gov.za

**DR RUTH SEGOMOTSI MOMPATI DISTRICT
OFFICE OF THE ACTING DISTRICT DIRECTOR**

**TO : Mrs N Mobara
DCES Inclusive Education**

**FROM : Mr G.P. Valtyn
Acting District Director**

DATE : 08 September 2014

**SUBJECT : REQUEST FOR PERMISSION TO CONDUCT RESEARCH: PROFESSIONAL DEVELOPMENT
IN FULL- SERVICES SCHOOLS IN DR RUTH SEGOMOTSI MOMPATI DISTRICT NORTH WEST PROVINCE:
UNIVERSITY OF SOUTH AFRICA**

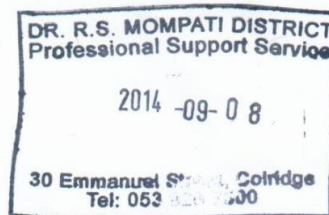
References is made to your letter dated 7 August 2014 regarding the above matter. The content is noted and accordingly, approval is granted for you to conduct the research as per your request, subject to the following.

- That you notify the relevant Area Office and schools about your request and this subsequent letter of approval.
- That the documentation that will be accessed will be used only for your research purpose, and will not be used to undermine or compromise any state organisation.
- That participation in your project will be voluntary.
- That as far as possible the general office functionality should not be compromised.
- That the findings of this research will be made available to the Educational Department upon request.

With our best wishes.

Yours sincerely

**Mr G.P. Valtyn
Acting District Director**



"Towards Excellence in Education and Sport Development"

APPENDIX C

DEPARTMENT OF EDUCATION

Doctor of Education in Inclusive Education

Dissertation

AT THE UNIVERSITY OF SOUTH AFRICA

TITLE: Professional Development in the full-service schools in the Dr Ruth S Mompoti District in North West Province

Request for permission to conduct research at..... primary school – December 2014

Dear Principal

My name is Nafiza Mobarra and I am doing a research as part of my D Ed studies at UNISA. My supervisor is Prof AJ Hugo. I invite you to be a participant in a study titled **Professional Development in full-service schools in Dr Ruth S Mompoti District in North West Province.**

The primary aim of this study is to investigate the experiences of full service teachers training programmes, in order to develop training guidelines for full -service schools teachers.

If you agree to be involved as a participant of my research, then you will be required to sign the attached Informed Consent Form that highlights the aspects of your participation that you need to be aware of before consenting to be interviewed.

All information will be handled confidentially. Only my supervisor will be provided with access to any of the information obtained from the questionnaires.

Yours sincerely,



.....

Researcher: Nafiza Mobarra 053 9287564/ 0720856946

Email: nmobarra@nwpg.gov.za

Supervisor: Prof AJ Hugo 012 42934117 e-mail: hugoaj@unisa.ac.za

APPENDIX D CONSENT FORM from principals

Please complete the following in order to grant permission to the teachers of your school to participate in research project:

I, _____ hereby give my informed consent that the teachers of my school are permitted to participate in the above-mentioned research project.

Date: _____

Signed: _____

Researcher: Nafiza Mobara 053 9287564/ 0720856946

Email: nmobara@nwpg.gov.za

Supervisor: Prof AJ Hugo 012 4293117

Doctor of Education in Inclusive Education**Dissertation
AT THE UNIVERSITY OF SOUTH AFRICA**

TITLE: Professional Development in the full-service schools in Dr Ruth S Mompoti District in North West Province

INVITATION TO PARTICIPATE IN RESEARCH

Dear Sir/Madam

My name is Nafiza Mobara and I am doing a research as part of my D Ed studies at UNISA. My supervisor is Prof AJ Hugo. I invite you to be a participant in a study titled Professional Development in full-service schools in the Dr Ruth S Mompoti District in North West Province.

I have also written a letter to the principal informing him/her of the study. The study will involve questionnaires, interviews and observation of classrooms and the school premises. There will be no financial implications and no anticipated risks for the participants. The interviews will not disrupt normal teaching activities as they will take place after school hours.

The primary aim of this study is to investigate the experiences of full-service teachers training programmes, in order to develop training guidelines for full -service schools teachers. I invite you to participate in my research. Your participation is voluntary and withdrawal is permitted without any penalty. If you agree to be involved as a participant of my research, then you will be required to sign the attached Informed Consent Form that highlights the aspects of your participation that you need to be aware of before consenting to complete a questionnaire, to be interviewed and to be observed in class.

All information will be handled confidentially. Only my supervisor will be provided with access to any of the information obtained from the questionnaires. The research findings will be made available to you. In case of queries you can contact me at nmobara@nwpg.gov.za (0720856946) or my supervisor Prof AJ Hugo at hugoaj@unisa.ac.za (012 429 2914).

.....

Mobara N

Researcher: Nafiza Mobara 053 9287564/ 0720856946 Email: nmobara@nwpg.gov.za

APPENDIX F

AT THE UNIVERSITY OF SOUTH AFRICA

TITLE: Development in full-service schools in Dr Ruth S Mompoti District in North West Province.

