

LEADERSHIP FOR INCLUSIVE EDUCATION: A CASE STUDY OF A SCHOOL MANAGEMENT TEAM IN AN URBAN PRIMARY SCHOOL

By

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DECLARATION

I, **Kamala Naicker**, declare that “**LEADERSHIP FOR INCLUSIVE EDUCATION: A CASE STUDY OF A SCHOOL MANAGEMENT TEAM IN AN URBAN PRIMARY SCHOOL**” is my own original work, except where otherwise stated and has not been submitted for any degree or examination at any other university.

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STATEMENT BY THE SUPERVISOR

I, Dr B. N. K. Mkhize

As a candidate's supervisor, agree/disagree to the submission of the
dissertation.

Supervisor's signature

Date

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To the Almighty God; all glory, honour and praise to You. Without your strength, guidance, wisdom, knowledge and understanding, I would never have completed this dissertation. Hallowed be thy name.

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DEDICATION

This dissertation is dedicated to my husband, Daniel Naicker, for being my pillar of strength. God bless you for what you mean to me. I cannot imagine a life without you.

ABSTRACT

This thesis is a presentation of a school management team's experiences of leadership for inclusive education in an urban primary school in South Africa. The study was guided by three research questions: What are evident leadership practices from the SMT that foster inclusive education in an urban primary school? What challenges does the SMT experience when fostering and leading for inclusive education? How does the SMT assist educators to fully embrace inclusive education in their classrooms?

The study employed Bass's Transformational Leadership Theory as it focusses on the possible role SMT's play in guiding and supporting their educators when leading inclusive education at schools. This case study was approached from an interpretivist paradigm and adopted a qualitative approach. The participants were purposely sampled which included three management members of an urban primary school, the Principal of the school, a Senior Phase Departmental Head and an Intermediate Phase Departmental Head. Semi-structured interviews with all three participants and document analysis were the tools utilised for data generation. Data was analysed using the thematic analysis approach.

The findings of the study revealed that there were many factors that contributed to the SMT's experiences of leading inclusive education at their urban primary school. Four main themes and a few sub-themes emerged from the data that was generated. The themes were the leadership practices of SMTs for inclusive education; challenges of fostering and leading inclusive education; lack of parental support and the reasons why educators are not equally excited to embrace inclusive education. The sub-themes included provide mentoring to educators; leaders as role models; creating space for professional development; lack of adequate support from departmental structures; lack of resources for the successful implementation of inclusive education; lack of financial resources; lack of appropriate human resources and lack of additional teaching resources for learners with special needs. The findings revealed that the SMT members provided positive experiences that assured the educators they were leading, that they were not isolated or alone. The challenges that the SMT faced in leading inclusive education, formed a barrier to the successful implementation of inclusive education.

ABBREVIATIONS

EWP6	Education White Paper 6
SMT	School Management Team
US	United States
PWD	People with disabilities
UNESCO	United Nations Educational Scientific and Cultural Organisation
RSA	Republic of South Africa
NCSNET	National Commission on Special Needs in Education and Training
NCESS	National Committee on Education Support Services
DOE	Department of Education
IST	Institution-level support teams
IEP	Individualised education programme
CPTD	Continuing Professional Teacher Development
SACE	South African Council of Educators
PD	Professional Development
SIP	School Improvement Plan
MLQ	Multifactor Leadership Questionnaire
LTSM	Learning and Teaching Support Material
PLC	Professional Learning Communities

TABLE OF CONTENTS

DECLARATION.....	ii
STATEMENT BY THE SUPERVISOR	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
ABSTRACT	vi
ABBREVIATIONS	vii
CHAPTER ONE	1
1.1 Introduction to the study	1
1.2 Background to the study	1
1.3 International influence in the movement towards inclusive education	2
1.4 Inclusive education and the South African context	5
1.5 Statement of the problem	8
1.6 Rationale for the study	8
1.7 Objectives of the study	10
1.8 Key research questions	10
1.9 Clarification of key concepts	10
1.9.1 Leadership	10
1.9.2 Inclusive Education	11
1.9.3 School Management Team	11
1.9.4 Urban Primary Schools	11

1.10 Delimitations of the study	11
1.11 Organisational outline of the study	11
1.12 Summary	12
CHAPTER TWO.....	13
LITERATURE REVIEW AND THEORETICAL FRAMEWORK.....	13
2.1 Introduction	13
2.2 Literature review	13
2.2.1 Conceptualisation of leadership	13
2.2.2 Leadership theories	14
2.2.3 Leadership styles	16
2.2.4 Challenges associated with the implementation of inclusive education	17
2.2.4.1 Training and support	17
2.2.4.2 Professional Development	19
2.2.4.3 Infrastructure	20
2.3 Theoretical Framework	20
2.3.1 Historical background of the theory	20
2.3.2 Components of Bass’s 1985 Theory of Transformational Leadership	21
2.3.2.1 Idealised influence	22
2.3.2.2 Inspirational motivation	22
2.3.2.3 Intellectual stimulation	22
2.3.2.4 Individualised consideration	23

2.4 Implication of Bass’s Transformational Leadership Theory to the study.....	23
2.4.1 Leadership and idealised influence	24
2.4.2 Inspirational motivation	24
2.4.3 Intellectual stimulation	25
2.4.4 Individualised consideration	25
2.5 Summary	26

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction	28
3.2 Research paradigm	28
3.3 Research design	29
3.3.1 Qualitative research	30
3.3.2 Case study design	30
3.4 Sample and sampling procedures	30
3.5 Data generation methods	31
3.5.1 Semi-structured interviews	32
3.5.2 Document analysis	33
3.6 Data analysis	34
3.7 Issues of trustworthiness	36
3.8 Ethical considerations	37
3.9 Summary	37

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction	39
4.2 The school profile	39
4.3 Participant’s profiles	40
4.4 Leadership practices of SMTs for inclusive education	40
4.4.1 Provide mentoring to educators	40
4.4.2 Leaders as role models	43
4.4.3 Creating space for professional development	44
4.5 Challenges of fostering and leading inclusive education	48
4.5.1 Lack of adequate support from departmental structures	49
4.5.2 Lack of resources for the successful implementation of inclusive education	50
4.5.2.1 Lack of financial resources	51
4.5.2.2 Lack of appropriate human resources	52
4.5.2.3 Lack of adequate additional teaching resources for learners with special needs.	53
4.5.3 Lack of parental support	54
4.5.4 Reasons why educators are not equally excited to embrace inclusive education ...	56
4.6 Summary	58

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	60
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5.2 Study summary	60
5.3 Conclusions	61
5.3.1 Leadership practices of a SMT for inclusive education	61
5.3.2 Challenges of fostering and leading inclusive education	63
5.3.3 Assisting educators to fully embrace inclusive education in their classrooms	63
5.4 Recommendations	64
5.4.1 Recommendation One	64
5.4.2 Recommendation Two	65
5.4.3 Recommendation Three	65
5.5 Future implications of the study	66
5.6 Summary	66
REFERENCE LIST	68
APPENDICES	81
APPENDIX A	81
ETHICAL CLEARANCE FROM THE UNIVERSITY	81
APPENDIX B	82
PERMISSION LETTER TO THE DEPARTMENT OF EDUCATION.....	82
APPENDIX C	84
PERMISSION FROM THE DEPARTMENT OF EDUCATION	84
APPENDIX D	86
REQUEST FOR PERMISSION TO CONDUCT RESEARCH	86

APPENDIX E	89
PERMISSION LETTER TO THE TEACHERS	89
APPENDIX F	91
INTERVIEW SCHEDULE FOR TEACHERS	91
APPENDIX G.....	93
A LETTER FROM THE LANGUAGE EDITOR	93
APPENDIX H	94
TURNIT IN CERTIFICATE	94
APPENDIX I	95
TRANSCRIPTIONS FOR THE TEACHERS	95

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter focusses on orientating the reader about the need for undertaking research on leadership for inclusive education in an urban primary school. I firstly provide the background to the study. The rationale, significance, aims and objectives follow. I then cite the key critical questions which underpin my study and I also attempt to clarify the key concepts which will be used. The delimitations will be clearly discussed including the outline.

1.2 Background to the study

Globally, the past twenty years have been wrought with changes in the various fields of governance. Most of these changes are evident in the area of human rights. In South Africa, this became more apparent after a democratic government was elected into parliament for the first time in 1994. South Africa adopted its democratic constitution, which enforced the right of dignity and equality for all people. Political, socio-economic and educational transformation ensued. The South African system of education changed rapidly in the post-apartheid era to embrace the democratic principles enshrined in the Constitution of the Republic of South Africa. In July 2001, Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System, was gazetted. This policy promulgated that mainstream schools were compelled to accommodate learners who exhibit special needs.

The previous government regime had promulgated separation of learners in terms of their race and disability. There were huge disparities in resources provided between schools attended by black disabled learners and those attended by white disabled learners. Schools that catered for white disabled learners were well resourced as opposed to the few schools that catered for learners who were disabled in the black communities. With the introduction of Special Needs Education Policy, the inequities of the past would be eradicated and all learners would be provided equal opportunities to learn and develop to their full potential, having their diverse needs catered for. However, studies conducted in South Africa reveal that the majority of schools are experiencing challenges in implementing this policy. The majority of school management teams (SMTs) and educators were not adequately trained to

implement this policy. Ntombela (2011) investigated teachers' experiences of the policy statement as well as their understanding of it. She concluded that the educators' experiences and understanding were greatly limited. The professional development strategies that were used by the Department of Education, to disseminate information, were generally not appropriate or adequate. Du Toit and Forlin (2009) and Walton (2011) further allude to the assumption that inclusive education is failing in its implementation due to the lack of training, support, resources and guidance from authorities in positions of power.

SMTs have a crucial role to ensure that the aims and purposes of education are achieved (Bush, 2007). This includes ensuring that the policy on inclusive education is effectively implemented in schools. This study explored prevalent leadership practices by a SMT that fosters inclusive education in a school. It also aimed at exploring leadership challenges experienced by a SMT in ensuring that inclusive education is effectively implemented in schools. Finally, the study explored how a SMT assists educators to fully embrace inclusive education. This study, however, is limited to one urban primary school in KwaZulu-Natal and its findings therefore cannot be generalised.

1.3 International influence in the movement towards inclusive education.

Inclusive education has its roots deeply embedded in the political and governmental structures of most countries across the globe. Literature dates back to the 1700s. At this particular time in history, the United States (U.S.) students who were recognised as poor; belonged to a minority race/group or who were diagnosed as having a disability, faced a huge battle to gain an education (Stainback & Smith). In 1779, Thomas Jefferson, the third president of the U.S proposed that those students who fell into the above categories should receive an education but this was rejected by the more "well-to-do" citizens (Sigmon, 1983). No education was forthcoming for these students, more especially for most students who had disabilities, as they were regarded as individuals who were not worthy of education at all. Blankenship and Lilly (1981) stated that for most part of history, education was predominantly for the elite. As a result, the education system reflected an orientation of elitism. This practice was not a unique phenomenon of the U.S. but it was also prevalent in many countries of the world.

In Europe, people with disabilities (PWD) were regarded as a social threat, and to avoid contamination of the rest of humankind, they were either killed or used for entertainment

purposes. This inhumane act was condemned by many, especially the philanthropists who recommended that the PWDs should be taken care of, resulting in them being placed in asylums, where only their basic needs were satisfied. Pritchard, 1960; and Bender 1970, cited in Kisanji (1999) states that the asylums were not to engage in educational functions but to provide shelter, food, clothing and medical treatment. This period in Europe was regarded as institutionalisation.

In the 1950's institutionalisation gave rise to normalisation. Denmark and Sweden were the fore-runners of this concept. Wolfensberger (1971) defined normalisation as the establishment of the characteristics of individuals to ensure that they are culturally normative. In essence, normalisation meant incorporating learners in the normal school system instead of catering for their needs in separate facilities. The pitfall in this system was that the learners' individual special needs were generally overlooked which resulted in strong arguments in favour of special education (Kisanji, 1999). Special Education however, also proved to have challenges. Ainscow (1991) and Jenkinson (1997) concluded that the children who had varying degrees of disabilities were labelled and even excluded from society. In addition, the procedures that were used for assessment categorised children and had a negative effect on the children's self-concept. Children with disabilities could not follow the normal curriculum due to their challenges and had to therefore receive a different curriculum. This could be viewed as a form of discrimination. Jenkinson (1997) and Wang et al., (1990) in their studies concluded that special education appeared to legalise racial segregation as minority groups e.g. North American Blacks were over-represented in the special programmes. Ainscow (1991) emphasised that in view of the specialist teachers being accommodated in mainstream schools, the form teachers sometimes abdicated their responsibility and passed on the children to special education if they regarded them as special.

The challenges associated with the birth of special education resulted in a change to integration. Integration, according to Kisanji (1999), refers to a sequence of services; beginning with the special school, followed by the special class and finally the regular class. The regular class could be with or without support.

Many international declarations incorporated the rights of a child to education. The policy and legislation on inclusive education in most countries are based on these declarations. (Lemmer & van Wyk, 2010).

The Charter of the United Nations (1945) which was signed by fifty countries protects the social/educational advancement of individuals as well as protection from any form of abuse, ensuring the individual's total well-being. The Universal Declaration of Human Rights (1948), states every individual's rights to education. It enhanced the respect for human rights and for freedom. It also catered for parents to willingly select what type of educational system they preferred, which would be beneficial to their children. The International Covenant of Economic, Social and Cultural Rights (1966), further reiterates the right of every individual to education, as well as the promotion of peace as promulgated by the United Nations. This led to the International Covenant on Civil and Political Rights (1966). The declaration promoted the equal treatment of individuals, whilst simultaneously prohibiting discrimination on any ground e.g. race, language, colour, religion, gender, politics etc.

The World Education Forum at Jomtien, Thailand which took place on the fifth to the ninth of March 1990, with 155 government ministers in attendance, further cemented the vision of the Universal Declaration of Human Rights (1948). The vision being that every individual has the right to be educated (Lemmer and van Wyk, 2010). Ladbroke (2009) highlights some of the universal decisions that were adopted, with specific reference to primary school education: basic education for all, education satisfying the basic learning needs, equipping people with coping mechanisms during periods of change, society being developed, prosperity through lifelong learning and the transmission of cultural and moral values. Those in attendance vowed to achieve the goals as stated in the Framework for Action to Meet Basic Learning Needs (UNESCO, 2011).

The Framework of Education for All was adopted in Dakar, Senegal (UNESCO, 2000). The principles underlying the framework are as follows:

- Universally, every individual should have access to learning.
- The focus should be on an equitable education system for all.
- The learning outcome should be emphasised.
- Basic education should expand its mode and range.
- Improving the physical environment that is utilised for learning.
- Reinforcing partnerships.

Spain's Ministry of Education and Science, together with UNESCO (1994) initiated the Salamanca Statement, which was attended and adopted by representatives from over 300 countries. Paragraph 3 of the Salamanca Statement expresses that every school should

accommodate all children, irrespective of their differences. In addition, no child should be disadvantaged, demeaned or dismissed on any ground whatsoever.

The Universal Declaration of Human Rights was adopted in 1945 by the League of Nations. Article 6 of the Declaration proclaims the right of every citizen to education that was appropriate irrespective of gender, race, colour and religion. In as much as this was adopted, the challenges existed with implementing it, although most independent nations had it enshrined in their country's constitution.

1.4 Inclusive education and the South African context

History reveals that the majority of learners were deprived of specialised education, prior to 1994, which was symptomatic of the political situation of racial segregation that prevailed at the time. The policy of apartheid was promulgated in 1948 when the National Party came into power. The apartheid policy influenced every sphere of life, especially that of special education (Siebalak, 2002). The policy resulted in the promotion of racial segregation and social inequities. According to Sayed (2001) white supremacy was perpetuated and white children were provided with an education system that far outweighed that which was received by the other races, culminating in the educational disparities. Lemmer and Van Wyk (2010) concur by stating that this exacerbated the inequalities in existence and further divided the different races in all spheres of life. The creation of schools specifically for learners with disabilities and barriers to learning, further enhanced discrimination and segregation. Muthukrishna and Schoeman (2000) viewed special schools as a completely different system of education as opposed to the regular education provision that existed. Discrimination was clearly evident in the fact that only special schools for white learners were approved. This resulted in black children with disabilities having no recourse but to be educated in mainstream schools within the community (Gwala-Ogisi, 1990).

Different categories of learners with disabilities were catered for in different ways. Those with slight specific learning disabilities were placed in regular classes but remedial assistance was afforded to them. Moderate specific learning disabilities resulted in temporary to full-time remedial services and those with severe learning disabilities were placed in special education schools. Individual remediation, as well as therapeutic assistance was afforded to them. In special education schools, learning centred predominantly on training for example, in craftwork, which did not require much academic thinking.

From a global perspective, it was the human rights issue which was essentially the strongest protagonist for the development of inclusive classrooms (Dyson & Forlin, 1999). Post 1994, the government of South Africa declared that it would steer the country in line with the intercontinental standards pertaining to the identification of human rights (Siebalak, 2002).

The initial key documents guiding the move towards an inclusive education system in South Africa are the South African Constitution and the Bill of Rights (RSA, 1996). They promoted the adherence to rights, freedom, equality and democracy which also implied a system of education that provided for the needs of all learners. Exclusion was prevented in every possible way (RSA, 1996). The South African Schools Act No. 84 of 1996 (RSA, 1996) further reiterates the above and forbids any form of discrimination. The resultant implication is that every child must have access to a school, irrespective of the nature of the physical disability, language or learning disability (Engelbrecht, Oswald & Forlin, 2006). In October 1996, the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) were appointed. They made their recommendations with respect to special needs and support services. The White Paper on National Integrated Disability Strategy (RSA, 1997) focussed on the inclusion of disabilities into all governmental structures. The report of the above two committees advocated for education to be made accessible to all learners, including appropriate support services in order to ensure that every learner is an active participant in education, who will ultimately participate as equal individuals of society.

The recommendations mentioned above were considered and in order to further eradicate the discrepancies and inequalities of the past and to build an inclusive education system, the South African Ministry of Education released Education White Paper 6. Special Needs Education: Building an Inclusive Education and Training System (DOE, 2001). Inclusive education and training, according to EWP6, encompasses a wide variety of aspects and acknowledges that every child can learn but they may need support. It promotes structures that are enabling and methodologies that can address the individual needs of every learner. It concedes that every learner is different but needs to be treated justly and equitably.

Teachers are at the core of the teaching and learning process as they are chiefly responsible for curriculum delivery. With the implementation of EWP6, teachers have no alternative but to adhere to the policy. A single classroom may possibly have learners with diverse needs some that may be categorised as 'special needs' like language disability, hearing impairment

and learning disability. In view of the policy's implementation being still a challenge to educators after seventeen years of its existence (Du Toit & Forlin, 2009; Engelbrecht, 2006; Pather, 2011; Ntombela, 2011) it is integral for teachers to gain the appropriate skills, knowledge, values and expertise to satisfy the needs of every learner in the classroom. They therefore need support to develop in this particular field of educational practice. School management teams are in a strategic position, as immediate supervisors, to aid the development of teachers to successfully implement inclusive education. EWP6 (RSA, 2001) recommends that to reduce the barriers that prevent learning, there is a need for the educational support services to be strengthened. District-based support teams are formed at the district levels. Their duty is the evaluation of programmes and analysing its effectiveness. They offer support to the schools. At the school level, institutional-level support teams (IST) need to be established. The main function of the teams is to coordinate appropriate support services that would assist the educators who have learners with special needs in their classrooms. This would be achieved through identifying the needs of the learners, educators and the schools. These teams could also be supported through the expertise of various stakeholders in education from parents, community members and other support teams.

EWP6 also advocates for the district support teams to provide for professional development with respect to curriculum and assessment, in view of each learners' need being unique. Teachers need to consider the needs of each learner when planning a lesson as all learners would not receive the teaching of the content in the same manner. An Individualised Education Programme (IEP) would need to be developed for every learner who has a special need. In conjunction with this, all learners may not be able to be assessed in the same way, therefore individualised assessment tasks would be formulated to cater for the needs of individual learners. This is a mammoth task. School management teams have to empower themselves with respect to the curriculum and assessment needs of learners with diverse needs to support the teachers in the classrooms. Week (2000) posits that it is an essential need for teachers to understand learners with behaviour problems, as they dominate classrooms, and to assist them accordingly. The focus of Hay, Smit and Paulsen's (2001) study was on the preparedness of teachers to embrace inclusive education. They concluded that teachers' attitudes towards inclusion centred on the following: they did not possess adequate knowledge, skills and training; there was a general lack of support both educationally and from teachers; there were inadequate facilities, infrastructure and assistive devices. Engelbrecht, Oswald and Forlin (2006) concur by identifying the challenges which include

the staff's attitude towards inclusive education, shortages of resources, inadequate learning support, ineffective education support teams, lack of effective strategies to assist with addressing diversity and disciplinary problems of learners, which were very stressful to teachers. In addition, large class sizes also limited the extent to which teachers could assist the learners as they would prove challenging to provide individualised teaching to learners with special education needs. School management teams need to know the challenges teachers' face in order to provide appropriate guidance and support, to enable them to be confident when teaching learners with inclusive needs.

1.5 Statement of the problem

In July 2001, Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System, was gazetted. This policy promulgated that mainstream schools were compelled to accommodate learners who exhibit special needs. After seventeen years of the policy's existence, its implementation seems to be a challenge. There is a lack of sufficient training and most SMTs are not sufficiently equipped to guide their educators to implement the policy successfully. In addition, specialised education requires infrastructure to provide for the diverse needs that are inherent in these learners. Most schools do not have necessary infrastructure to cater for the diverse needs. These include ramps for learners who require wheelchairs and appropriate ablution facilities to mention a few. Financial and many other infrastructural constraints exist. Consequently, to which Donohue and Bornman (2014) allude, most disabled children who are supposed to be at school are unfortunately not in the system. Furthermore, the few who attend school are in special schools. According to these scholars, the challenge exists with the implementation of the policy for inclusion. Other studies (Botha, 2013; Du Toit & Forlin, 2009; Ntombela, 2011; Pottas, 2005, Walton, 2011) explored the implementation of inclusive education chiefly from the perspectives of the classroom based educators. The studies appear to be one-sided as very little research has been conducted with respect to the SMT's leadership practices for inclusive education. Against this backdrop, the purpose of the study is to understand how a SMT leads the implementation of inclusive education at their school, through their daily lived experiences as leaders; and how these practices fully embrace inclusive education, resulting in the objectives of Education White Paper 6 of 2001 being realised.

1.6 Rationale for the study

The purpose of the study is to explore leadership for inclusive education from the perspectives of the SMT in an urban primary school. The driving force motivating this specific study is the result of my personal and professional experiences. In my personal experience, I have a relative who has severe learning challenges. His teachers are unable to assist him and have basically ‘written him off’. He dislikes school and has repeated grades in each phase thus far. The teacher informed the parent that he cannot focus on the task at hand, never completes his work and when he does, he seldom gets his work correct. He has been placed in detention and has received warnings for his poor academic progress and his work ethic. His frustrations led to him manifesting behavioural problems. He began to distract other learners in class and disturbed them whilst they were working. When he was reprimanded by the teachers, he ignored them; resulting in him almost being suspended from the school. His parents cannot afford to send him for professional intervention which has created a desire within me to explore the gaps that exist in schools that hinder learners like him, from progressing.

As a teacher for twenty-five years, it has always been an area of concern for me to help learners who experienced challenges in learning. Very little support was forthcoming from the management teams of the different schools I was at. I was generally left to my own devices, unsure of whether the help I was rendering to the learners was going to be successful or not. Most often, I was unable to satisfy the needs of every learner and this left me frustrated and helpless. Whilst engaging in my master’s degree, I was promoted to a Deputy Principal position from a level one post. This further increased my desire to explore leadership for inclusive education. I realised that it may add value to me by perhaps empowering me with the appropriate skills, knowledge and expertise. As a leader and manager, I want to learn and assist others in effective implementation of inclusive education in schools.

Bush (2007) observes that leadership quality plays an integral part in the school and on the outcomes achieved by the students. From this perspective, understanding how SMTs lead would determine whether students are successful or not. Zollers et al (cited in Donohue & Bornman, 2014) state that the attitudes and subsequent actions of school Principals (leaders) have a direct impact on the success rate of the implementation of inclusion. Therefore one can assume that the influence of leadership is of paramount importance in the process of

implementing inclusive education policies. Recent studies, Ntombela (2011), Nel et al (2013) and Donohue and Bornman (2014) are but a few of the many scholars who have researched inclusive education mainly from the perspectives of the educators or policy challenges. With respect to the leaders in the school, I have not discovered any article relating to them or their input into inclusive education, although they were cited in various articles (Donohue & Bornman, 2014), hence the motivation for me undertaking the study in leadership for inclusive education. The findings of this study may bring to light how other SMTs assist educators to fully embrace inclusive education in their classrooms, which is currently a challenging area in the majority of South African schools. The study was conducted in an urban primary school in the Pinetown District.

1.7 Objectives of the study

- 1.7.1** To explore the SMT's leadership practices that foster inclusive education in an urban primary school.
- 1.7.2** To explore challenges experienced by the SMT when fostering and leading for inclusive education.
- 1.7.3** To explore how the SMT assist educators to fully embrace inclusive education in their classrooms.

1.8 Key research questions

- 1.8.1** What are evident leadership practices from the SMT that foster inclusive education in an urban primary school?
- 1.8.2** What challenges does the SMT experience when fostering and leading for inclusive education?
- 1.8.3** How does the SMT assist educators to fully embrace inclusive education in their classrooms?

1.9 Clarification of key concepts

The key concepts that underpin this study are leadership, inclusive education, urban primary school and school management teams.

1.9.1 Leadership

Leadership is the term used to denote the process of leading (Raelin, 2016). Law and Glover (cited in Deventer & Kruger, 2003) view leadership from this perspective: leaders may be regarded as individuals who are ‘born’ as leaders. These individuals are therefore naturally charismatic and visionary. They are also motivating and inspiring. Leadership is further expounded on in Chapter Two but for the purpose of this study, leadership refers to the process of leading inclusive education at the school through the leaders, the SMT at the school: the Departmental Heads and the Principal.

1.9.2 Inclusive Education

In South Africa, the vision of an inclusive education system is clearly enunciated. It entails developing a system that incorporates all learners, including supporting centres which contribute to all learners becoming active participants in the process of education. This would result in the learners participating as equal individuals in society (Department of Education, 1997). The intimation therefore is that inclusive education caters for all learners being accommodated in mainstream schools, where specialised programmes are made available for them to cater for the individual needs of each learner.

1.9.3 School Management Team

The SMT refers to the Departmental Heads and the Principal of a school.

1.9.4 Urban Primary Schools

Firstly, primary schools refer to schools that accommodate learners from Grade R to Grade 7, although not all schools cater for Grade R. Urban primary schools refer to primary schools which are situated in towns and cities. These areas are densely populated and have the basic infrastructure like tarred roads, electricity, water and good sanitation.

1.10 Delimitations of the study

In this study, I will use the school where I currently teach although the information that I will obtain may appear to others as being biased or subjective. Also, the study is delimited to only three SMT members and their specific leadership practices in one urban primary school in the Pinetown district of KwaZulu-Natal. In view of this, findings of this study may not be generalised to other schools. The study aims to achieve a comprehensive understanding of a SMT’s leadership practices in fully embracing inclusive education.

1.11 Organisational outline of the study

Chapter One: This chapter provides an orientation to the study, which includes the background, problem statement and rationale for my motivation in undertaking the research. The objectives of the study, including the key critical questions are clearly enunciated. The key concepts are clarified and the delimitations of the study are described.

Chapter Two: The focus of this chapter is on reviewing literature that pertains to inclusive education and discussing the theoretical framework (transformational theory) that underpins this study.

Chapter Three: The research paradigm, design and methodology used in undertaking this study are discussed in this chapter. Sampling, data generation, data analysis, trustworthiness, ethical issues and the limitations are also examined.

Chapter Four: Chapter Four presents and discusses findings from the data generated in this study.

Chapter Five: The summary, conclusions and subsequent recommendations are analysed according to the three critical research questions mentioned in Chapter One.

1.12 Summary

The intention of the study is to explore the SMT's leadership practices that foster inclusive educations. Education White Paper 6 (2001) promulgates that the education system must acknowledge that both children and youth have the potential to learn and that appropriate support needs to be provided for them. Furthermore, creating an enabling educational structure in conjunction with the unique learning methodologies is integral in addressing the needs of every learner. As educators, it calls for a mind-set change as well as a change in the methods employed in teaching learners with diverse needs. The study therefore desires to elicit the leadership practices that are prevalent amongst SMTs to fully embrace the outcomes of Education White Paper 6.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Chapter One introduced the focus and intention of the study, which is to explore leadership for inclusive education in an urban primary school. Chapter Two reviews literature which corroborates the focus of the study. The literature was reviewed accordingly: conceptualisation of leadership, leadership theories, leadership styles and international influence in the movement towards inclusive education. Furthermore, challenges associated with how inclusive education is implemented in South African contexts are discussed. These are broken down to training and support, professional development and infrastructure. Additionally, this chapter presents Bass's (1985) Transformational Theory of Leadership as the theoretical framework underpinning this study.

2.2 Literature review

This section incorporates the literature review that attests to the focus of the study. McMillan and Schumacher (2010) highlight two main reasons for its importance. It assists in creating a link between the knowledge that already exists and the investigation of the research problem. The literature review also provides insights into the methodology that may be used for a study. Cohen, Manion and Morrison (2011) indicate that it adds credibility and validity to the research study. In essence, a research study emanates from the literature review as the researcher determines what gaps exist and how to use the most feasible methodology in order to gain the required data. The literature review aims to provide substantial depth and insight with regards to the conceptualisation of leadership and inclusive education, leadership styles and theories, general factors affecting the successful implementation of inclusive education, school management teams (SMTs) role in the leading of inclusive education and challenges associated with leading inclusive education.

2.2.1 Conceptualisation of leadership

Scholars have, through generations, attempted to define leadership from differing perspectives. Academic research also provides us with a gargantuan of literature on leadership, although there is no one definitive and concise definition. According to Stogdill (1974) there are many definitions of leadership. Terry (1977) regards leadership as a two way

relationship between leaders and those who are followers. The followers are influenced by the leader to work collaboratively in order to attain the leaders' objective. Koontz and O'Donnel (1984) concur with the above idea and further elaborates on the definition to include the willing participation of people towards achieving the desired group goals that are envisaged by the leader. It is evident from the definitions cited that leadership is a process of influence, initiated by the leader towards the followers in order to achieve the vision of the leader.

The definitions mentioned above are indicative of four components or elements (Rost, 1993, Khumalo, 2015). Firstly, leadership is viewed as a process of social influence whereby a leader in the position of authority exerts influence on others in order to attain envisaged goals. Macbeath (2005) and Northouse (2001) further elaborate by indicating that the relationship of influence is multidirectional. Secondly, leadership involves a deliberate influence of followers through leaders' interpersonal attributes pertaining to a position of leadership (Ahlquist & Levi, 2011). Thirdly, for leadership to occur, leaders and followers must purposefully desire changes that are authentic and transformative in nature (Naidoo, 2005). Fourthly, leadership involves achievement of mutual predetermined purposes and goals (Naidoo, 2005, Khumalo, 2015). According to Rost (1993) all four components or elements must be evident in order for any relationship to be called leadership.

Leadership therefore, can be regarded as a process whereby one individual, whose explicit aim is to ensure that followers diligently strive towards achieving the goals and vision envisaged by the leader, intentionally influences a person or group members. The leader therefore, must possess proficiency, expertise, skilfulness and knowledge to guide and direct the followers to accept and understand the predetermined goals and to work towards achieving them.

2.2.2 Leadership theories

This section focusses on the evolution of leadership theories. It aims to create a profound understanding of leadership and how it has developed in the past in order to contextualise my study. Many researchers have expounded on their findings by providing an overview of leadership theories (Bass, 1990, Yukl, 1994, House & Aditya, 1997). Early and Weindling (2004) cited in Razzaq (2012), identified six theoretical frameworks: trait theory, style theory, contingency theory, power/influence theory, personal trait theory and learning-centred theory. For purposes of this study, the focus would be primarily on the trait theory,

behavioural theory and the contingency theory as a means of determining how leadership initially evolved.

The trait theory was one of the earliest conceptual ways of looking at leadership. It is also known as the great man theory of leadership and refers to leaders in terms of their personal attributes and characteristics (Cole, 2002). Studies that focussed on the trait theory (e.g. Avolio, Walumbwa & Weber, 2009, Ahlquist & Levi, 2011) considered certain traits to be indicative of an individual becoming a leader and leading effectively. These include attributes such as personality, charisma and social characteristic. Hogan (1994) and Goleman (1995) purports a slightly different view, by referring to the Big Five model of personality structure. These are surgency, agreeableness, conscientiousness, emotional stability and intelligence. In these studies, the argument presented is that the above personality characteristics that are evident in an individual differentiate the leaders from the non-leaders. According to Macbeath (2005) and Murphy (2005), these personality traits are prerequisites that equip an individual with the potential to lead. However, it does not necessarily imply that if the traits are present, that the leader would be successful. Macbeath (2005) further criticised the traits theory to appear weak in justifying how the results of members could be affected by the leader's traits. Northouse (2007) states that the theory fail to look at certain situations. In view of the existence of a limitless number of traits that a leader possesses, it is challenging to distinguish the attributes pertaining to a successful leader. Trait theory does however provide a better understanding of the evolution of leadership. For my study on leadership for inclusive education, to a certain degree, the leaders' personality traits and characteristics have an influence on the way followers respond to the leader, hence the review on trait theory.

The behavioural theory evolved as a direct result of the criticism levelled against the trait theory. The protagonists of the behavioural theory contended that the behaviour of the leader is indicative of their influence and is ultimately a decisive factor in leadership success (Avolio, Walumbwa & Weber, 2009). According to Einarsen, Aasland and Skogstad (2007), the behaviourist theory may be regarded as a democratic type of theory. As opposed to the traits the leader possesses, the behavioural theory focusses on the observable role behaviours portrayed by the leader which has a positive influence on the followers (de Vries, 1999). Behaviour of leaders is an important component of leadership. A leader who does not promote the positive development of the followers by motivating, encouraging and inspiring them, may not be able to attain the predetermined goals. Followers need guidance, direction and support and through the appropriate leadership behaviours exhibited by the leader, the

followers would work in synergy with the leader to achieve the required outcomes. This is symptomatic of some of the components that are evident in the theoretical framework that I have selected for the study, which will be explained in detail further on in this chapter.

The conceptualisation of leadership in the 1970s changed in direction as other factors (context and situation) came into effect (Bass, 1981). This resulted in the emergence of the contingency or situational theory. Hemphill et al (cited in Khumalo, 2015) contend that the competence of a leader is dependent on situational factors. These may include, but are not limited to, external relationships, managing members, availability of financial/material resources and the constitution and culture of a group. The basic assumption is that with the contingency theory, no one leadership style is the best, as the style is totally dependent on a particular situation and may have to change according to the circumstances of the organisation (Khumalo, 2015). Leadership for inclusive education may entail a contingency approach, as it is related to curriculum specific guidance and support which may change as circumstances change or when mentoring educators who are at different levels of development.

2.2.3 Leadership styles

Khumalo (2015) defines a leadership style as an individual's technique of providing direction, motivating people and implementing plans. Scholars have identified various leadership styles. Leithwood et al (1999) formulated a six-model conception of leadership. He gleaned his findings from researching a multitude of articles in the relevant field of education. Using Leithwood et al's (1999) model, Bush and Glover (2003) formulated an eight-model conception of leadership. Bush (2008) reviewed the model developed in 2003, and proposed a nine model conception. He intended creating a model to provide for an extensive understanding of leadership from varying perspectives. The nine models of leadership are: managerial, transformation, participative, interpersonal, transactional, postmodern, moral, instructional and contingent leadership.

Botha (2013) concurs with Bush (2008) and further cites ten school leadership styles which are to an extent similar. According to Macbeath and Myers (cited in Razzaq, 2012) the leadership models are not exclusive and, it can be effectively used by a leader in different situations.

For my study on leadership for inclusive education, I have chosen the transformational theory of leadership as a theoretical framework. Prior to discussing the theoretical framework, comprehensive literature on inclusive education, both internationally and nationally, will be examined in the next section.

2.2.4 Challenges associated with the implementation of inclusive education

2.2.4.1 Training and support

The study conducted by Ntombela (2011) revealed that teachers had very limited or no experiences with the policy statement, Education White Paper 6 (EWP6). In addition, related information, including training and support were restricted. Her findings revealed that the workshops that were hosted by the Department of Education were limited to one representative per school, who through the cascade model of training, had to disseminate the information to the other staff members. The training workshops therefore could be considered hardly successful as the member who had to offer feedback was not able to disseminate the content of the workshop accurately, as the duration of the workshops was two hours and according to them, it was virtually impossible to learn everything about EWP6. There were no follow up workshops and support from the department. Most teachers were therefore not prepared to implement inclusive education due to their limited experiences and knowledge of EWP6. Most teachers were ill-prepared and proposed the coordination of ‘targeted professional development’. In some schools the SMTs did not attend the workshop and were unable to provide much input when the information was cascaded by the representative who attended the meeting. In light of this, one can therefore assume that there could possibly be differing interpretations of EWP6.

Prinsloo (2001) cites the importance of training teachers to successfully implement the models which would enable them to build their skills, knowledge and self-confidence. Hay (2003) purports that there has to be paradigm shifts with respect to education support services in order to align service delivery to the successful implementation of inclusive education. Joyce et al (2011) posits that numerous practice sessions are fundamental to gain competency in a new policy of teaching. It can therefore be concluded that it is necessary for the Department of Education and the SMTs to prioritise training and support for the educators so that the educators are confident to implement inclusive education policies in their classrooms.

The Personnel Administrative Document (2016), clearly communicates the duties of SMTs. One of the general and administrative duties is the implementation of all educational programmes and curriculum activities, which is led by the Principal of the school, with the senior and middle managers working together as a team. For purposes of this study, curriculum activities also relates to the implementation of inclusive education. SMTs play a very significant role in leading curriculum delivery. In order for teachers to gain rich experiences of inclusive education, it is incumbent on SMTs to take the lead and create opportunities for this type of development, empowering teachers to gain a better understanding of EWP6 so that they are adequately equipped for this transformation in their classrooms. This necessitates the SMTs to be knowledgeable about the relevant policy documents on EWP6 in order to guide and mentor the teachers they are managing, as their key functions are to encourage staff, agree on how the curriculum should be taught and the range of experiences learners should be offered. Accountability at school management level should enhance the quality of learning and teaching that prevails (Marimandi, 2015). In this way, those being mentored would be able to adopt a positive approach towards implementing inclusive education in their classrooms through the confident and positive approach of the SMTs.

Engelbrecht et al. (2015) purport that it is integral for schools and teachers to be dedicated to the process of transforming their school environment in order to successfully implement inclusive education. It can therefore be assumed that the schools, mentioned above, could also refer to the leaders in the school who need to also commit to this transformation. Engelbrecht et al (2015) further posits that if inclusive education is to be sustainable, there needs to be investment in an education programme for teachers. In addition, there is a need for support from both national and provincial levels.