INFORMED CONSENT FORM (Participant)

I..... (name and surname), understand that I am being requested to participate in the above research study and that I hereby agree that the interview may be tape recorded:

1. This research study is aimed to investigate the experiences of full-service schools teachers training programmes, in order to develop training guidelines for full-service schools teachers.
2. If I agree to participate in the study, I will be involved in completing a questionnaire, being interviewed and observed in class. The expected duration of my participation will be approximately one hour.
3. There will be other participants in the research study.
4. I was selected as a participant because of my experience being a teacher at a full-service school in Dr Ruth S Mompoti district.
5. I am aware of the purpose of this research study and that I will not be receiving any reimbursement for my participation in the research.
6. As my identity will remain anonymous, there are no foreseeable risks or discomforts in my participation.
7. My participation in this study is entirely voluntary, that I may withdraw from this study at any time should I wish to do so.
8. The study has been explained to me. I have read and understood the consent form, all my questions have been answered and I agree to participate. I understand that I will be given findings should I be interested to know about the outcome.
9. I am free to ask any questions about the study or about being a participant.
10. The University of South Africa has given guidance and ethics approval to this research.

Full name of participant

Signature of participant.....

SIGNED AT ON THIS..... DAY OF..... 2014

Researcher: Nafiza Mobarra 053 9287564/ 0720856946 **Supervisor: Prof AJ Hugo**

Email:nmobara@nwpg.gov.za

0124293117/0827 385 299

Doctor of Education in Inclusive Education

Dissertation

AT THE UNIVERSITY OF SOUTH AFRICA

TITLE: Professional Development in full-service schools in Dr Ruth S Mompati District in North West Province

REQUEST TO OBSERVE YOUR CHILD IN CLASS AND ON THE SCHOOL PREMISES

The parent

Maiketso Full- service School

Dr Ruth S Mompati district

North West Province

Dear Parent/Guardian

My name is Nafiza Mobarra and I am doing a research as part of my D Ed studies at UNISA. My supervisor is Prof AJ Hugo. I request your permission to observe your child a learner at the above school to be a participant in a study titled The Continuous Professional Development in full-service schools in Dr Ruth S Mompati District in North West Province.

I have also written a letter to the principal informing him/her of the study. The study will involve interviews and observation of classroom and school premises observation. There will be no financial implications and no anticipated risks for the participants. The observation will not disrupt normal teaching.

The primary aim of this study is to investigate the experiences of Full Service educators training programmes, in order to develop training guidelines for Full Service schools educators

I thank you in advance for your permission to include your child/guardian in my research. The data collected will be a great value to the Inclusive education unit and the entire department of education.

My contact details are as follows: Cell no: 0720856946 or e – mail:nmobarra@nwpg.gov.za

My supervisor is Prof AJ Hugo at UNISA.

After reading this letter, please complete the informed consent slip below

Thank you
Mrs N Mobarra.

APPENDIX H

Consent form from parents

I _____ give Mrs N Mobara my permission to observe my child:

Signature of parent: _____ Date: _____.

Researcher signature: Date:

Researcher: Nafiza Mobara 053 9287564/ 0720856946

Email: nmobara@nwpg.gov.za

Supervisor: Prof AJ Hugo

012 4293117/0827 385 299

APPENDIX I

OBSERVATION SHEET

1. Do learners with special educational needs cause chaos in the classroom that the teacher cannot handle?
2. Does the teacher know how to use assistive devices/educational software in her/his classroom to improve learner development?
3. Is the classroom climate conducive for both learners with or without barriers?
4. Does the teacher have empathy with all learners in the classroom and on the school terrain?
5. Assistive devices are available and the children and the teacher use them in the class?
6. Is the teacher uncomfortable when specialists' from the inclusive education section spend some time in his/her classroom?
7. Are all the learners included or are some left out and isolated?
8. Are the pre writing and pre reading skills handled in the classroom?
9. Does the teacher know the procedure to refer learners to the SBST or DBST when the learners' need additional support in any of the following:
 - Learning support (remedial)
 - Physiotherapy, speech therapy, occupational therapy
 - Concessions
 - Placement at a special school?
10. Are there assistive devices used in the classrooms or are they gathering dust for one or are they used to enhance learning and teaching?
11. Does the teacher make learners feel welcome in the classroom?

Researcher: Nafiza Mobarra 053 9287564/ 0720856946 **Supervisor: Prof AJ Hugo**

Email:nmobara@nwpg.gov.za

0124293117/0827 385 299

APPENDIX J

ADAPTED QUESTIONS FOR FOCUS GROUP INTERVIEWS FOR FSS TEACHERS

1. Can you identify learners with barriers in Reading in your class?
2. Do you understand that inclusive education is a support system to help all learners both able and disabled?
3. Is there anything that you would like to change to improve the functionality of the full-service school?
4. What is your opinion of learners who are transferred from neighbouring schools to full-service schools to be assisted?
5. Are there learners in your class whose home language differs from the learning and teaching of the school? How do you help these learners?
6. Have you received training on the SIAS (Screening, Identification, Assessment and Support) policy? How does it help you with your learners?
7. How do the development workshops and trainings you received from the DBST assist you to identify and support learners with barriers to learning?
8. How can you use a computer with software to improve learning in your classroom?
9. When you refer learners who are in need of additional support to your SBST, do they receive assistance?
10. Does your SMT support you and Inclusive education?
11. How do you handle learners with diverse needs?