Gous et al. (2013) investigated how Principals understood inclusive education, but from an independent school stance, which I feel may be valuable to this study. Taking action, being humane and showing emotion were the major findings. Principals also expressed inclusion as being personal and practical; hence they took the necessary action in order to create more inclusive schools.

The studies conducted by Mentz et al (2011) concluded that it is vitally important for the school leaders to change their mind-sets from traditional ones to inclusive ones. Also, it was suggested that further training be provided so that leaders could embrace the challenges

associated with inclusive education. The common thread in most articles (Engelbrecht et al., 2015; Mentz et al., 2011) is the provision of training.

DeMatthews and Mawhinney's (2014) study also focussed on the challenges of inclusion but they centred their research on the challenges experienced whilst endeavouring to transform their school cultures. The Principals (leaders) divulged how their actions, combined with their values and personal orientations assisted them to make decisions on inclusion, using the social justice leadership stance. According to DeMatthews and Mawhinney (2014) the leaders' decisions resolved issues around the resistance to inclusion, enabling the school to embrace the inclusion model.

Engelbrecht et al. (2015) engaged in a comparative investigation of a full-service school that was situated in a rural area. They highlighted the complexities of the implementation process. Engelbrecht et al. (2015) further posit that a huge gap exists with regard to the idealism of the inclusion policy and the actual realities evident in schools. It appears that though Education White Paper 6 has been implemented for seventeen years, teachers at the ground are still crying out for training and support. The implication is that the frequency and quality of training becomes questionable, as the need for training is still evident, when in actual fact, the majority of schools should be efficiently implementing inclusive education at their schools.

2.2.4.2 Professional Development

According to the Glossary of Education Reform, professional development refers to a diverse range of training/activities, formal education or professional learning that is advanced, which caters for the improvement in the knowledge, skills and competencies of individuals. In the education context, professional development centres on SMTs and educators who continually engage in professional development activities to improve their practice.

Burnstein et al. (as cited in Ntombela, 2011) recommend a training programme to develop confidence and competence in teachers. They suggest a comprehensive ongoing training programme as teachers inevitably adopt a set method of doing things and thinking about teaching. These professional programmes will keep them abreast of the latest developments in inclusive education, whilst simultaneously providing them with the knowledge; skills and expertise that would enable them to teach learners with inclusive needs successfully (Ntombela, 2011). The retraining of educators over a period of time, that was proposed by Burnstein et al. (as cited in Ntombela, 2011) should be both theoretical and practical in

nature, providing the knowledge, as well as the expertise. Lessing and de Wit (2007) concur with the need for professional development training for inclusive education implementation but they are opposed to once-off training sessions, as they are not hands-on. Mathibe (2007) posits that professional development must focus on teachers gaining the appropriate training in order to perform their tasks successfully.

Continuing Professional Teacher Development (CPTD) is a pre-requisite of the South African Council of Educators (SACE), in keeping with one of the roles of the educator which is to be a life-long learner. The CPTD management system works directly with all the relevant stakeholders, in all the directorates, to coordinate and facilitate on-going support to teachers whilst simultaneously awarding them professional development (PD) points in the three categories that form the basis of the CPTD management system. The three categories are: type 1 activities – teacher initiated, type 2 activities – school initiated and type 3 activities – externally initiated. The school is responsible for the type 2 activities – school initiated. It is the responsibility of the SMTs to formulate a School Improvement Plan (SIP) annually to address the development needs that are prevalent amongst the teachers. In view of inclusive education being a challenging aspect of the teaching and learning situation (Du Toit & Forlin, 2009; Engelbrecht, 2006, Ntombela, 2011; Pather, 2011) leaders at school, using the school improvement plan, could facilitate professional development activities to cater for the needs of educators, as it is one of the duties that are assigned to them. Leaders are the ones who need to drive this process of professional development.

2.2.4.3 Infrastructure

Infrastructure varies from one school to another, in line with departmental policies and procedures, as well as the physical environment in which the school is located. The Department of Education (1998) stipulates that for some learners with disabilities to be active participants of learning, specialised equipment and support are vital. This assumes that all physical barriers should be removed to ensure that the environment is easily accessible to all learners who have physical disabilities (Robert & Mvambi, 1999). Engelbrecht et al. (1999) concur by proposing that certain major physical dimensions need to be changed for barriers to learning to be removed. Those learners in wheelchairs, those assisted with walking devices and have physical disabilities are in no way intellectually disabled. They have every right to attend mainstream education. It becomes the responsibility of the Department of Education and other stakeholders to create a conducive environment for disabled learners to ensure that

they are not marginalised. Some suggestions may be to build the following: suitable ramps for wheelchairs, appropriate ablution facilities that are wheelchair friendly, desks that are suitable for wheelchairs and chalkboards/whiteboards that allow for those in wheelchairs to easily access them.

2.3 Theoretical Framework

This study was underpinned by transformational leadership theory.

2.3.1 Historical background of the theory

According to an interview conducted by Bailey and Axelrod (2001), Transformational Leadership Theory was initially founded by James MacGregor Burns who was born on the 3 August 1918 in Mellis, Massachusetts, United States of America. Being in the military service provided him with a sense of leadership which influenced his decision to study political science and political leaders. After military service he taught at Williams College. He then published two volumes about Franklin D. Roosevelt who was his hero. At the Jepson School at the University of Virginia he had a role in the establishment of an undergraduate major in leadership. At the Centre for the study of Leadership at the University of Maryland, he participated in the growth of the institution. In 1978, his book 'Leadership' was published which introduced transactional and transformational leadership. Burns (as cited in Bass & Riggio, 2006) conceptualised transactional leadership as the exchange of one thing for something else. In contrast, transformational leaders focus on stimulating and inspiring those who follow, in order to achieve the desired outcomes of the leader. It is something they never thought possible and simultaneously they ended up realising their own leadership capacity. In doing so, the followers are capacitated to grow beyond their perceived expectations to greater depths as individuals, the group and the organisation (Bass, 1985).

Barnette (2003, p.2) describes transformational leadership as a type of leadership where leaders and those following, team together "in pursuit of higher order common goals". Botha (2003) refers to leaders as individuals who strive to build unity with those who follow through a clear vision, mission and purpose. The leaders inspire and motivate the followers, whilst simultaneously acting as role models. The resultant situation is that the followers are stimulated to exhibit their creativity in improving the organisation.

Many versions of transformational leadership have evolved from Burn's (1978) theory of transformational leadership. Theorists like Bass (1985), and other scholars proposed their

own conceptualisations of transformational theory. The most popular version was the theory proposed by Bass (1985), which I have chosen as the theoretical framework underpinning my study.

2.3.2 Components of Bass's 1985 Theory of Transformational Leadership

According to Bass (1985), four components of transformational leadership exist, with respect to the leaders' behaviour. They are: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.

2.3.2.1 Idealised influence

This component deals with transformational leaders being role models to their followers. They are easily admired, trusted and respected and followers can associate with leaders and generally emulate them. They discern leaders to be individuals with 'extraordinary capabilities, persistence, and determination' (Bass & Riggio, 2008, p. 6).

Two aspects exist with respect to idealised influence; the leaders' behaviour and the elements that followers and associates attribute to the leader. Both aspects can be measured by the Multifactor Leadership Questionnaire (MLQ) designed by Bass and Avolio (2000) but by different sub factors. Adopting a collective mission is an important aspect of idealised influence as followers realise that the leader considered them when the mission was formulated. The attributed factor is when others are reassured by the leader that the hurdles will be overcome (Bass & Riggio, 2008). Leaders are regarded as risk takers and are consistent in their behaviour. They exhibit exemplary conduct which is ethical and moral.

2.3.2.2 Inspirational motivation

Transformational leaders generally motivate and inspire their followers. This is done by enabling the followers to discover purpose and challenge in their work (Bass & Riggio, 2008). The leaders encourage team spirit, enthusiasm and a general feeling of optimism. They inspire their followers to believe in appealing futures. Leaders ensure that their expectations are clearly communicated so no doubt prevails. Transformational leaders not only exhibit commitment to achieving goals, they also exhibit commitment to the shared vision and clearly enunciate a future vision that is captivating (Bass & Riggio, 2008). Idealised influence and inspirational motivation could be perceived as one factor, charismatic-inspirational leadership which is similar to House's (1977) and Bass and Avolio's (1993) theories is another.

2.3.2.3 Intellectual stimulation

This component of transformational leadership is concerned with the leaders stimulating the efforts demonstrated by the followers. Followers are thus stimulated to be innovative and imaginative. This is done by the leader by stimulating the thought processes of the followers with regard to their work. Their assumptions are questioned and problems are reframed to provide another perspective to the followers. Intellectually, they are stimulated to approach past situations in innovative and creative ways. An interesting aspect is that the transformational leader will not embarrass or criticise the followers in a public forum, instead new ideas are continuously encouraged. Followers are provided with the opportunity to be a part of the problem solving process and their ideas and opinions are not criticised, although they may invariably differ from others and those of the leader (Bass & Riggio, 2008). The implication is that the leader makes concerted efforts to get the followers to view problems and challenges from every possible perspective.

2.3.2.4 Individualised consideration

The transformational leader is recognised as a coach and mentor. As such, the leader makes provision for the growth and development of every follower's individual needs. The leader exhibits concern in developing the followers to their maximum potential which is done in a conducive and supportive atmosphere. The individual differences that are inherent in everyone are recognised and duly accepted. In terms of communication, it is two way, both the leader and the follower are at liberty to communicate with each other, it is not merely leader initiated. The leader leads by walking around and making certain observations that would lead to the school's success and improvement. In this way the leader will get an excellent idea of how each individual works and how to provide opportunities for him/her to reach his/her full potential. Generally, the interaction with each follower is personalised giving him/her the impression that they are thought of. The transformational leader has the attribute of listening attentively and delegates duties to develop the followers. Although the leader delegates the duties, the tasks are monitored in order to provide further support and direction if necessary. The followers feel secure and do not feel intimidated. In addition, coaching and teaching, by the leader, forms the hallmark of this component of the transformational leadership theory (Bass & Riggio, 2008).

In essence, transformational leaders are leaders who consider all aspects of their followers in the decision making process. This contributes to increased productivity, as the followers feel

valued by the transformational leader and are motivated to do their best. The leader's influence on the followers is positive and geared towards achieving his/her aims and objectives, whilst providing the followers with a sense of accomplishment.

2.4 Implications of Bass's Transformational Leadership Theory to the study

The use of the Transformational Leadership Theory as the theoretical framework provides a detailed understanding of the possible role SMTs play in guiding and supporting their educators when leading inclusive education at schools. In addition, the supposition of the model is that the different components may contribute to the effective execution of inclusive education by educators. The theory guided me in exploring leadership for inclusive education by evaluating the different components: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration and determining how the components evident in the transformational leader, have an effect, if any, on the educators' execution of inclusive education.

2.4.1 Leadership and idealised influence

School management teams play a significant role in leading inclusive education at schools. Teachers cannot do this alone; they need support, guidance and affirmation. Bass' (1985) component of idealised influence is important as leaders are viewed as role models to their followers. Their personalities and characteristics influence teachers. For inclusive education to be led successfully, leaders should portray traits that indicate to the teachers that they are capable of assisting them. Of paramount importance is the leaders' consistent behaviour. Combined with their ethical and moral demeanour, teachers would be assured that they are being led correctly and in the right direction. In view of the challenges associated with inclusive education, it is incumbent for leaders and teachers to relate to each other in a professional manner, with respect and dignity and each valuing the other. This sets the platform for the teachers to approach the leaders with any challenge they may experience, as they are guaranteed that the leaders will provide a means to overcome the obstacles. Teachers desire leaders who can be admired, trusted and respected. For teachers to adhere to inclusive education policies and to accommodate the divergent needs of each learner in the classroom, leaders need to exhibit the above qualities. It reassures the teachers of what they are doing and contributes positively to their levels of confidence about teaching. In this study, I would explore whether the leaders influence the teachers positively and if so, to what measure, in

fulfilling the demands of incorporating inclusive education in their daily teaching programme.

2.4.2 Inspirational motivation

This component of transformational leadership deals with motivation and inspiration by the leader (manager) towards the followers (teachers). According to Tohidi and Jabari (2011) motivation is the powering of people to achieve higher levels of performance and to overcome barriers/challenges in order to effect change. In essence, motivation is the drive that is concerned with the way individuals behave. It also provides direction. A person may be intrinsically (internally) or extrinsically (externally) motivated (Amabile, 1993). In the case of teachers and for purposes of this study, extrinsic motivation would be considered, where the leaders motivate the teachers to perform to levels that are higher than what they expected. To inspire an individual or to be inspired by someone means to infuse, stimulate or exhilarate (Bass & Riggio, 2008). Teachers who express a lack of confidence in implementing inclusive education require school leaders to motivate and inspire them. This is achieved by the leaders encouraging teachers to develop team spirit, to be enthusiastic and optimistic (Ayhan et al., 2013). Leaders themselves have to portray enthusiasm and optimism if the followers are to be motivated and inspired by them. There is a huge demand placed on leaders and this study aims to reveal how school management teams inspire and motivate their teachers to fully realise the potential they possess, whilst simultaneously achieving the pre-determined goals and vision with regards to inclusive education.

2.4.3 Intellectual stimulation

This component of transformational leadership is more aligned to my study of leadership for inclusive education, as compared to that of idealised influence and inspirational motivation. Inclusive education is a challenging policy to implement for most teachers (Hay, Smith & Paulsen, 2001; Engelbrecht, Oswald & Forlin, 2006). It requires a mind-set shift with leaders viewed as agents, who can stimulate the thought processes of teachers in relation to their work, specifically the implementation of inclusive education. Teachers experience daily challenges teaching learners with diversity, disabilities and barriers to learning, the manifestations which include: permanent shortcomings (physical and intellectual disabilities); developmental problems (perceptual, motor or intellectual); learning problems (underachievement, disadvantaged learners) and circumstantial problems (low socio-economic status, marginalised or culturally deprived learners) (Prinsloo, 2001). A

transformational leader would be able to approach these challenges in innovative and creative ways. Furthermore, new ideas that are elicited from teachers, to aid their professional development, would be encouraged and not despised (Bass & Riggio, 2008). The leaders do not make the decisions solely; they work collaboratively with teachers, who share their views and opinions, in the problem solving process, in order to gain a new or better perspective of improving their practices in the classrooms.

2.4.4 Individualised consideration

Leadership for inclusive education assumes that the leaders are coaches and mentors. For the policy to be effectively and efficiently implemented, the SMT needs to be teaching too. By physically teaching learners, they would gain invaluable insights as to how teachers are regularly challenged. They would, as leaders, investigate how these challenges could be addressed or embraced. When teachers experience similar challenges and approach leaders for guidance, the leaders would be able to mentor them successfully as they now possess the necessary skills, knowledge and expertise that are integral for the situation and would be beneficial to the teachers. The leader is hands-on and knows the teachers who are being supervised; their strengths and weaknesses and develops each teacher individually according to his/her unique needs. This is done in an atmosphere of support and guidance. Communication is an important tool of individualised consideration and both leaders and teachers are at liberty to communicate with one another without fear of victimisation or intimidation. The SMT reveals to the teachers, by purposefully walking around, that they are aware of each teacher's needs. This creates an impression within the teachers that they are not ignored or forgotten but are thought of as crucial elements in the implementation of inclusive education. An admirable quality of leaders is their trait of listening (Bass & Riggio, 2008). Teachers feel worthy and acknowledged when they are being heard and when leaders provide support, direction and monitoring. A transformational leader who shows individualised consideration by coaching and mentoring will hopefully be successful in leading inclusive education at schools.

I agree with Bass's Transformational Theory of Leadership (1985). I believe that in order for inclusive education to be successful at a school level, school management teams have a significant role to play in guiding and supporting teacher's development. Transformational theory of leadership underpins this study as it guides the study in focussing on the components of leaders (SMT); idealised influence, inspirational motivation, intellectual

stimulation and individualised consideration, which directly affects teachers as they are primarily involved in teaching learners who have different needs. Transformational theory of leadership recognises that leaders and followers (teachers) need to forge a relationship with each other, initiated by the leaders in order for inclusive education to be led successfully.

2.5 Summary

The review of literature contained in this chapter provided guidance in exploring leadership for inclusive education: a case study of a school management team in an urban primary school. Leadership theories and styles were discussed, including inclusive education and the challenges associated with its implementation; with focus on three areas: training and support, professional development and infrastructure. The role of the SMT was highlighted. The chapter also presented Bass's Transformational Theory of Leadership, as it is the theory that underpins the study, providing insights in exploring leadership for inclusive education. Chapter Three centres on the research design and methodology adopted for the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter Two reviewed findings from research conducted on inclusive education, in South Africa and other countries, to gain an understanding of the study of leadership for inclusive education. This chapter provides a synopsis of research design and methodology used in this study. I discuss the research paradigm, research design, data generation strategies, data analysis, issues of trustworthiness and ethical considerations.

3.2 Research paradigm

Kuhn (1962) cited in Kivunja and Kuyini (2017) defines paradigm as a philosophical way of thinking. In the context of educational research, many researchers describe a paradigm as the worldview of the researcher (Guba & Lincoln, 1994; Mackenzie & Knipe, 2006; Maree, 2009). There are a vast number of paradigms as researchers view the world differently. These paradigms can be encapsulated into three main taxonomies: positivist, interpretivist and critical paradigms. Comte (as cited in Kivunja & Kuyini, 2017) posits that a positivist paradigm defines a worldview, related to research, from a scientific method of investigation, which relies on the formulation and testing of hypotheses, mathematical equations, calculations and deductive logic. The goal of the positivist paradigm is to provide explanations based on measurable outcomes. The critical paradigm focusses on research in social justice issues that include politics, social and economic issues and power structures at the different levels (Kivunja & Kuyini, 2017). The central feature of the interpretivist paradigm is to understand human experience from the standpoint of the individual observed (Guba & Lincoln, 1989). I chose the interpretivist paradigm as I discovered that it would prove beneficial to my study. By interviewing the SMTs, I was able to glean information, which afforded me insights into understanding their daily experiences, both positive and negative, of leading inclusive education. It also contributed valuable information towards answering my research questions.

The interpretivist paradigm contains four elements: subjectivist epistemology, relativist ontology, naturalist methodology and balanced axiology (Kivunja & Kuyini, 2017). Subjectivist epistemology assumes that the researcher constructs knowledge socially through personal experiences of real life in natural settings. I conducted were conducted semi-

structured interviews with some members of the SMT. This was an interactive process between the researcher and the participants who shared their personal experiences of leading inclusive education in a primary school.

Relativist ontology assumes that multiple realities exist and can be explored (Creswell, 2013). Through human interactions, meaning can be made of the multiple realities or it could be reconstructed (Manley & Wasserman, 2005). Through my interviews, I was able to determine that each SMT member viewed his/her role of leadership for inclusive education in slightly different ways, confirming that multiple realities exist. Naturalist methodology, according to Carr and Kemmis (as cited in Kivunja & Kuyini, 2017) refer to the use of data that is gathered through interviews, text messages and discourses, with the researcher adopting a participant observer status. Kivunja and Kuyini (2017) regard balanced axiology as the process where the outcome of the research reflects the values of the researcher, who attempts to present a report of the findings that is balanced in nature. After analysing data from the semi-structured interviews and from the document analysis, I sought to present a balanced report of multiple realities of an SMT leading for inclusive education in a primary school.

3.3 Research design

Mouton (1996) defines a research design as a set of directions and instructions that need to be adhered to when addressing a research problem. McMillan and Schumacher (2010) posit that the purpose of the research design is to identify a plan that can be used to produce empirical evidence that answers the research questions. It is a sequential organisation of research activities that are integrated with one another to address research questions, whilst simultaneously enhancing the validity of the study (De Vos, Strydom, Fouche & Delpont, 2011). It was therefore paramount that I select an appropriate design before starting the research process. McMillan and Schumacher (2010) have identified four major categories of research designs: quantitative, qualitative, mixed method and analytic. According to McMillan and Schumacher (2010), quantitative designs centre around objectivity, using numbers and statistics, when observing a phenomenon. Quantitative designs are classified as either experimental (an intervention for participants) or nonexperimental (no direct intervention for participants). Qualitative designs on the other hand differ from quantitative designs as they gather data from natural settings and data are in the form of words, not numbers. Mixed method research designs incorporate both the quantitative and qualitative methods. It is classified as follows: explanatory design (quantitative, then qualitative),

exploratory design (qualitative, then quantitative) and triangulation design (quantitative and qualitative together). The fourth research design is the analytical design where research is conducted through document analysis. I chose the qualitative approach and more specifically, the case study design, as it was, in my opinion, the best way to elicit the required data for my study.

3.3.1 Qualitative research

The advantage of qualitative research is that there are detailed descriptions which are a reflection of the phenomenon being studied. Through the semi-structured interviews, leaders provided examples of personal experiences and how they perceived leadership for inclusive education. This provided me with descriptive data that was used for the data analysis. As a qualitative researcher, I was the sole instrument through which data generation and analysis occurred. In as much as I was a newly appointed manager at the school, I ensured that I did not interfere or manipulate the process of data collection, instead I remained unbiased throughout the process. Hence, my use of the qualitative research approach was beneficial as it offered me an opportunity give thick descriptions of how a SMT leads for inclusive education in a primary school. I was interested in getting thick descriptions rather than the spread of the phenomenon. I chose a qualitative case study design, as I felt using this would help me to better understand the phenomenon that was being studied, which was leadership for inclusive education.

3.3.2 Case study design

Yin (1984) describes a case study as the investigation of a particular occurrence in its real life context. Creswell (1998) defines a case study as a bounded system which entails in-depth exploration and extensive data collection. According to Creswell (1998), the following four steps define a particular case: identification of the case, the case bounded by time or place, multiple sources of data and a detailed report of the content and setting. A case study can therefore be regarded as a rigorous study of a particular individual or a particular context. The conspicuous difference between a case study and the other qualitative methods is the central focus of the study. A case study, according to Creswell (1998) has distinctive boundaries or parameters to prevent researchers from losing focus. It also distinguishes what features of the research case will be studied and excluded (Naidoo, 2005). This study focused on one urban primary school in the Kwasanti Circuit of the Pinetown District in the Province of KwaZulu-

Natal. I targeted the SMT to elicit data on their leadership practices that foster inclusive education in this school.

3.4 Sample and sampling procedures

Patton (1990) regards sampling as a process utilised to study a small populations' response to an intervention, which can then be applicable to a population that is larger in size. Collins (1998) concurs that in order to learn about an entire population, it is preferable to look at a small part of it, the sample. The population may refer to a target group and not necessarily the specific population of the country. Qualitative sampling involves the selection of cases that would yield rich information on a phenomenon being studied (McMillan & Schumacher, 2010). The samples are generally chosen as they are recognised as being knowledgeable and informative individuals, with respect to the study being investigated. A site is initially selected and Creswell (2012) refers to the site, and for purposes of this study, the site was my own school chosen through convenience sampling as it was easily accessible to me, saving me both money and time (Cohen, Manion & Morrison, 2007). Purposive sampling was used as I chose the four members of the SMT from the school although I did not get the opportunity to interview the foundation phase Departmental Head due to extraneous circumstances beyond my control. The three managers that I interviewed were the Principal, the Intermediate Phase and the Senior Phase Departmental Heads. They were hand-picked by the researcher as they possessed the knowledge and information that were applicable to my study of leadership for inclusive education.

The Principal is the head of the institution and is chiefly responsible and accountable for ensuring that all departmental policies and regulations were implemented. The information gleaned from her four decades of teaching proved invaluable in helping me gain a greater insight as to how inclusive education was led at school from her perspective. The intermediate phase Departmental Head has been in this position for approximately two and a half years. The information he provided, assisted me to understand how his experiences as a new manager contributed to the successful implementation of inclusive education. The Senior Phase Departmental Head has been at the school for thirty-six years. His inputs guided me to understand his educational journey at the school through the evolving of different curricula and how he viewed his contribution to the leading of inclusive education. Using this form of sampling provided me with data rich information that addressed my critical questions on the leadership practices and styles of the SMTs.

3.5 Data generation methods

Bulmer (2000) states that in social research, the most critical phase is data generation. According to Creswell (1998), data generation methods are defined as strategies used to generate data for empirical research. The suggestion is that in case studies, multiple sources of information may be used to provide a holistic analysis of the phenomenon being studied. Henning (2005) concurs with the above and further posits that through the use of multiple data instruments, the data generated is trustworthy. It also increases the validity of the findings.

3.5.1 Semi-structured interviews

Kvale (as cited in Alshenqeeti, 2014) defines an interview as the verbal face-to-face conversation with an individual, with the explicit aim to gather information about the lived world of that individual, with specific reference to the phenomenon being studied. McMillan and Schumacher (2010) further posit that in-depth interviews provide meanings of how individuals conceive a particular phenomenon in their world and how they make sense of the events of their lives. The research questions formulated for this study intended to explore the leadership practices of SMTs for inclusive education; hence interviews formed the best technique to elicit information on the above phenomenon. Alshenqeeti (2014) highlights the four types of interviews that scholars predominantly use in social sciences. They are structured interviews, unstructured interviews, semi-structured interviews and focus group interviews.

The key feature of structured interviews is its predetermined questions, where most of the expected answers are either 'yes' or 'no'. In such instances, both the researcher and the participant have very limited freedom (Berg, 2007 in Alshenqeeti, 2014). This is similar to the quantitative questionnaire. McMillan and Schumacher (2010) concur by stating that the exact words and the sequencing of questions are predetermined. There is no room for flexibility. Unstructured interviews, unlike the structured interviews, allow for greater flexibility to both the researcher and the interviewee. This type of interview grants the researcher an opportunity to follow up on certain issues by enabling the participant to elaborate further. The third type of interview is the semi-structured interview which flows from the structured interviews as it provides the interviewer with opportunities to deviate from the interview schedule and to ask additional questions emanating from the responses of the participants. These questions would probably provide clarity which was not easily

distinguishable when a response was initially provided (Rubin & Rubin, 2005). The final type of interview is the focus group interview which is an interview strategy which involves the selection of participants for a specific purpose so that they can focus on a specific topic. With focus group interviews, attention needs to focus on the chairing of the interview and the size of the group, in order for this method to be successful in data collection for the phenomenon being studied.

The semi-structured interview type was selected to elicit data for my study, due to its nature of one-on-one interviews with the participants. Individual interviews were conducted in a negotiated venue to enable participants to be free to express their views on the topic being studied. The interview guide was formulated taking into consideration the theoretical model and the literature pertaining to the research questions (Mothilal, 2010). It was specifically developed to gain prompt discussion on the leadership styles of leaders for inclusive education. The interview guide was primarily used during the interviews, however if and when the need arose, the questions were either paraphrased or clarified for the participant, upon their request or by my observation that the participant appeared not too confident with the way the question was asked.

At the beginning of the interview, demographic data were elicited from the participants, with respect to the number of years' experience in a management position; educational background and a brief overview of the participant and his/her career thus far. Open –ended questions were asked throughout the interviews to allow the interviewees to express themselves descriptively, in narrative or descriptive forms as opposed to one-word responses. The interviews were audio-recorded with written consent from the participants, to alleviate the omission of important details, whilst copiously attempting to copy every word spoken by the participant. It also assisted in reliability checks to ensure that the information collected was correct (MacMillan & Schumacher, 2010).

3.5.2 Document analysis

McMillan and Schumacher (2010) define document analysis as a strategy that has no bearing between the interviewer and the interviewee. They identify three forms of artefacts: personal documents e.g. diaries and personal letters; official documents e.g. memos, minutes and policies and objects e.g. logos, trophies and posters. Bowen (2017, p.27) succinctly posits that document analysis occurs in a systematic manner. Document analysis necessitates that the data from the documents be examined, in order to generate meaning and to develop

understanding and knowledge (Corbin & Strauss, 2008). According to Bowen (2017) documents contain recorded words without the intervention of a researcher. Documents, according to Bowen (2017) serve five specific functions. Firstly, documents provide data pertaining to background information and historical insight which are within the context of the research study. Secondly, certain information in documents requires additional questions to be asked or observation of particular situations. Thirdly, documents may provide supplementary research data, which may be valuable in the acquisition of further knowledge of the study being researched. Fourthly, documents provide an avenue to track change and development. Fifthly, documents can be used to verify findings or authenticate evidence from other sources.

The study incorporated document analysis of the Institution Support Teams' (IST) minutes of meetings, as well as the grade and phase minutes of meetings. The policy of inclusive education was also used in the document analysis process. Document analysis was chosen as the other form of data generation, in combination with semi-structured interviews, as a means of triangulation. This would corroborate the sources of evidence through different sources of data and methods (Denzin cited in Bowen, 2017). It would also reduce the potential biases that may exist.

Advantages and limitations of document analysis exist. Bowen (2017) identified the following. The advantage is that document analysis is an efficient method as it is also less time consuming. In addition, the availability of documents in the public domain is easily accessible. It is also a cost-effective method, as data are already available in the documents and is ready to be evaluated. Document analyses are non-reactive and stable. Yin (1994) posits that the exactness and the broad coverage are beneficial for research studies. Contrarily, documents may have insufficient detail, may be irretrievable and may suggest biased selectivity (Yin, 1994).

For my study, the documents used to obtain data were the minutes of meetings and the inclusive policy document which were requested, for my study. Once I received them, I began skimming the contents, and thereafter I read them thoroughly for understanding and interpretation (Bowen, 2017). I reread the contents and focussed on emerging themes or patterns, through the use of codes. In as much as the documents contained information, it was important to ensure that the information in the documents pertained to the area of research, in order for it to be utilised successfully. This involved viewing the details in a critical manner

to ascertain the relevance of the data. The Institution Support Team's minutes contained more pertinent information to my study, as opposed to the minutes of the grade and phase meetings. It also incorporated SMT members' inputs which were beneficial to my study of leadership for inclusive education. The data obtained from document analysis were organised into themes and categories, similar to what occurs with the transcripts of interviews, through the analysis of the content in the documents (Labuschagne, 2003).

3.6 Data analysis

According to Marshall and Rossman (1999) and Engelbrecht et al. (2003), data analysis is described as a process which brings order and structure, as well as meaning to all the data that has been collected. Creswell (2009) concurs with the above description of data analysis and further posits that the collection of data and data analysis occurs synchronously. It involves analysing, summarising and interpreting the data.

In this study, I used thematic analysis to analyse the data generated. Thematic analysis was used as an approach initially in the 1970s and thereafter many versions appeared (Clark & Braun, 2013). It involves the identification and analysing of patterns in qualitative data and to transform it into logical and sequential findings.

In analysing the data from a thematic approach, I transcribed my interview sessions with the three SMT participants from the audio recordings that we engaged in during the interviews. In my transcriptions, I considered word emphasis, mispronunciations, pauses and incomplete sentences (Welman, Kruger & Mitchell, 2005). To familiarise myself with the notes, I read them numerous times and simultaneously listened to the audio recordings a vast number of times. This assisted me with gaining a better insight into the responses of the participants to the research questions. I used the seven steps of analysis to analyse the data (Braun & Clarke, 2006; Creswell, 2009). They were as follows:

Step 1: Preparing field notes and transcripts: Shortly after the interviews, I transcribed the audio-tape recorded interviews verbatim. This format enabled me to access the information readily for the purpose of analysis. I also took my own notes as a backup should I experience any malfunction with the audio-recording devices. Creswell's (2008) procedures to facilitate the process of analysis were beneficial to me. This incorporated highlighting headers, different participants, questions and comments. Words that indicated what occurred during sessions, for example, -pause and silence, were typed in to provide a realistic overview of the

interview which was analysed. To ensure that the typed transcripts were correct, I listened to the audio recording of the interviews and compared it with the verbatim transcriptions.

Step 2: Read through all the data: Once I was satisfied that the transcripts were correct, I read through all the data, several times, familiarising myself with the contents of all three interviews.

Step 3: Theme identification/generation: I identified the themes, some similar and others divergent, by the responses of the participants to my research questions (John, 2012). Using different coloured highlighters, I highlighted the possible themes to make it easier for me to identify them.

Step 4: Theme representation: The themes that were identified were eventually represented in words, to enable rich narrative and descriptive meanings.

Step 5: Coding the data: MacMillan and Schumacher (2010) posit that data coding begins by identifying relatively small pieces of data (segments) that stands alone and contains one idea. Thereafter the segments are analysed to formulate codes. A code bestows meaning to the segment. I used the coding system by highlighting the themes and noting them accordingly, with a name assigned to each theme, which appeared most logical (de Vos, 2005). Once open coding was complete, I undertook axial coding which involved looking for themes so that associated themes could be clustered together. De Vos (2005) refers to this as searching for categories of meanings which are consistent but simultaneously distinct from each other. The clustering of similar themes in different participants' transcripts was noted. Selective coding was the final stage in the process of coding. All the themes were reduced to a selected number which formed the essence of the research study. Winnowing the data and diminishing it to a manageable set, according to De Vos (2005), assists in writing the final narrative.

Step 6: Visualising and displaying the data: The data were displayed in a visual form that was easily accessible.

Step 7: Interpretation of data: The data were interpreted with the explicit aim of answering the research questions. A report on the analysis of data were done.

3.7 Issues of trustworthiness

Lincoln and Guba (1985) posit that in order to evaluate the worth of a research study, trustworthiness is important. Trustworthiness involves establishing credibility, transferability,

dependability and confirmability. Lincoln and Guba (1985) refer to credibility as the extent to which data and data analysis can be believable, trustworthy or authentic. In my study, to ensure credibility, I used triangulation, which Flick (2006) refers to as the use of more than one data generation tool. I generated data through semi-structured interviews and document analysis. This was achieved through prolonged engagement with my one-on-one interviews with my participants and through reading the relevant documents available for the study. In addition, trustworthiness was established through transferability which revealed that the findings are perhaps applicable in other contexts and through thick descriptions. Dependability shows that the findings are reliable and could be repeated. This is identifiable through the inquiry audit. Confirmability refers to the neutrality of the findings of the study which is not prejudiced by the researcher's bias or interest. A confirmability audit, an audit trail, triangulation and reflexivity ensured that the research study was objective and neutral. Member check verified that the information was correct as participants were granted the opportunity to read the transcripts and to ascertain whether any manipulation of data occurred (Creswell, 2009).

3.8 Ethical considerations

According to Orb, Eisenhauer and Wynaden (2000, p.93) "ethics pertains to doing good and avoiding harm". By applying ethical principles, the possibility of harm may be reduced, protecting the participants in the research study. I intended my research to be conducted in an ethical manner; hence I applied to the Ethics Committee of the University of KwaZulu-Natal, motivating me to conduct the research. Once my application was approved, I applied to the Department of Education and the Principal of the school to conduct the study. In addition, I sought the permission of the three SMT members to conduct interviews with them on the research topic. The necessary documentation and permission letters were signed to indicate that the SMT members voluntarily consented to the interviews. I assured the participants that whatever they told me would be treated with the greatest confidentiality. To grant them further peace of mind, I gave the participants my assurance that I would not use their personal details, instead I would use pseudonyms. They were informed that participation was voluntary and that at any stage, if and when they felt uncomfortable, they could leave the study without any adverse repercussions (Creswell, 2013). Whilst conducting the studies, I ensured that the privacy of the participants was not invaded. They were made to feel comfortable and at ease at each level of the process. As the new Deputy Principal, I tried to establish trust and the promotion of collaboration amongst all the SMT participants. They

were also informed that they would not be remunerated for their contributions to the research. In advance, appointments and interview sessions were scheduled to ensure the timely completion of the interviews. Participants agreed to their voices being tape-recorded. All transcriptions would be kept in a secure place to ensure strict confidentiality. All transcriptions were read by the participants to ensure that they felt comfortable with the information they imparted and if they wanted anything removed, it was accordingly done as they needed to be at ease with their responses.

3.9 Summary

This chapter focussed on the interpretivist paradigm, the qualitative research method and the case study design which I employed for the study. In addition, the tools utilised to generate data were discussed, which encompassed semi-structured interviews and document analysis. Furthermore, the trustworthiness and ethical considerations of the research study were expounded on in detail. In the next chapter, I attempt to analyse the data generated by using themes and sub-themes which I have identified from the transcripts. I also discuss how the theoretical framework links to my study of leadership for inclusive education.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter centred on the research design and methodology that were employed for the study. This chapter focusses on the data presentation, the analysis of the data and the subsequent discussion of the findings. The data presentation was elicited from the transcripts of the semi-structured interviews that were conducted with SMT members and from analysing school documents. The discussion of the findings is presented according to themes and where applicable sub-themes. In order to validate and strengthen the discussion on the findings, verbatim quotes were used. Pseudonyms, for the managers as well as the learners they referred to in their interviews, were used to ensure confidentiality. The schedule of interview questions was developed from the three research questions that underpinned the study. The research questions are as follows:

1. What are a SMT's leadership practices that foster inclusive education in schools?
2. What challenges does a SMT experience when fostering and leading for inclusive education?
3. How can a SMT assist educators to fully embrace inclusive education in their classrooms?

4.2 The school profile

The school comprises thirty-eight level one educators, a Foundation Phase Departmental Head, an Intermediate Phase Departmental Head, a Senior Phase Departmental Head, a Deputy Principal and a Principal. There are also five assistant teachers. In total, there is forty-eight teaching staff. In terms of gender, there are forty-three females and five males. The staff is diversified and comprises twenty-two Whites, thirteen Indians, seven Blacks and one Coloured. The learner population comprises 3.5% Whites, 7% Indians, 87,5% Blacks and 2% Coloureds. The language of learning and teaching is English. Afrikaans and IsiZulu are offered as choices for the First Additional Language. The learners attending the school come from diverse backgrounds and from various locations in and around the Pinetown area.

The reason for the selection of this specific school is the fact that I am currently teaching at the school and have just been promoted as the Deputy Principal from a level one position. The context of my being part of the school's establishment served to address the purpose of

the study which was to explore leadership for inclusive education: a case study of a SMT in an urban primary school.

4.3 Participants' profiles

Mrs David (Principal): She is a sixty-four year old individual who has been teaching for forty-two years. She was appointed to this school in 2009 as the Deputy Principal and assumed the position of Principal in 2015. Her career spans four decades of teaching and she is knowledgeable about a vast number of issues in the education sector and can converse about it confidently.

Mr Newton (Intermediate Phase Departmental Head): He is a forty-three year old male, who has been teaching for twenty-one years. He was appointed to the school about two and a half year ago as the Departmental Head for the Intermediate Phase. He teaches mainly Mathematics and Social Sciences to the grade seven learners but leads and manages the grade four and five educators, which total eight.

Mr Brown (Senior Phase Departmental Head): He is fifty-nine years old and has been teaching for thirty-five years. He has been at this school for approximately thirty years and as a Departmental Head for fourteen years. He leads and manages the grade six and seven educators, which total eight. He also has a twenty-six year old son, who is autistic, and his inputs into the study were invaluable from both a professional and personal perspective.

4.4 Leadership practices of SMTs for inclusive education

Through the open-ended questions asked during the semi-structured interviews, SMT members were very vocal about their practices in fostering the implementation of inclusive education at the school. They cited the various roles that they engaged in which included mentoring, creating space for professional development and being role models as leaders. The discussions pertaining to the above sub-themes will be explained in detail.