Researcher: Nafiza Mobara

Supervisor: Prof AJ Hugo

053 9287564/ 0720856946

Email:nmobara@nwpg.gov.za

0124293117/0827 385 299

APPENDIX K



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2014/11/17

Ref: 2014/11/17/06926916/33/MC

Dear Mrs Mobara,

Name: Mrs N Mobara

Student: 06926916

Decision: Ethics Approval from
2014/11/17 to 2019/11/17

Researcher

Name: Mrs N Mobara

Email: nmobara@nwpg.gov.za

Telephone: 053 9287564

Supervisor

Name: Prof AJ Hugo

Email: annajohugo@gmail.com

Telephone: 0827385299

Title of research:

**Professional Development in full-service schools in the Dr Ruth S Mompati District
in the North West Province**

Qualification: D Ed Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2014/11/17 to 2019/11/17.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2014/11/17 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*



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Pretter Street, Muckleneuk Ridge, City of Tshwane
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www.unisa.ac.za

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2019/11/17. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

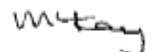
Note:

The reference number 2014/11/17/06926916/33/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN



Approved - decision template – updated 16 Feb 2017

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Name: Focus Group 1 Blue Gum Tree Primary school (Pseudonym)

Time: 25:36 minutes

I = Interviewer

P = Participants

P1= Participant 1

P2 = Participant 2

P3 = Participant 3

P4 = Participant 4

P5 = participant 5

APPENDIX L: Transcriptions

I	Can you identify learners with barriers in Reading in your class?
P3	These learners drive me crazy.
I	Really and what then?
P1	I chase them out of the class if they cannot read
I	Then what does the learner do while he is outside the classroom?
P1	He either sits there, as I don't want to see him, or he goes home. I could not be bothered. As long as he is out of my sight.
I	Do you understand that inclusive education is a support system to help all learners both able and disabled?
P5	I am not comfortable with inclusive education. No, it is just extra work
I	Is there anything that you would like to change to improve the functionality of the full-service school?
P2	Yes. I will have no inclusive policies.
I	But why?
P2	"Every now and then officials come to school and they want us to do new stuff
I	What is your opinion of learners who are transferred from neighbouring schools to full-service schools to be assisted?
P4	My opinion is, I don't want learners from neighbouring schools to come to this FSS.
I	Tell me why I'm eager to hear what frustrate you people?
P1	It will worsen our situation as teachers here. It's difficult!
I	In which way?
P1	We can't even cope with the ones we have here, then we still need to do other peoples work. No!!
I	Are there learners in your class whose home language differs from the learning and teaching of the school?
P5	That is another story. Aitog!! (the teacher rolled his eyes dramatically)
I	How do you help these learners?
P5	This child cannot speak one word of the Setswana language. He does not understand
I	How do you teach the learner?

P4	We've all learners with another home language and they don't understand us. It frustrate us
P3	I'm frustrated; I will be in trouble when the curriculum is monitored by the HOD or curriculum specialist.
P1	They will not ask or understand that the learner does not understand Setswana. I will be in BIG, BIG, trouble
P2	These learners must just go to another school!!"
I	Oh I'm so sorry about your dilemmas.
P2	But mam, you can help us. Go back to UNISA and let them inform the department of education we don't want to do this inclusive nonsense..Eish!!
I	I'll inform them. Let us complete this interview session. Okay?
P1-5	Yes mam!!(All participants answered in a chorus)
I	How do the development workshops and trainings you received from the DBST assist you to identify and support learners with barriers to learning
P1	The officials from the department are not prepared when we attend their workshops.
I	No It cannot be!
P3	We don't need any training, we can teach the officials from the district a thing or two.
P1	They only read from the slides. They cannot answer when we ask questions.
I	But did you at least learn something?
P4	No. They don't know the answers themselves. That's why I did not learn anything from them.
I	How can you use a computer with software to improve learning in your classroom?
P5	The officials themselves can't use it!
P2	What happened to the old traditional interventions, why must I use a computer to help learners read and do sums?"
P4	I don't know how to use these machines, called computers. I'm BBT [born before technology].
I	Does your SMT support you and Inclusive education?
P2	With due respect mam... My principal doesn't know anything of inclusive education. Please don't tell him. I will be in trouble.
P1	The principal literally chased me back to my classroom. 'Go do what you are being paid for and go teach your learners' was his words to me when I asked him to assist me with information on inclusive education.
P5	The principal said that I should go and teach my learners and stop troubling him with inclusive nonsense.
I	How do you handle learners with diverse needs?
P4	Don't know why a person must struggle with these different types of learners! Now I must struggle with this child having to carry their religious beliefs. Do I look like a pastor?
P3	Why does this boy need to attend mosque on a Friday? He is leaving school every Friday. It becomes my problem as he's always behind with his work. I have to assist him to catch up with his work. I refuse; I do not want to do it."