4.4.1. Provide mentoring to educators

SMT members highlighted their roles of mentoring for leading inclusive education. They cited their previous experiences at other schools in KwaZulu-Natal, in conjunction with their present experiences at this particular school. Regarding mentoring, Mr Brown stated:

Okay, if I can look at it, in terms of a long timeline. First, I would approach the teacher and tell them to bring any supporting documents with them with regards to a particular child having difficulty and the next point would be having a formal meeting. Recording is taking place and the situation would have to be clarified, what we are exactly looking for in terms of fact finding. Then I would ask the teachers what steps were taken, from their side, to help the child because that's where the focus is, then depending on my acknowledgement of my skills...inclusivity can be a very peculiar angle. This child could be projecting a very severe behavioural problem and peculiar other than the fact as a manager I can relate to the fact that the child is presenting with a need that is disturbing other learners with the temper tantrums. It may be something that I don't have special expertise so I would then go about referring them to the staff that has expertise. If there is not sufficient expertise, parents would be involved. Before we could approach any help, involving the parents, making them aware of what's going on, gaining their cooperation. This could be someone in the community with expertise in that special need, they could be approached and guidance given.

Mr Brown alluded to further means of mentoring, by discussing the significance of one-on-one meetings with teachers to encourage and motivate them when teaching learners with barriers to learning. He said:

Thirdly there is the dimension which is sometimes very difficult to pin and to budget, in terms of time. It is one-on-one support of teachers, dealing with individual cases that can't be just given 'of the cuff' answers but giving encouragement and then also, with those one-on-one meetings with teachers, pointing them to areas of support and learning documents on the internet that would give them more understanding, so it would be those cases from the formal to the informal. My role in that...would be, personally, I have a great interest in children who are suffering from emotional conditions that are preventing them, barriers, that's my personal...lean on things. As a manager in my formal role, that would be all the things I have mentioned.

(Mr Brown, Senior Phase Departmental Head)

Mr Newton also expressed his opinion on how educators could be mentored through his personal experiences:

From my point of view, eh, I think it's more about experience. I had classes that were severely challenged in my previous school and I was there for ten years, just over ten years,

working with children that have language barriers, learning disabilities, actually empowered me to now pass on this experience to teachers who are under me, alongside my peers, my other departmental head and in upper management where we can devise strategies, together with using my experience to help learners with challenges.

(Mr Newton, Intermediate Phase Departmental Head)

Mrs David cited a contrary view as opposed to the other two members on the management team with respect to mentoring. Her response is as follows:

Look, when I look at inclusive education, I look at our remedial room at school, and I honestly believe that every school should have a proper remedial unit. We are fortunate in previous model C schools, that we can afford to do this at our cost but there are lots of children out there who need help and because the department closed down all these units at schools, it makes it difficult because now we have one, only one working to a point where the child is now ready at his/her own pace and goes into mainstream... to be successful.

(Mrs David, the Principal)

It is apparent from the view expressed by Mrs David that the major responsibility for assisting learners with barriers to learning and disabilities, rests on the two educators at the school who are responsible for the remedial teaching programme of the school, as opposed to the SMT. Through the generating of data from the documents, especially the guidance team minutes from meetings, which were attended by the four teachers in a grade, the Departmental Head of that phase and the remedial teacher, the following became evident when discussing a specific learner who had a challenge:

The challenge that the learner, Precious experienced was her weak knowledge and application of English to her written work. She was absolutely slow in written work and was unable to complete her tasks within the prescribed time. The previous interventions that occurred were keeping her in during breaks to complete her tasks, supervised by her class teacher. She was also previously sent for an educational assessment and the recommendation emanating from that report was that Precious should go to Brown's School but the mum refused to send her there, in view of the stigma attached to learners who went to special schools. As a result, the school was unable to pursue any further intervention apart from sending extra work home, in the hope that the mum would provide individual attention to her child.

(Extract taken from the minutes of the Institutional Support Team meeting)

Another section of the minutes state the following:

The learner was very weak in English reading and he was very talkative and playful. He was currently on medication to assist with his hyperactivity. The IST recommended that he is put right at the back so that he is not a major distraction to others.

(Extract taken from the minutes of the Institutional Support Team meeting)

What is clearly evident at the school is that the SMT, together with the remedial teachers and grade teachers meet on a quarterly basis to discuss learners who are experiencing challenges, not just academically but also behaviourally. After hearing the cases presented by the teachers, a recommendation or intervention is agreed on by all present, to assist the class teacher to address the personal challenges that the learner is experiencing. In the above case though, in view of the mother not agreeing to the professional interventions of the educational assessment, the leader has no choice but to recommend alternative interventions which may not totally address the challenge at hand, due to the restrictions and the non-cooperation of the parent. In a case like this, the learner may not be given the correct intervention to cater for his/her specialised need but it is beyond the control of the school.

4.4.2 Leaders as role models

In view of the implementation of inclusive education being a challenging area for many educators, the SMT members interviewed cited their own experience of being a role model, as an incentive for educators to view its implementation in a positive light. Mr Brown stated the following:

As a role model, I would see myself as a teacher who is prepared to go the extra mile, in terms of providing support to those who are not coping with the normal notional time set aside for their learning.

Further on in the interview he went into detail on how he perceived leaders as role models.

I don't know if my starting point is relevant but let me just take a starting point and it is not necessarily prioritised. The definite thing that comes to mind is eh... definite ownership again by management that we as a management team need to set a tone to our staff that these children with definite special needs are given the right kind of attitude and bearing to

be...and not seen as a nuisance and as a frustration to our mainstream education and I think that's where the confusion comes. This mainstream as to how we do things at school and that these little pockets of eels going down the stream are caught in the turbulence and us as a management team needs to set a very strong and clear message to the staff if we are going to embrace these people so that would be the first kind of relationship that I would see as key, related with that on equal footing with a clear message to the governing body that this is the situation that we want, following that they are equally on board with it, it meets everybody and by management modelling it as well. In that way these children are dealt with and also the way the teacher sees the manager relating to the child and the parents, as they take their cue from us, so if we are not modelling it and showing our relationship to the teachers, we are not going to go too far.

(Mr Brown, Senior Phase Departmental Head)

Mr Newton concurred with Mr Brown when he articulated that he leads inclusive education by setting an example. His response was:

As a manager, firstly, I set an example. To give you an example, there is a learner who is very challenged with behaviour and academics; I won't mention the child's name. I led by example. The principal asked me if I would take the learner on in my class and mentor the learner and guide the learner. I readily agreed to. I had other learners requesting the same treatment but unfortunately my class had the highest number so I could not accommodate the other learners. I supported them in other ways when I taught in their classes. Secondly, I am quite well read on inclusive education. When I did my BED Honours I did a lot of reading on inclusive education. We had, at our previous school, learners with disabilities. We created our own ramps at our cost. Oh...I often quote examples to support teachers. I ask them to find solutions as when they come up with their own solutions, they embrace it.

(Mr Newton, Intermediate Phase Departmental Head)

4.4.3 Creating space for professional development

Inclusive education is not an area of education that is purely black and white. Many educators who have been in the profession for decades and even the younger educators find certain grey areas in the documents and may not fully comprehend Education White Paper 6. Those interviewed cited the importance of leaders initiating professional development activities that would enhance educator's knowledge of inclusive education whilst simultaneously providing

them with skills to assist learners with special needs, disabilities and barriers to learning. Mr Newton provided his input:

My role in inclusive education is actually with the staff that are in my phase, try to get them on board. Most of the staff, we have a fairly mixed staff and some of them have experienced inclusive education with learners learning ability challenges. Some of them are not too used to it and the idea is how to firstly get them to embrace inclusive education, having workshops with working with learners with challenges. Teaching teachers to be more patient, giving them strategies to cope with learners with these challenges eh...so my first starting point would be workshops, thereafter we would go on to actually working with learners because once the theory is done we can be more practical with learners with challenges.

In addition to Mr Newton's suggestions on empowering educators through professional development activities like workshops, he proposed using a monitoring tool to monitor the progress educators are making after the different workshops and interventions. His thoughts were as follows:

I'd like to have a monitoring tool to actually see what strategies I have implemented within my department is actually implemented or carried out. It's similar to how Maths has the tracker. It sets out targets, implements certain eh...interventions and strategies and we give the time frames where these strategies are carried out and also workshop to continually see that this is achieved. Adopting an informal stance, having informal staff functions foster good working relations with staff and within those informal get togethers that we have during the term, we can actually get teachers to work together. I think one of the CPTD learning communities, PLC, borrow the idea from CPTD, where we have these discussions over tea, everyone can express their challenges and those who are empowered can share their ideas of how they are coping and in this way everybody can share that vision that I have on inclusive education.

(Mr Newton, Intermediate Phase Departmental Head)

Mr Brown also alluded to creating space for professional development activities when managing the school environment in order to ensure that all stakeholders embrace the changes associated with inclusive education. He said:

To start create forums where the format of your engagement with those people of all levels from the department down to the learners, the format where there is a definite ownership.

People in the community, the department and at all levels of management, parents, staff, SGB, learners, all of those levels of networking in the school need to embrace the idea and say first of all, the reality, and would be almost like an incubation period. That's how I would start and get all stakeholders involved so that ownership could be taken because without ownership, it merely becomes a job. I personally as a leader, don't take ownership of the fact that this is the direction we need to go, this won't survive, it would run flat. So...departmental officials need to be on these forums e.g the SGB etc. Em...the staff, especially the SMT, and that perception, may seem unimportant, the learners, but the dimensions of the learners embracing the fact that if this comes to fruition, eh, em, there will be children that are different at this school. I will start here and upon that nucleus, everybody will be able to play their part and see this thing forward. There has to be this embracing of this reality and this need.

(Mr Brown, Senior Phase Departmental Head)

It is apparent from the responses elicited from the SMT that as leaders they play a significant role in the leadership for inclusive education at the school. SMT members generally have a lesser teaching load than the level one educators. By virtue of this fact, the intimation is that level one educators experience more first-hand challenges implementing inclusive education as opposed to leaders. It is incumbent on the leaders to therefore provide assistance and guidance to the educators and the data generated from the semi-structured interviews emphasise the importance of mentoring educators to help them cope with the challenges they experience with learners with learning disabilities, barriers to learning and those who exhibit behavioural issues leading to the disruption of the teaching and learning process.

The leaders recounted their personal teaching experiences, as an invaluable source, when mentoring educators who experienced challenges implementing inclusive education. What was regarded as a useful tool was the one-on-one mentoring of individual educators who were under the leaders' supervision. These sessions served to provide unique assistance to the specific educator, addressing his/her individual inclusive needs in a warm, friendly environment without fear of intimidation or reprisal. The concern shown by the leader has the potential to encourage the educator to strive towards doing his/her best to assist the learners who have special needs. The support provided by the leader indicates to the educator that he/she is not alone and that a structure is available should the need arise. This quells the doubts that may have previously existed about the lack of support from the leaders.

To the SMTs, their leadership practices for inclusive education play a pivotal role in the successful implementation of inclusive education. Most educators experience feelings of insecurity, to varying degrees, and it therefore becomes imperative for leaders to assist and guide them. The responses by the leaders indicated that providing mentoring to educators formed an essential part of their practice. Mentoring could take various forms. When an educator experiences difficulty teaching a learner a formal meeting is scheduled between the leader and the educator. All supporting documents are made available and through the collaborative dialogue between the two individuals, the leader, using his/her skills and expertise, would recommend the appropriate intervention/s that could possibly lead to the learners' special need being addressed. The emphasis on one-on-one support of educators with continued encouragement and assistance proved invaluable to the educators. It also served to motivate and inspire the educators to improve their teaching practice with respect to the implementation of inclusive education. Mitchell, De Lange and Thuy (2008) highlighted the need for teachers to receive the proper provision of support. Mentoring can be regarded as a form of support that would enable educators to be less insecure in their classrooms when teaching mainstream learners as well as those who experience barriers to learning, disabilities and behavioural challenges.

Even though the inclusive education policy is seventeen years in existence, most of the educators still experience many challenges with its implementation as they lack the appropriate knowledge and capacity. SMT members in their responses placed huge emphasis on being role models to educators. This, according to them, indicated to the educators that they are not alone with their challenges. If the SMT has similar challenges and handles them in a particular way, then so can they. Educators had individuals to look up to, to inspire and motivate them. In view of this, when educators experienced challenges, they were confident that the leaders would provide the necessary guidance and support that they required. As a result, the educators emulated the leaders who projected an enthusiastic and passionate approach to implementing inclusive education. This characteristic of the leaders served as an impetus to the educators' confidence in the classrooms when faced with learners who exhibited inclusive needs.

From the responses gained from the SMT members it was evident that they needed to create space for the professional development of educators with regards to inclusive education, as the educators they managed felt ill-equipped to deal with learners with special needs. They predominantly suggested workshops, initiated internally and externally to address the

professional needs of educators in order for them to gain confidence in teaching learners with inclusive needs. Prinsloo (2001), as well as Du Toit and Forlin (2009) proposed different strategies to support and train teachers to empower them with the knowledge and skills to improve their classroom practices. The leaders considered them to be responsible for driving this process of professional development at the school but acknowledged that the Department of Education was also responsible for conducting workshops and training for both leaders and educators.

The SMT's leadership practices for inclusive education at the school confirms what Bass's (1985) theory of transformational leadership, which underpins the study, states. The four components of the transformational theory are clearly evident for leadership for inclusive education. Idealised influence is when the followers regard the leader as a role model, someone they can admire, respect and trust. The leader fulfils this role when leading inclusive education. In addition, inspirational motivation is concerned with motivating and inspiring the followers. There is no doubt that the leaders, through their leading, inspire and motivate the educators to do their best with regard to the implementation of inclusive education. In addition, the leaders stimulate the efforts demonstrated by the educators, thus enabling them to improve their practice. Finally, leaders act as coaches and mentors, showing individualised consideration to every educator in order to bring out the best in each educator for the successful implementation of inclusive education.

To conclude this theme, it is apparent that the successful implementation of inclusive education does not reside within the educators. The SMTs, as leaders, are the responsible individuals who need to guide, support, develop and train the educators to enable them to gain the necessary skills, knowledge and expertise that are required for the successful implementation of inclusive education. Leaders reflected characteristics that were indicative of the theory that underpinned the study. They offered the educators the guidance and support that they required while being role models, mentoring and coaching, motivating and inspiring the educators. The next theme identified is the challenges of fostering and leading inclusive education.

4.5 Challenges of fostering and leading inclusive education

Inclusive education has proved to be a challenging aspect of teaching, as deduced by the review of literature undertaken in Chapter Two. From the interviews, it became evident that leaders in the school experienced challenges with fostering and leading inclusive education.

Some of the challenges identified were financial, lack of appropriate infrastructure for learners with disabilities, human resource, and stress levels of educators, workload of educators, additional resources, and attitudes of educators, lack of support from departmental structures and lack of parental support. These were some of the challenges that hindered the successful leading of inclusive education.

4.5.1 Lack of adequate support from departmental structures

One of the challenges articulated by all three leaders was the inherent lack of support from departmental structures which resulted in learners with special needs not acquiring the appropriate help that they required. This proved to be a major obstacle in the leadership for inclusive education at the school. The Principal said:

The department has pulled away these structures and Psych Services, on their own, when you go to them, the waiting list is really magnanimous and there is no way they can get to all schools because there are thousands and thousands of children that need that help so I personally think that the department is not doing enough for children with...with regards to inclusive education.

Later, in the interview Mrs David, the Principal appeared to justify the lack of support from departmental structures. She stated:

Look Mrs Naicker, I just think that there is so much out there that we can do for our children, there is so much but I think it comes down to the government, let's take the department. The department has to listen to what the government is telling them to do and that is just what they do, just like the department tells us what to do. Whether we like it or not, we do it. I think we need to get people in government who are actually thinking seriously and taking the child, who is the most important factor in this entire thing and not to look at it and just make this decision, make that decision. People who are not performing well, let's just drop the standard here...so I think it's a government issue.

(Mrs David, Principal)

Mr Brown further elaborated on the support from external sources. He said:

I think that our school does make an effort to deal with a special need. My concern is when it gets to a point where we need extra resources, resources that go beyond the abilities of the school to carry, and that is where I think there is a lot of frustration. Teachers recognise, they

identify that there is an issue, they identify an issue, and they process it, though they don't know what it is. They go to management, parents get involved and then when we want to step outside of the school and draw on resources, that is when I think that there is disparity in how we try to manage it...as it leaves us and we are crying for help. There is so little support and the support that is there may not be rubber stamped by the department and it may be too expensive for parents to afford.

(Mr Brown, Senior Phase Departmental Head)

Mr Newton also expressed his views on the lack of support from departmental structures when they are contacted to intervene on certain 'special needs' cases. He stated the following:

It has been very limited. They have, I cannot recall the forms, SNA, if you have a child with severe learning disabilities. They make you fill it in and then throw it back in your court and tell you to deal with the child. They will, out of a sample of 1000 learners, they choose to only assist a handful of these learners so that shows the department are not coming on board. They promised support but they throw it back to your court. They help some learners, otherwise the school is left on their own to deal with children.

Mr Newton added more on the lack of support from the Department of Education later in the interview and he also suggested ways in which the department could assist managers in successfully leading inclusive education at the school. He said:

I would like the department to actually give us, provide us with more workshops. When I talk of workshops, I'm not talking about admin where you fill a form and send it to a particular venue, no...they should actually use some of these inclusive education teachers that are based in certain special schools so they can share their experiences, challenges, their coping strategies, their way of how inclusive education should be run so that when we are implementing it, we know and we can use the information that is valid and not our own experiences and way or thoughts in handling it. Department of Education should empower us, every school, since they have thrown the ball into our court. Because of their shortage of staff, they are handling a fraction of the children that are challenged and we are handling the bulk of it and they should provide us with proper, proper, support.

(Mr Newton, Intermediate Phase Departmental Head)

4.5.2 Lack of resources for the successful implementation of inclusive education

All three managers echoed similar sentiments on the challenge, of the lack of resources, in successfully implementing inclusive education. Reference was made to lack of financial resources, human resource and additional teaching resources. These factors that were identified were inhibiting factors that posed a huge challenge in the leadership for inclusive education.

4.5.2.1 Lack of financial resources

The general consensus from the leaders was that the financial resources at the school played a huge contributory factor in the successful leading and implementation of inclusive education. The challenge was that schools lacked adequate financial resources to meet the additional demands of inclusive education. Mrs David said:

This is a government issue. This is their children and they should be providing for them instead of spending money for other things. They should be like most first world countries, they spend most of their budget on education...we only have a tiny budget. If you look at our budget, ours is a tiny slice as opposed to other countries.

(Mrs David, Principal)

Mr Newton also identified the financial challenge but he linked it to the additional infrastructure and the specialised personnel that may be required to ensure the successful implementation of inclusive education. He stated the following:

I think one would be a financial challenge because implementing full inclusive education would involve an infrastructure change. This may need to be adapted, your staff may need to change as you may need psychologists on site and ...nursing staff on site, people with experience, remedial education and so on. At the moment the department is not readily providing the staff, they have actually centralised inclusive education at certain points and in each province they have provided staffing and infrastructure for those but for a school like ours, financially we would have to foot the bill in terms of bringing that.

(Mr Newton, Intermediate Phase Departmental Head)

Mr Brown also alluded to the lack of financial resources but he also viewed this from a different perspective, when he spoke about the networking and support that is required from all stakeholders. He said:

There will be a very big network supporting them, teacher and child, and parent, in order to achieve that and it's not just money eh...people may say that there is not enough money but resources are not necessarily tied to money. There are so many things that a community can do, it's going to require a very creative management team because basically our school is geared for mainstream and that's a fact.

(Mr Brown, Senior Phase Departmental Head)

4.5.2.2 Lack of appropriate human resources

Mr Brown shared his own personal experience of having a disabled son, as a prelude to discussing the importance of having additional human resources to assist mainstream educators. He said:

It's a rather personal point as we have a disabled son. We have been through a mauling process, it's been very emotional. I've seen how education, what happened to my son in terms of inclusivity, if that was a snapshot, how was my child received into inclusivity. It was mauling, it felt like we were knocking on the doors begging, quite demeaning... there was a child that needed to be included in the school, was rejected, there wasn't anything available.

(Mr Brown, Senior Phase Departmental Head)

The experience that Mr Brown shared was of how schools were not adequately equipped to cater for all the special needs that learners may have. His autistic son initially could not be placed at a school, as the school did not have the appropriate personnel to cater for his individualised need. He then went on to contextualise the scenario at his school where he was of the opinion that the school required more human resources in order to successfully implement inclusive education. He stated:

I'm imagining what would happen to that child in a conventional mainstream school where inclusivity is being embraced. I would say we need an assistant...where would be such a teacher who has the divergent skills to manage the mainstream classroom and a child with severe learning difficulties or a disability, so the resource levels would have to be improved and extended to such a nature of the training.

(Mr Brown, Senior Phase Departmental Head)

Mrs David the Principal echoed similar sentiments but linked the personnel required to each school having its own remedial unit. She said:

Personally for me, I would love to see it when we have a unit at our own school and where we have qualified personnel to take over the teaching for these children to make their lives a better place.

Further on in the interview she reiterated the same point but emphasised the need for the personnel to have the appropriate knowledge of inclusive education to assist learners with barriers to learning and disabilities. She stated:

We need more personnel. Maybe the department should be sending those qualified personnel to have departments in each school so that each school can have a fall back on individuals who are knowledgeable to help children, even at this stage, to go baby steps, to employ teachers at those schools so teachers can work a plan and send x number of children to that teacher, at a certain time, until they are able to provide proper, you know, blocks, teaching classrooms for them.

(Mrs David, the Principal)

Mr Newton also alluded to the need for specialised personnel on site to cater for the unique needs of individuals. He said:

Your staff may need to change as you may need psychologists on site and eh...nursing staff on site, people with experience, remedial education and so on.

(Mr Newton, Intermediate Phase Departmental Head)

4.5.2.3 Lack of adequate additional teaching resources for learners with special needs.

In addition to the lack of financial resources and human resources, Mr Brown was the only leader who cited the additional teaching resources that are required in order to lead the teaching of inclusive education successfully. He said:

Look, children with special needs require additional resources and it's eh...I say it kindly. Someone in your family with x amount of children has a child with special needs. It requires

extra resources and it's not a negative thing...special needs children require extra resources, physical resources, training resources and resource of time.

(Mr Brown, Senior Phase Departmental Head)

In analysing the responses from members of the SMT, it was clear that the lack of resources proved an inhibiting factor in the implementation of inclusive education. Engelbrecht (2006) referred to the lack of resources and institutional capacity as two of the primary challenges experienced in the implementation of the inclusive education policy. The responses by the leaders verified that one of the major challenges faced by leaders and educators was the lack of support from departmental structures. Leaders felt that very little support was forthcoming which presented as a huge hurdle limiting the assistance that could be afforded to learners with special needs. In addition, the lack of financial resources and human resources also restricted inclusive education from being implemented successfully. Many schools had to change their infrastructure to accommodate learners with special needs by creating ramps and ablution facilities for learners with wheelchairs and adapting the furniture to accommodate learners with mild disabilities, amongst other infrastructural changes. Pather (2011) discussed the environmental modifications that needed to be undertaken to address the unique needs of learners who had physical disabilities. In addition, Pather (2011) concluded that there was a need to obtain additional support in terms of human resource personnel which was discussed by all three leaders who felt that the schools lacked the appropriate human resources to engage in the successful implementation of inclusive education.

4.5.3 Lack of parental support

One of the major challenges in addressing the inclusive needs of learners is the lack of parental support. According to the leaders, when a parent is informed that their child has a barrier to learning, they generally are in denial and will not agree to any intervention that the school may suggest. Mrs David said:

Parents don't come on board; parents still see it as a stigma. Immediately they will tell you no, no, no, no. They immediately say, "I'll do anything else but no, no, no". We need to get parents who need to understand that it is not about them but the child and therein lies the problem that we have, in terms of that type of stakeholder in education, that would be the parent. Even, you get the educated parents who don't want that for their child, because it's a stigma, labelling.

Further on in the interview, Mrs David added how one learner's special need was not addressed due to the parents' lack of support in following up on some of the suggestions and interventions that the school had made. This made leading inclusive education a huge challenge. Mrs David stated the following:

That's the big thing, with managers you face the issue...you know you want to meet with parents and also, it's a difficult one Mrs Naicker because you got to not hurt the parent's feelings, you need to be careful about this because you can explain to the parent that this is the problem with the child, the parent sometimes doesn't hear all of that. The parent has selective hearing and that is when they start complaining and you don't get the support. I mean...we have experienced it in our own school. We don't get the support that we wish. Let's take our Tristan (not real name), for example, that poor child, I feel so sorry for him, yet his own grandmother, she is an educated person. It seems like she is not bothered, a number of them are interested in their own careers and these children are getting sidelined...so what happens to this child when he leaves us. Does he become one of those children who become a drug lord, on the corner streets, become involved in crime, so that is my actual worry; in terms of ...I just think that some parents need to come on board and not to abdicate their responsibilities. Those are their children and as such it's going to be too late when parents look back and say, "I should have done this, I should have done that" when it's too late.

(Mrs David, the Principal)

Mr Brown had a different viewpoint as compared to Mrs David which is the direct result of him having a son who has special needs. He said that parents are continually seeking support and help from educators:

There was a child that needed to be included in the school was rejected, there wasn't anything available. Now, my privileged status didn't work, my child fell out of what was available. Parents of children who are on the special needs list are prone to that, there is the predisposition to..., this is my child, please listen to the demand, the vacillating to the demand, we are paying taxes so please do something for my child, very dark almost like an ambivalent treatment of this education system that provides for the need, special children's need but at the same time the reality is when you are knocking on the door, it's difficult.

(Mr Brown, Senior Phase Departmental Head)

From the document review, it was also established that there is a lack of parental support which further limited the assistance learners with special needs could receive. From the Guidance Team minutes the following was extracted:

Caleb (not real name), a grade four learner, was extremely weak in English. His reading and spelling ages were way below his chronological age. Over the years, his parent did not show any initiative in supporting the school with the interventions made. His case was then referred to the Psychological Services unit at the Department of Education. Mrs S Chetty (not real name) handled his case and interviewed him and administered the necessary tests. It was discovered that he needed to go to a special school and Kenmont was recommended. The application to Kenmont was filled in by the school and the parent was tasked to forward the application personally to the school. To date, nothing has been done and it has been three months. The school has to wait for feedback from the parent as the school has done everything from its side.

(Extracted from the minutes of the Guidance Team meeting)

There is therefore no doubt that the leaders do everything in their power to intervene but the lack of parental support hinders the process from being completed successfully.

4.5.4 Reasons why educators are not equally excited to embrace inclusive education

All three leaders expounded on reasons why educators are not equally excited to embrace inclusive education. They stated that they arrived at the following conclusions through their supervision of the educators over the years and through their personal experiences. Mrs David stated:

Teachers don't like anything that is new, teachers, they don't like change. They like to be stuck in their comfort zone and that's it. Give them anything new and they are not prepared to do it because if I tell the teacher, let's read Education White Paper 6, they won't do it because it is extra work for them. Because as it is, teachers are complaining about the extra work. I think we need to change the mind-set of the teachers.

(Mrs David, the Principal)

Mrs David focussed her comment on the 'comfort zone' in which educators like to be. Mr Newton however highlighted the extra work related to the planning and teaching strategy of educators. He said:

It makes teacher's planning a bit more complicated because the teacher would have to cater for the mainstream and also would have catered, which I have, for the challenges. In my previous school, we had an add-on on the prep where we catered for those on the normal level who could cope with the normal pace and we also have to plan for learners who are challenged and when I say plan, it's not just prep, not just exercises, your entire teaching strategy would change, your assessments would have to change, you have to cater for the mainstream and learners with challenges, children with eyesight problems, children with disabilities eh...and hand-eye co-ordination and also learning disabilities, dyslexia and so on. You have to cater and it has to be for all your subjects...so teachers with these extra work are not too keen on it, also teachers from experience, love a smooth running class, eh, if I could use it in converted commas, the 'bright class', with learners that grasp the concepts quickly, the bright ones, the high flyers, learners, these today are like bonuses in our class.

(Mr Newton, Intermediate Phase Departmental Head)

Mr Brown went on further to elaborate on the educators' personal feelings embracing inclusive education. He stated that teachers feel threatened as they do not know what to do. His words were as follows:

The way people find children with special needs, I think they are frightened, they feel threatened by them because they don't know what to do. They will say that's not my job, I didn't sign up for this em...(silence) they will feel like that because when you are dealing with special needs, people you learn a lot by trying to help them and finding it doesn't work, it may work. Even, I don't know what the journals, research says, even children with special educational needs, they themselves have anomalies which emm...here comes the next scariest thing...I see. Let's say we developed this miracle school where inclusivity is embraced by the teachers, what happens to the children afterwards?

Further on in the interview, he mentioned the following:

I think partly they (educators) wouldn't know what to do. They will feel overwhelmed.

(Mr Brown, Senior Phase Departmental Head)

Mr Newton added that teachers sometimes become extremely stressed when they have a learner who is severely challenged. He said:

In extreme cases where the teachers are unable to cope with a learner, I find that the teacher's stress level is getting too high...

(Mr Newton, Intermediate Phase Departmental Head)

In addition to the comments made by the leaders, the minutes of the guidance team meetings also emphasise that educators are not too keen on embracing inclusive education, as they lack the expertise to handle certain special needs of learners. In such cases, they forward the specific case to the leaders of the school, generally their immediate SMT member to intervene and offer assistance. The minutes state the following:

Siyanda (not real name), a grade seven learner continually exhibited aggressive behaviour towards his peers and his class teacher. He refused to listen to the teachers or to do his work. He punches the wall, throws his books onto the floor and even swore a male teacher. He cannot control himself. The Senior Phase Departmental Head was currently counselling him and the parents have not come on board to assist as they had their own problems which seemed to take up all of their time. The current teacher did not want to teach him anymore, for fear of being physically assaulted. After much deliberation, the Intermediate Phase Departmental Head, who has a form Grade 7 class, willingly decided to take the learner in his class to neutralise the situation.

(Extract taken from the minutes of the Grade Seven Guidance Team meeting)

It is evident from the extract above that the first form teacher of Siyanda was not adequately equipped to deal with the manifestations of the learner. What exacerbated the situation was the lack of parental support from the parents. This appears to be a common fear expressed by educators. They are generally unable to provide for the needs of the majority of inclusive learners.

From the responses provided by the SMT, it is apparent that educators feel justified in not fully embracing inclusive education in their classrooms. In essence, they prefer to remain in their comfort zone, they feel threatened and overwhelmed as they do not know what to do, the workload is too much and they get highly stressed when they are unable to assist a child who has a special need.

Bass's (1985) theory of transformational leadership that underpins this study is pivotal for this specific theme as educators feel insecure and overwhelmed with respect to implementing

inclusive education. The leader therefore needs to exhibit the components of Bass's (1985) theory in order to create a conducive atmosphere where the educators feel that they can emulate the leaders. The responses by leaders indicate that they are aware of the feelings of educators and therefore use the approach they do in order to assist the educators. The approach is mentoring, being a role model and creating opportunities for professional development.

4.6 Summary

This chapter focussed on the findings that emanated from the data that was thematically analysed from the transcripts of the semi-structured interviews with the SMT and from the document analysis. The next chapter will conclude the study by providing a summary of all the themes that developed from the responses of the SMT during the interviews and from the information gleaned from the document that was used for analysis.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented the findings of the data that were elicited through semi-structured interviews with the SMT and through the analysis of data through a document review. The relevant literature and Bass's (1985) theory of transformational leadership, contained in Chapter Two, were considered in the discussions. This chapter provides a summary of the study, conclusions and the relevant recommendations emanating from the findings.

5.2 Study summary

The focus of the study was to explore leadership for inclusive education: a case study of a SMT in an urban primary school.

Chapter One orientated the study with the statement of the problem providing background information relating to the reason for my engagement in this study. The rationale was clearly enunciated. My study was motivated by both personal and professional reasons. Professionally, as a newly appointed manager, I sought to explore the leadership practices of the SMT so that I could hopefully glean further knowledge which would enhance my practice when leading inclusive education. The chapter also contained the objectives and the three critical research questions which underpinned the study.

Chapter Two provided the literature that was reviewed for the study. It included the conceptualisation of leadership and inclusive education. In addition, it contained the challenges associated with the implementation of inclusive education, as well as the leadership styles that are necessary for its successful implementation. The theoretical framework that underpinned the study - Bass's (1985) Transformational Leadership Theory was discussed in detail.

Chapter Three described the research methodology that was employed for the study, which was the interpretivist paradigm. The research adopted the qualitative method and the case study design was utilised to elicit data as it provided me with the best evidence to answer the research questions. Data was generated through semi-structured interviews and document analysis. Purposive sampling was used to obtain participants for the study and members of

the SMT were chosen, as the study focussed on leadership for inclusive education. Issues of trustworthiness and ethical considerations were also presented in this chapter.

Chapter Four focussed on the presentation, analysis and the subsequent discussion on the findings, in accordance with the objectives of the research and the three research questions as stated in Chapter One. The findings were analysed according to themes and sub-themes that developed from the data obtained. The leadership practices of the SMT: mentoring, being role models and creating space for professional development were highlighted as significant practices for leadership for inclusive education.

5.3 Conclusions

According to Cohen, Manion and Morrison (2011) conclusions provide closing comment or judgement on a particular study. The main aim of this study was to explore leadership for inclusive education: a case study of a SMT in an urban primary school. The following conclusions seek to answer the three critical research questions that were used to elicit data for the study.

5.3.1 Leadership practices of a SMT for inclusive education

The findings indicated that the leadership practices of the SMT provided educators with the assurance that they are not isolated and alone in implementing the inclusive education policy. The SMT provided the necessary support required by educators, for them to develop a sense of confidence to improve their practice in the classrooms. It became evident that leaders mentoring educators, being role models and creating space for professional development could be regarded as essential leadership practices that enhanced the implementation of inclusive education.

The review of literature in Chapter Two included the leadership styles for inclusive education. From the findings, it was determined that mentoring of educators formed a vital role in the leadership process. SMT members stated that educators experienced numerous challenges with respect to teaching learners with barriers to learning, disabilities and those who projected challenging behavioural manifestations. This generally culminated in educators experiencing feelings of frustration and worthlessness, as they appeared unable to cope with the various challenges presented to them. One-on-one mentoring sessions provided the appropriate intervention to educators in order to address the specific needs of the learners. In addition, the cordial, empathetic and understanding nature of the leaders created a

conducive climate for educators to be encouraged motivated and inspired to perceive the implementation of inclusive education in a positive light.

SMT members as role models also served to create a desire within the educators to develop a positive attitude towards the implementation of inclusive education. As role models, managers did not abdicate their teaching responsibilities; instead they accepted a teaching load, thus experiencing similar challenges implementing inclusive education as the level one educator. The SMT stated that considering this, educators regarded them as being approachable and understanding. In combination with this, leaders could provide the necessary support and guidance that educators needed, by virtue of the fact that they possessed the appropriate skills, knowledge and expertise associated with leading inclusive education. Educators developed admiration and respect for the leaders eventually resulting in most of them emulating the leaders. This is symptomatic of one component of Bass's Theory of transformational Leadership: - idealised influence. Idealised influence, as mentioned in Chapter Two, deals with the aspect of leaders being role models, characterised by trust, admiration, respect and emulation. Leaders, by being role models to their educators, have the potential to enable the educators to accept their vision of inclusive education, ensuring that it is successfully implemented in the classrooms.

SMT members also recognised that their capacity to assist educators needed to transcend the normal procedures that they followed. Creating space for professional development provided a broad scope for leaders to empower and capacitate educators whilst simultaneously rejuvenating and refreshing their own practices. The SMT initiated their own workshops to cater for the specific development of educators' needs. If they lacked the capacity to facilitate a certain aspect of inclusive education, external professional intervention was sought. Generally, the unions and private service providers were keen to host workshops to cater for the professional development of educators, with respect to issues related to inclusive education. Educators would invariably feel that they are being assisted in developing professionally which would have a ripple effect on the learners who would ultimately benefit by having his/her need addressed. According to the SMT, a contributory factor that enhanced educators' desire to develop professionally was the acquisition of CPTD points as required by SACE. The component of the Theory of Transformational Leadership that attests to creating space for professional development is individualised consideration, where the leader develops their followers to their maximum potential through coaching and teaching. Support and

direction are also rendered when and if necessary in a secure environment which is not intimidating.

5.3.2 Challenges of fostering and leading inclusive education

The research findings acknowledged that, in spite of the SMT providing the necessary support to the educators, challenges continually inhibit the successful leading and implementation of inclusive education. The SMT discussed their frustration in receiving very little or no support from departmental structures, which often resulted in the learner who has a special need, referred to them by the educator, not obtaining the proper professional intervention that he/she requires. According to the leaders, the Psychological Services Unit at the Department of Education is grossly understaffed and with thousands of referrals they receive from schools, they are unable to address all and, only a few get the intervention that they need. Most cases are then redirected to schools which lack the capacity and the funding to intervene.

Most schools are adequately equipped to cater for mainstream learners. Opening the doors to learners with different learning challenges and disabilities may require an infrastructure change e.g. the building of ramps for wheelchairs, which has major monetary implications. Depending on the type of school, modifying the infrastructure may be impossible as there is generally a lack of financial resources. SMT members shared their experiences and stated that, employing additional specialised personnel, which is advisable, would also prove difficult in view of the financial constraints. The department provides a subsidy, usually a LTSM (Learning and Teaching Support Material) allocation but it is too low and cannot cater for all the inclusive needs of schools. The SMT also observed that educators did not have the appropriate teaching resources to address the needs of learners with special needs. Inadequate funding was an inhibiting factor where resources needed to be purchased. In addition, leaders stated that more specialised human resources were vital for the implementation of inclusive education. Unfortunately, funding was cited as a restricting factor yet again. The challenges enunciated by the leaders are not unique to leaders, educators experience similar challenges. Inspirational motivation, a component of the Transformational Theory of Leadership, clearly depicts how leaders need to address these challenges through motivating and inspiring their followers. Team spirit, enthusiasm and optimism are encouraged by the leaders to enable the educators to perceive their futures in a positive light.

5.3.3 Assisting educators to fully embrace inclusive education in their classrooms

The SMT mentioned that educators did not project enthusiasm to embrace inclusive education. Most of the educators were not trained at a tertiary level to teach inclusive education and therefore did not feel confident to implement it. Their lack of knowledge created a barrier between them and the implementation of inclusive education. The contrary is also applicable. There are opportunities for educators to empower themselves on inclusive education but many educators appear to be in a comfort-zone and are not willing to stray from that position. This stance does not allow for any growth or development. Another factor that prevents educators from fully embracing inclusive education is the workload associated with the proper implementation. Individualised educational programmes need to be formulated for each learner who has a special need and this is not only time consuming but it involves an adaptation to the normal teaching strategy of the teacher. The lack of support from the departmental structures frustrates educators who feel that they are doing the best in the classrooms but the department restricts any further help and leaves educators with the learners in a stagnant position. Educators feel helpless and demotivated; hence embracing inclusive education is a challenging aspect. It therefore becomes imperative for the leaders to recognise the reasons why educators are not equally excited to embrace inclusive education and to assist them in developing a more positive attitude in order to fully embrace inclusive education in their classrooms. All four components of Bass's (1985) Theory of Transformational Leadership is applicable to the theme above. Educators are not equally excited to fully embrace inclusive education in their classrooms, hence idealised influence, where the leader is a role model would reassure them that the hurdles confronting them will be overcome. Inspirational motivation will enable the leaders to motivate and inspire the educators as they work towards a shared vision. Intellectual stimulation would reveal to the educators that the leaders are concerned with the efforts they are demonstrating and they are encouraged to view problems and challenges from different perspectives. Finally, the last component, individualised consideration deals with the leader coaching and mentoring the educators, providing avenues for growth and development. The individual, distinctive needs of each educator are catered for. In this way, by using the characteristics of the four components of Bass's Theory of Transformational Leadership, the leaders may be able to assist educators to fully embrace inclusive education in their classrooms.

5.4 Recommendations

5.4.1 Recommendation One

The findings revealed that the SMT exhibits different types of leadership practices to foster inclusive education at schools. The leadership practices are predominantly mentoring of educators, being role models to the educators and creating space for the professional development of educators. These practices tend to have a positive impact on the educators' implementation of inclusive education. Consequently, it is recommended that the leaders revisit the school's policy on inclusive education as they have either not been privy to it or there has been little or no interaction with the document. The policies of the school are integral documents and revisiting the inclusive education policy will provide new knowledge, insights, expertise, and strategies that would guide leaders to improve their practice to foster inclusive education. Concurrently, a copy of the inclusive education policy should be forwarded to every educator and a workshop facilitated to unpack the contents of the document. This would ensure that all staff members have a working document, which they understand. It is also recommended that the leaders formulate their vision for fostering leadership for inclusive education and inform educators accordingly. By creating the belief in educators that they can achieve something great, educators would possibly buy into the concept and be inspired to implement inclusive education as it was intended.

5.4.2 Recommendation Two

The study found that the SMT experienced many challenges leading inclusive education, which had an effect on their leadership practices. The challenges mentioned by the SMT were generally beyond their control. Lack of support from departmental structures and from parents, combined with the lack of proper infrastructure, human resources and additional teaching resources resulted in SMT leadership practices being compromised. It is recommended that the leaders form Professional Learning Communities (PLCs) with leaders of other schools, especially special needs' schools. This networking community of leaders would guide and support one another to improve their leadership practices. It is further recommended that business houses be contacted to aid with infrastructure adaptations and modifications, as well as sponsorships or funding of additional teaching resources, as schools lack the necessary financial resources.

5.4.3 Recommendation Three

The findings of the study revealed that the SMT possessed different types of leadership practices to foster inclusive education, as stated in recommendation one. However, in order to assist educators to fully embrace inclusive education in their classrooms, it is

recommended that the leaders cater for the needs of the educators who are the actual implementers of inclusive education. The findings of the study identified educators to be in their comfort-zone, not willing to change their mind-set. They also disapproved of the additional workload that emanated from implementing inclusive education. It is recommended that leaders acknowledge the fears and anxieties associated with individual educators implementing inclusive education and to provide individual assistance to the educators so that their individual needs are addressed, similar to those of the learners' individualised educational programme. Consequently, it is also recommended that leaders initiate team building programmes to develop unity and teamwork amongst the educators. This may possibly result in educators motivating and inspiring each other. In addition, the leaders would be unwittingly creating a support system where educators are more amenable to embracing inclusive education.

5.5 Future implications of the study

The study was restricted to exploring leadership for inclusive education which was a case study of an SMT in an urban primary school. For future studies, it is proposed that the participants should include departmental officials, specifically those who are employed in the psychological services unit. They offer external support to schools and render tangible assistance to learners who have special needs. Their professional intervention is integral for the successful progress of a learner and it would be valuable to gain insights on their practice. Research could also be conducted at higher education institutions, as educators entering the profession appear ill-prepared for the demands of teaching inclusive education.

5.6 Summary

The focus of this chapter was on the summary and the main findings of the study. Emerging from the literature that was reviewed, it was evident that the SMT possessed leadership qualities for inclusive education. The SMT also shared their personal experiences of leading inclusive education, as well as the challenges they and the educators faced daily. In conclusion, the leaders require a feasible and consistent support system; preferably from the Department of Education and from parents, which would enable them to successfully lead inclusive education. This invariably means that each leader has to initiate programmes that would augur well for inclusivity. Providing a mentoring and coaching environment, together with showing individualised care and support to educators would presumably result in educators embracing inclusive education more readily. This type of support is suggested in

Bass's Transformational Leadership Theory that underpinned the study. Finally, in this chapter, three recommendations were made based on the findings of the study.

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APPENDICES

APPENDIX A



UNIVERSITY OF KWAZIJLU.NATAL

INYUVESI

YAKWAZIJW.NATALI

19 January 2017

Mrs Kamala Naicker 209541175
School of Education
Edgewood Campus

Dear Mrs Naicker

Protocol reference number: HSS/0058/017M

Project Title: Leadership for Inclusive Education: A case study of an Urban Primary School

Full Approval — Expedited

Application In response to your application received 9 January 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis. I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

Humanities & Social Scinces Research Ethics Committee

fpm

cc Supervisor: Mr NNK Mkhize cc.
Academic Leader Research: Dr SB
Khoza cc. School Administrator: Ms
Tyzer Khumalo

APPENDIX B

LETTER TO THE DEPARTMENT OF EDUCATION REQUESTING PERMISSION TO CONDUCT RESEARCH IN A KZN SCHOOL

Flat 53B, St James
337 Cliffview Road
Bellair
4094

12 December 2016

Attention: The Director-General
Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Kamala Naicker, a MEd student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct research in a primary school under your jurisdiction in the Pinetown District. The title of my study is: **Leadership for Inclusive Education: Case study of one Urban Primary School**. This study aims to explore how managers lead inclusive education at their schools in terms of the practices they employ. The planned study will focus on the principal and three departmental heads. The study will use semi-structured interviews with the principal and the departmental heads. Participants will be interviewed for approximately 40-45 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded. Observations and documents review will also be done.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

You may contact my supervisors, UKZN Research Office or me should you have any queries or questions:

Supervisors:

Mr BNCK Mkhize

Tel. 031-2601398 (office)

Cell: 083 653 0077

E-mail: mkhizeb3@ukzn.ac.za

UKZN Research Office

Ms P. Ximba

HSSREC-Ethics Research Office

Tel: 031 260 3587

E-mail: ximbap@ukzn.ac.za

My contact number:

Cell: 074 512 5547

E-mail: kamalapillay123@gmail.com

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

K Naicker (Mrs)

APPENDIX C



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref. • 2/4/8/1131

Mrs K Naicker
Flat 53B: St.
James

337 Cliffview Road Bellair

4094

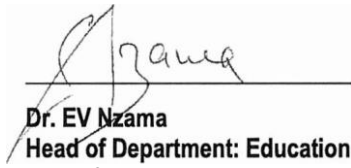
Dear Mrs Naicker

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "LEADERSHIP FOR INCLUSIVE EDUCATION: A CASE STUDY OF AN URBAN PRIMARY SCHOOL", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 06 January 2017 to 07 June 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation. ^{Future}
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag)(9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District



Dr. EV Nzama

Head of Department: Education

Head of Department: Education

Date: 09 January 2017

...Championing Quality Education Creating and Securing a Brighter

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag 9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1004/41 • Fax.: +27 033 392 1203 • Email: Kehologile.Connle@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: [KZNDOE](https://www.facebook.com/KZNDOE)...Twitter: [km_education](https://twitter.com/km_education)...youtube: [kzndoe](https://www.youtube.com/kzndoe)

APPENDIX D

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Flat 53B, St James
337 Cliffview Road
Bellair
4094

09 December 2016

The Principal
Ashley Primary School
8 Fifth Avenue
Ashley
3601

I, Mrs K Naicker (student number: 209541175), currently an educator as Ashley Primary, request permission to conduct research at your school. As part of my professional development, I am presently enrolled for a Master's in Education Degree at the University of KwaZulu-Natal. This programme is a two year degree which involves coursework and a dissertation. The dissertation entails undertaking research in the area of leadership and management.

I therefore kindly seek permission from you to conduct research in your school. My topic is: Leadership for Inclusive Education: A Case Study of an Urban Primary School. My research will focus on the school-level process employed by the School Management Team to effectively integrate Inclusive education to fulfil the vision of improving and/or enhancing teaching and learning so that all learners gain maximum success. In order to understand and interpret this, I shall aim to explore and understand the experience of the School Management Team in the leading of Inclusive Education. The School Management Team will serve as the primary source of data as they will assist me in achieving the aims of my study by providing valuable insights in their practices and roles of leading Inclusive Education. My study entails interviewing three members of the School Management Team, which will include the Foundation Phase Departmental Head, the Intermediate Phase Departmental Head and the

Senior Phase Departmental Head. I also humbly request for permission to interview you as the principal of the school to be one of the participants in my research study. The interview questions will be semi-structured to allow some flexibility and the entire interview process will occur once for the duration of approximately 45 minutes. Documents such as policies will also be consulted during the research process as secondary sources.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research study.

Participants' identities will not be revealed under any circumstances, during and after the reporting process.

All responses will be treated with strict confidentiality.

Fictitious names will be used to represent participants' names.

Participation is voluntary which means participants are free to withdraw at any time without incurring any negative or undesirable consequences on their part.

The interviews will be voice-recorded to assist me in concentrating on the actual interview.

Participants will be contacted in advance about their interviews, dates and times.

If you have any concerns about the study, please contact my supervisor or the research office whose contact details are provided below. I hope that you would consider my request favourably and grant me written consent to conduct my study at your school.

Thank you in advance for your time and consideration.

Yours faithfully

Mrs K Naicker

0745125547

Supervisor's details:

Mr Bongani Mkhize

Faculty of Education

University of KwaZulu-Natal

School of Education

Edgewood Campus

Tel no.: 031 260 1398

Email: mkhizeb@ukzn.ac.za

Research office details:

Ms P. Ximba

HSSREC Research Office

Tel no.: 031 260 3587

Email: ximbap@ukzn.ac.za

APPENDIX E

PERMISSION LETTER TO THE TEACHERS

Educational Sciences, College of Humanities
University of KwaZulu-Natal,
Edgewood Campus

Dear Participant

INFORMED CONSENT LETTER

My name is Mrs Kamala Naicker. I am a Master's student studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in learning about leaders in education and strategies that they employ to ensure that quality teaching and learning takes place in a school. Your school will serve as my Case study. To gather the information, I am interested in asking you some questions by means of an interview.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 45 minutes and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action
- The research aims at understanding the challenges relating to the leading of Inclusive Education, as well as your experience as a leader to ensure its effective integration in the teaching and learning phenomenon.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio Equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: kamalapillay123@gmail.com

Cell: 0745125547

My supervisor is Mr Bongani Nhlanhla Cyril Kenneth Mkhize who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal. Contact details:

Email: mkhizeb3@ukzn.ac.za

Phone number: 0836530077

You may also contact the Research Office through:

Ms P. Ximba

HSSREC Research Office,

Tel: 031 2603587

Email: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I,

__ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX F

INTERVIEW SCHEDULE FOR TEACHERS

Leadership for Inclusive Education: A Case Study of an Urban Primary School

Semi-structured interview schedule for teachers

1. Biographical information

- 1.1 For how long have you been teaching?
- 1.2 How many years of experience do you have in a management position and for how many of those years have you been a manager at this particular school?
- 1.3 Tell me about the context of your school in terms of socio-economic status, students' abilities and parent involvement and the leading of Inclusive education.
- 1.4 What is your vision for the school in terms of Inclusive Education?

2. Roles and responsibilities

- 2.1. What is your role in leading Inclusive Education at the school?
- 2.2. How do you manage the school environment in order to ensure that all stakeholders have embraced the changes associated with Inclusive Education?
- 2.3. What type of professional expertise do you provide in terms of leading Inclusive Education?
- 2.4. What is your role in ensuring faithful implementation and integration of inclusive education?
- 2.5. How do you foster working relations to ensure that inclusive education is implemented to improve teaching and learning?
- 2.6. Tell us if and how inclusive education has affected the school's policies and how it was adjusted.

3. Opportunities and Challenges of fostering and leading inclusive education

- 3.1. What are the benefits of integrating inclusive education in schools?
- 3.2. What challenges do you experience in leading inclusive education? (Possible probes: lack of support from departmental structures, educator resistance)
- 3.3. How do you manage the challenges associated with leading inclusive education?

4. Indifferences in embracing inclusive education

- 4.1. Why, in your opinion, are educators not equally excited about embracing inclusive education?
 - 4.2. What do you as a leader do to encourage educators to embrace the opportunities of inclusive education?
5. Is there anything else of value that you would like to add?

DOCUMENT REVIEW

When engaged in the process of data collection, the following documents would be reviewed, which in my opinion, pertains in varying degrees to the leading of inclusive education, by managers at a school:

1. Education White Paper 6: Building an Inclusive Education and Training System.
2. The school's policy on inclusive education.
3. Minutes of SMT's meetings
4. Staff minutes
5. Institution's Support Team minutes.

APPENDIX G

LETTER FROM THE LANGUAGE EDITOR

Angela Bryan & Associates

6 La Vigna
Plantations
47 Shongweni Road
Hillcrest

Date: 21 January 2019

To whom it may concern

This is to certify that the Master's Dissertation: Leadership for inclusive education: A Case Study of a school management team in an urban primary school written by Kamala Naicker has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

APPENDIX H
TURNIT IN CERTIFICATE

Leadership for Inclusive Education: Case Study of One
Urban
Primary School

ORIGINALITY REPORT

6%

SIMILARITY INDEX

5%

INTERNET SOURCES PUBLICATIONS

1%

2%

STUDENT PAPERS

PRIMARY SOURCES

za 1	uir.unisa.ac. Internet Source	1%
za 2	scholar.sun.ac. Internet Source	1%
za 3	dspace.nwu.ac. Internet Source	<1%
4	Submitted to Mancosa Student Paper	<1%
za 5	etd.uwc.ac. Internet Source	<1%
za 6	researchspace.ukzn.ac. Internet Source	<1%

APPENDIX I

TRANSCRIPTIONS FOR THE TEACHERS

Leadership for Inclusive Education: A Case study of a School Management Team in an Urban Primary School

Semi-structured interview schedule: Principal

Researcher: Good afternoon Mrs David, I hope you are well?

Mrs David: Good afternoon Mrs Naicker, yes thank you.

Researcher: Thank you for allowing yourself to be interviewed by me. Just to briefly tell you that my study is on exploring leadership for inclusive education, for my Masters and it is focussing on management and how they lead inclusive education in schools. I am going to ask you a few questions about you're eh...teaching experience. For how long have you been teaching Mrs David?

Mrs David: Only 43 years.

Researcher: Only 43 years?

Mrs David: Only 43 years.

Researcher: Wow, that's a long long time

Mrs David: And I've been through lots of Departments yeah

Researcher: How many years of experience do you have in a management position and for how many years have you been a manager at this particular school?

Mrs David: I've been a manager since 1998 that makes it 19 years. Of those years I have been here for the past 10 years.

Researcher: Of the ten years you have been at this school, what management positions have you held?

Mrs David: I held the position of Deputy Principal and of late, Principal

Researcher: Thank you very much. Tell me about the context of the school in terms of the socio-economic status, student's abilities and parent involvement?

Mrs David: Socio-economic with regard to learners, look, being an ex-model C school, the children come from fairly affluent backgrounds, however I find that in terms of parent involvement, a number of parents have abdicated their responsibilities by leaving the children with the nannies, or the grannies, or the aunties, their gogos or whoever and as a result the discipline isn't there anymore and eh, the parents could be working in Johannesburg and such

places and that is where we have a problem with academic performance of these learners because there isn't someone who can be accountable in terms of their work.

Researcher: In terms of student's abilities?

Mrs David: Student's abilities, a number of them have the ability to do a lot of stuff, unfortunately I think because of play station, television, the focus is not too much on the actual academic studies, here again it is because of parents working, children are left to their own devices and eh... otherwise you get the very high fliers. Our record at this school academically is very good. We are one of the best performing schools in Pinetown but I am sure it would be better if we had more parental involvement.

Researcher: In terms of your vision, I know you have various visions for the school but what is your personal vision for the school in terms of inclusive education and when you are thinking about that, just think of White Paper 6 and how the Department wants most learners with challenges in a mainstream school?

Mrs David: You know this is a hotly debated issue, many many years ago. At the previous school I was in, the chairman of the Governing Body was the principal of Golden Gateway and he was always talking about this inclusive thing and I went into it because it was an interesting thing and I read the White Paper 6 on that but what I find our schools are not geared, my personal opinion is schools are not geared for that, we don't have ramps, these are small things but it can be sorted out. Also, we find that we will get labelling of children, we need to think about it from a child's perspective and eh... I think children can be cruel and mentally they may, they will cope but the physical disability is something else, they won't cope. It's not just the ramps we are talking about, we are talking about the classrooms, the spaces. We don't have that kind of space for them. The facilities are not there, do we have the right personnel. If we want to have inclusivity, then we need to have those teachers, teachers who are qualified in that so that they could have a better understanding of the children, and it depends on what disability we are looking at as well. Inclusivity can be anything. At the school that I came from, we had an LSEN class; it was you know, so nice to see. We took a child out from there and put him in mainstream and we was just behind and eventually he matriculated and you know what, it was a proud moment that you could see inclusivity but not necessarily everybody works that way.

Researcher: Eh, thank you. I think it's a good point that you made. At this school, what is your role in leading inclusive education at this school?

Mrs David: Look, when I look at remedial education, I look at our remedial room at school, and I genuinely believe that every school should have a proper remedial unit. We are fortunate at previous ex-model C schools that we can afford to do this at our cost but there are lots of children out there who need that help and because the department closed down all these units at schools, it makes it difficult as we have for example, only one in Pinetown and eh...for us, I am happy to see the remedial unit at school working to a point where the child is now ready at his/her own pace and goes into mainstream ...to be successful. I don't know if I am answering your question?

Researcher: I understand what you are saying.

Mrs David: You see my worry is that we have Mrs Floyd, she is so passionate and when she goes away, will the next person be just as passionate as she is? You know, we do have children who have some serious problems but

Researcher: In terms of managing the school environment, how do you actually manage the environment to ensure that all the stakeholders, parents, teachers and learners have embraced the changes associated with inclusive education, in the context of our school?

Mrs David: You are looking at inclusivity? eH, change is not an easy thing, change is difficult for many people but eh...I think, this is a tough one. You have to have....you have to have people who buy into the actual eh... concept of inclusivity. If they don't know what it is about, they pull away from it because they are scared. What you can do, our Deputy Chairperson is coming from one of those schools with special needs. I know his passion for that. I eh...I have to be honest and answer, I don't know how much we have done for inclusivity, except what we do in terms of the remedial at school and those children whom we know have problems and I have personally made it a point to go to Psych services and we have actually recommended a few of those children to schools where they would be accommodated for and where they would get the best care possible, like for example Brown's, Westridge etc. Parents don't come on board; parents still see it as a stigma. Immediately they will tell you no, no, no, no. They will say "my child....we also get parents who need to understand that it is not about them but the child and therein lies the problem where that type of stakeholder in education, that would be the parent. Even you get the educated parents who don't want that for their child, because it's a stigma, labelling. I would think that.

Researcher: You have been teaching for forty-three years, you said that, now in times of the teachers, you have diverse staff, you havein terms of race, in terms of language. What type of professional expertise do you think you provide to educators, in terms of inclusive education and as you mentioned, cite examples of cases in the school and how you've actually supported teachers in resolving it?

Mrs David: You see, (cough), as a manager you need to look at all the strengths and weaknesses of the educators on your staff, not always would you have staff that would have the qualifications to teach eh...children who have barriers to learning but we are able to identify the teachers who have a passion for it and actually, we have had this discussion before where we sat and spoke about this and we looked at the teacher's qualification, we looked at what they can do, watch them during extra-curricular in the afternoons and where their passion lie. Those we have chosen for inclusive education are those people who have shown us a passion that they want to do remedial lessons after school, voluntarily. When we look at those people, we identify them, it doesn't matter what colour they are. As we stand, we have one white, one non-white but we have identified who have a passion for learners with barriers to learning and we can see their passion by the way they are getting groomed, the way they are fitting in. It is just a matter of time now. About being diverse and stuff, I

think, with all the professional workshops that we have eh, Mrs Sinclair has done an excellent job with meeting with staff and telling them what to do and to help them ... the children who have barriers to learning.

Researcher: Looking at the procedure that is adopted at the school, how do you propose that working relations between the staff eh...is fostered to ensure that in the classrooms they are implementing certain phases of inclusive education?

Mrs David: Well, look, I think that, especially in the junior primary department you have those different groups who....is it not helping the child, the weaker group, the teacher does extra work with those children? Not diversifying but helping with the inclusive needs of those children who are weaker in those areas. I think that in our school, we have successfully done that in all classes, where we have identified those learners. We have called parents in and have said, "This is your child's problem and this is the help we can give" This is all we can do

Researcher: but in terms of language?

Mrs David: language barriers, learners with second language... Remember, look, this school unfortunately we had lots of race issues. We had only one Black teacher who was doing isiZulu and it wasn't enough but the previous eh ...manager was not interested in that but I saw that there was a growing need for this. We have also, by having teacher assistants from Grade R and One, will help with the second language because remember many of those teachers, especially in junior primary are white and do not know Zulu so we have brought in people who can help and in that way, those children have actually developed in language and also, with respect to our Zulu staff, I am happy to say that we have about six of them... I think and this all helps towards the diverse culture that we talk about. Then we have Ms Dladla, who I brought on board. What is nice about this, remember some children, you have a choice between doing Afrikaans or either isiZulu, there are children who will do the Afrikaans but there is no one to help them with the work so what we have done...let's call it a barrier to that learning, so what we have done is that we have employed this lady, Ms Dladla, she takes them at a slower pace, not that these children are backwards, but at a slower pace so that the children can understand these concepts in isiZulu so that they can catch up. They are not with the home language learners so they are not left behind or made to feel that...they are inferior so Ms Dladla is there and parents are very happy that their children now understand it at a slightly lower level but at the same time they are not disadvantaged.

Researcher: Thank you very much, those are very good points. Tell me, has inclusive education eh... affected our school's policy and if it has, how has it affected our school's policy?

Mrs David: I think inclusive education has to be in every school's policy because you don't know at every stage eh...it's going to change and when that change comes we need to be ready for it, no matter what we need to do... maybe little baby steps but eh...I think Ashley is ready for inclusive education, I'm not talking about the real physical disabilities, I don't but I think that in terms of other barriers we can cope as some of our teachers have coped with

learners with barriers to learning until they got the help they needed, like going to Brown's or one of those eh...special schools like Kenmount and we have had these children. I have personally taught these children at this very school and we have done, we got what it takes.

Researcher: Thank you. I just want to ask you about the opportunities and challenges of fostering inclusive education. What are in your opinion the benefits of integrating inclusive education, looking at it from a broad perspective? What do you think would be the benefits of integrating inclusive education?

Mrs David: You know, the benefits I see is to make eh...an awareness thing with learners in general, for learners to accept people for whom they are and not for what they are and to understand that not everything is black and white, to understand that there are people who may look like you and I but may have various problems. We have medical problems, I'm diabetic, and somebody else may have a heart condition. Those are problems that we have, likewise it doesn't mean that they are stupid, it means that they are slower, for any reason it could be, we need to learn things can wrong during a mum's pregnancy, there could have been, the mum could have been under drugs or alcohol or there could have been. It could have been any problems that have gone wrong, during childbirth or any such thing eh...em... a child could be epileptic. Children need to understand these things, children need to understand that these can happen and they need to embrace this.

Researcher: If I am hearing you correctly, there is not much integration between learners who have severe disabilities and normal children. Thanks

Researcher: As the principal...

Mrs David: (Interjection) it would be very interesting though, we as educators and that's my worry for the future, we as educators, here need to prepare the children for what is to come because ... I always loved doing this because I use to teach English, with comprehension you know. Children stand out to accept others and not mock them or not a find a weakness in them and you know.

Researcher: That's the biggest problem.

Mrs David: That is the issue

Researcher: As the principal of the school, being a top line manager, what challenges do you experience in leading inclusive education with respect to lack of support from departmental structures?

Mrs David: I was about to say that... I think I said it earlier, where the department has pulled away these structures and Psych services, when you go to them. The waiting list is really magnanimous and there is no way they can get to all the schools because there are thousands and thousands of children who need help and I personally think that the department is not doing enough for children with... with regards to inclusive education. Parents sometimes don't agree because they cannot afford to send their children to all... far away from home so personally for me...I would love to see it when we have a unit at our own school and where

we have qualified personnel to take over the teaching of these children to make their lives a better place... when you go overseas you see it, when you go to all these...schools. Unfortunately we don't,

Researcher: Is that the only challenge you see?

Mrs David: That challenge and...personnel, we need more personnel. Maybe the department should be sending those qualified personnel in each school so that each school can have a fall back on individuals who are knowledgeable to help children, even at this stage to go baby steps, to employ teachers at those schools so teachers can make a plan and send x number of children to that teacher until they are able to provide proper you know, teaching blocks, classrooms for them.

Researcher: Now that you said that departmental structures are some of the challenges, one of the challenges you experience, how can you overcome that, how do you manage these challenges and the non-support from parents?

Mrs David: That's the big thing, with managers you face the ...you know, you want to meet with parents and also, it's a difficult one, Mrs Naicker because you don't want to hurt the parents' feelings, you need to be careful about this because you can explain to the parent that this is the problem with the child, the parent sometimes doesn't hear all of that. The parents sometimes have selective hearing and that is when they start complaining and you don't get the support. I mean... we have experienced it in our own school. We don't get the support that we wish. Let's take our Thabo, for example, that poor child I feel so sorry for him, yet his own grandmother, she is an educated person. It seems like she is not bothered, a number of them are interested in their own careers and these children are getting side-lined...so what happens to these children when they leave us. Does he become one of those children who become a drug lord...on the corner streets, become involved in crime so that is my actual worry...in terms of...I just think that some parents need to come on board and not to abdicate their responsibilities, because it is their children and it's going to be too late when parents look back and say, "I should have done this, I should have done that" when it's too late

Researcher: I think you have cited one of the examples that exist in schools.

Mrs David: I think we try but with us it is not so bad as schools who are sitting with fifty or sixty in a class, there could be ten to fifteen children who need that help but can't...there is not enough time and the department puts too many pressures on us. It is difficult to take those learners and work with them, there is not enough time.

Researcher: eh... why do you think teachers, level ones are not too happy about embracing inclusive education?

Mrs David: Teachers don't like anything that is new, they don't like change. They like to be stuck in their comfort zone and that's it. Give them anything new and they are not prepared to do it. Even if I tell the teacher, let's read Education White Paper 6, they won't do it because it

is extra work for them. Because as it is, teachers are complaining about the extra work. I think we need to change the mind-set of the teachers

Researcher: How would you go about it?

Mrs David: I would go about it by... actually, I don't know if you will remember this...many, many years ago, I gave the Grade Heads the copy of White Paper 6 just to read, I was so involved in it. I was so interested in it. Had I been younger I think I would have gone that route and whether they read it or not I don't know because you can't police them, they are adults. There are teachers who have read it and have come back to me and said how interesting it was and this is what we could do and couldn't do. By and large, I don't think so.

Researcher: Now, the last question, I know you have said a lot, very valuable information which is going to help me a lot. Is there anything else of value you would like to add, your perception of or anything apart from what I have asked you? Any concluding remarks?

Mrs David: Look, Mrs Naicker, I just think that there is so much out there that we can do for our children, there is so much but I think that it comes down to the government, let's leave the department. The department has to listen to what the government is telling them to do and that is what they do, just like the department tells us what to do. Whether we like it or not, it has to be done. I think we need to people in government who are thinking seriously and taking the child, who is the most important factor in this entire thing and not to look at it and make this decision, make that decision. People who are not performing well; let's just drop the standard here. For Mathematics for example, from 40% to 30%, let's not even bother about anything else. So I just think it is a government issue. This is their children and they should be providing for them instead of spending money for other things, they should be like most first world countries, they should be...we only have a tiny budget, if you look at our budget, ours is a tiny slice as opposed to other countries. For me, what I would like to see is the government spending more money, spending more time on personnel, not worried about allowing for the growing population that we have. We don't have enough schools to cope with those children, let alone our own children. We don't have enough. There's no room for them, so what happens to them...we just discard them? That's a worry. Let's take Amy's son, he's finished off at Kenmount, there is nothing for him, there is nothing for him to do, there is nothing, what's he doing now, he is just walking the street because ... there's no jobs for people with degrees, the children who finished matric with barriers to learning, now what do they do? It becomes a vicious cycle, the same thing with... I have a friend who has two deaf children, there is nothing for them and they are absolutely brilliant but our government doesn't allow for them for further. Fortunately for them, they could afford it and sent their children overseas and they are both now auditors, right, one has come back and Deloitte has employed her eh./ As the internal auditor so... we don't do much for people with barriers to learning. I just think there is not much being done for them

Researcher: In terms of them fitting into society?

Mrs David: Yes, let's take Mr Brown, he brings his son to school, he is autistic. He is twenty seven, twenty eight years, operating at a mental age of six years. Can you imagine that child walking thorough the school and all the other kids are poking fun of him. You know, we are not geared for it...mentally we are not geared for it, I don't think we are doing enough, I think maybe teachers are not doing enough. We can tell them but will they do it

Researcher: and this document has been out since 2001

Mrs David: I remember it for a long, long time. I remember it. Like if I go to Brown's school, I look at these children, I think it's no fault of theirs, who they are and yet society is cruel...are our parents educating our children? I know my mum did, to this date, I don't know how I communicated with her but she was deaf. But eh...every year, whichever class I have, I always spoke to them, I don't have any family members with disabilities but I remember what my mother taught me, in the classes I taught. Unfortunately, I have people who come back to me who are essentially now mothers themselves and they will not forget the lessons I gave them...apart from the normal lessons I gave them, life lessons. We have a long way to go...a very long way.

Researcher: Mrs David, thank you so much for all the valuable inputs you have made during this interview, I appreciate it. Remember that everything is in pseudonyms. Once I have completed it you would get an opportunity to read through the work. If you feel you want to delete certain things or edit what I have written, you are at liberty to do that. I wish you the very best. I hope your passion would actually eh... moves to the rest of the staff.

Mrs David: Mrs Naicker, I was very excited when I saw yours and Mrs Dlamini's...you are still young, and you have many years before you retire, you have almost twenty years to retire, and in that twenty years you have this piece of paper. Don't let it go to waste, use it to the best of your ability, having worked with you for many years, I can see that you can do it, you are passionate and you will make sure that you didn't just study it but you studied it because you feel passionate about it. That is what is important. I wish you well

Researcher: Thank you Mrs David, you will be leaving a good legacy and hopefully whoever steps into your post, will fulfil those responsibilities and in terms of inclusive education, I am very excited about it. Thank you so much.

TRANSCRIPTION FOR THE INTERVIEW WITH TEACHERS

Leadership for Inclusive Education: A Case Study of SMTs in an Urban Primary School

Semi-structured Interview schedule: Intermediate Phase Departmental Head

Researcher: Good afternoon Mr John, how are you?

Mr Newton: I am well, thank you

Researcher: Good, I am going to ask you a few questions firstly about yourself.

Mr Newton: Okay

Researcher: For how long have you been teaching?

Mr Newton: 21 years

Researcher: That's a long time. How many years of experience do you have in a management position and for how many of those years have you been a manager at this particular school?

Mr Newton: Okay, in a management position, I have been acting as a HOD for about seven years and I got appointed to this school last year, so it is currently my second year that I am in a permanent management position

Researcher: And it is at this school?

Mr Newton: Yes

Researcher: And the seven years you were acting, was it at the previous school?

Mr Newton: Yes. It was not a paid acting position, it was voluntary.

Researcher: Very magnanimous of you. Tell me about the context of your school in terms of socio-economic status, student abilities and parenting

Mr P: Socio-economic status, when you stand back you can see that there's a large portion of the class that is well eh, they are economically well off, eh. There are however learners whose parents are struggling financially. This is evident in the collection of fees when we issue statements to the learners. The second part...

Researcher: Student's abilities

Mr Newton: From my previous school, the learners here perform far greater. We do not have such a major difficulty with language barrier, teaching is much much easier, acquisition of knowledge is much easier and the learners come to my phase, the senior phase, they able to write very well, they are able to read, comprehend and understand so eh, performance wise,

from my previous experience, the learners are performing quite well. They are within the 60% target that the Department once had a few years back, that the learners must be performing at a 60% level, the learners are performing much better than that. There are learners who are struggling though, in each class and for those learners we have extra lessons, extra maths, extra language and we give them additional work and with parent's involvement is very very big at this school. Right, my previous parent's meeting that I had, since I arrived, I had about 90% because there was one parent who apologised eh, on being absent and did come later so I would say almost 100%. In the rare cases you have parents who don't come and that is like one in a million.

Researcher: What is your personal vision for the school in terms of inclusive education and leading it as a manager?

Mr Newton: Inclusive education eh, when I arrived here I was troubled by classes being categorised as the high flyers, the medium or the average and I actually wondered whether we could change this policy to have learners of mixed ability groups in all classes so that learners are not labelled as high flyers or low achievers. Eh, with inclusive education, I think I want to go for trying to make sure that the entire school runs with inclusive education and in some schools it is not accessible because of no ramps, eh, in time to come we will try to get ramps in certain places where it is inaccessible, although most of the school is accessible for wheel chairs. Eh, with other, with learners of other challenges, learning challenges, we are already inclusive but the challenges are difficult because some of these challenges require specialised schools, specialised treatment, specialised staff, we will never be able to be 100% inclusive like White paper 6 , however, we will try to get there in what our school is able to achieve in terms of White Paper 6 like I just mentioned.

Researcher: Now I am going to focus more on your roles and responsibilities as a manager. What is your role in leading inclusive education at the school and how do you interpret your role?

Mr Newton: eh, my role in inclusive education is actually with the staff that are in my phase, try to get them on board. Most of the staff, we have a fairly mixed staff and some of them have experienced inclusive education with learners learning ability challenges. Some of them are not too used to it and the idea is how to firstly get them to embrace inclusive education, having workshops with working with learners with challenges. Teaching learners to be more patient, giving them strategies to cope with learners with these challenges eh...so my first starting point would be workshops, thereafter we would then go on to actually working with learners because once the theory is done we can be more practical with learners with challenges.

Researcher: My next question ties up a little bit with what you are saying, how do you go about managing the school environment in order to ensure that all stakeholders eg. Parents, teachers, learners have embraced the challenges associated with inclusive education. I do understand that you are here now, your second year, so obviously you have not done much but in your view how have you managed it so far?

Mr Newton: Eh...firstly to get all stakeholders involved, I'll start probably with the governing body and we also have mechanisms where we can communicate with parents like newsletters and so on, I won't use the D6. The newsletters we can start educating parents about children. Some have learners with challenges or with disabilities and some of them may not have been exposed to them. Start introducing the idea to them, educating them eh.. . eh.. have an awareness programme, get the governing body , or even some of the learners or the parents to be invited to some of these special needs schools where they can be actually exposed to and can see how eh..how eh..how children with challenges are helped. Empowering the stakeholders, yes.

Researcher: Now in terms of that empowering that you said and how you managed, what professional expertise do you think that you provide, to the educators in terms of leading inclusive education?

Mr Newton: eh.. from my point of view, eh...I think its eh...its more about experience. I had classes that were severely challenged in my previous school and I was there for over ten years, just over ten years and eh...working with children that have language barriers, learning disabilities are eh...actually empowered me to now pass on this experience to teachers who are under me, alongside me, my peers, my other departmental head eh...and in upper management where we can devise strategies, together with using my experience to help learners with challenges.

Researcher: Okay, I think that's fair enough. What is your role in ensuring the faithful integration of inclusive education?

Mr Newton: eh...I'd like to have a monitoring tool to actually see what strategies I have implemented within my department is actually implemented or carried out. It's similar to how Maths has the tracker. It sets out targets, implements certain eh... interventions and strategies and we give the time frames where these strategies are carried out and also workshop to continually see that this is achieved. Adopting an informal stance, having informal staff functions fosters good working relations with staff and within those informal get togethers that we have during the term, we can actually get teachers to work together. I think one of the CPTD learning communities, PLC, borrow the idea from CPTD, where we have these discussions over tea, everyone can express their challenges and those who are empowered can share their ideas of how they are coping and in this way everybody can share that vision that I have on inclusive education.

Researcher: That is very good, I think it can actually work. Tell me if and how inclusive education has affected the school's policies and if and how it was adjusted, that's if you have seen the inclusive education policy?

Mr Newton: to be honest I have not seen the inclusive education policy but I've eh... from what I've noticed during my supervision and my teaching practice at the school eh... I've seen that, especially with learners who are experiencing learning difficulties, they have been catered for in terms of the intervention programmes that are within our extra-murals eh... there are some learners who are extremely challenged where teachers and the staff have gone

the extra mile to make sure that these children get extra support from the rest of the class. In my teaching and my supervision I have noticed, to be honest I didn't go through the school's policy so I can't comment

Researcher: No, fair enough. Now I am going to go a little into opportunities and challenges. What, in your opinion are the benefits of integrating inclusive education in school?

Mr Newton: The benefits are that you give the entire school a more holistic development. Most schools cater for academics or sport or a mixture of academics and sport and to be honest in the real working world, you would normally work alongside a whole lot of people that are multicultural, multiracial, as well as people who have challenges and what better way of introducing kids when they are still young so that they can, the children who have challenges can be accepted by the rest of our population. It actually makes our country closer to being inclusive.

Researcher: That's true. What challenges do you experience in leading inclusive education?

Mr Newton: Challenges. I think one would be a financial challenge because implementing full inclusive education would involve an infrastructure change need to be adapted, your staff may have to change as you may need psychologists on site and eh... nursing staff on site, people with experience, remedial education and so on. At the moment the department is not readily providing the staff, they have actually centralised inclusive education at certain points and in each province they have provided staffing and infrastructure for those but for a school like ours, financially we would have to foot the bill in terms of bringing that...also in terms of we find that our teachers are very, very, stressed, the workload with eh....covering our curriculum and timeframes and eh...with inclusive education teachers may have to deal with challenges more frequently and eh... in terms of stress levels of teachers, it would also be a challenge.

Researcher: What about support from departmental structures, what's your view on that?

Mr Newton: It has been very, very limited. They have, I cannot recall the forms, SIA, if you have a child with severe learning disabilities..

Researcher: SNA

Mr Newton: SNA forms, they make you fill it in and then throw it back in your court and tell you to deal with the child. They will out of a sample of 1000 learners, they choose to only assist a handful of these learners so that the department is not coming on board, they promised support but they throw it back to your court. They help some learners, otherwise the school is left on their own to deal with children

Researcher: That brings me to the next question which is: As a manager how do you deal with the challenges in leading inclusive education, in your department?

Mr Newton: As a manager, firstly, I set an example. To give you an example, There is a learner who is very challenged with behaviour and academics, I won't mention the child's name

Researcher: Please don't

Mr Newton: I led by example. The principal asked me if I would take the learner on in my class and mentor the learner and guide the learner. I readily agreed to. I had other learners requesting the same treatment but unfortunately my class had the highest number so I couldn't accommodate the other learners. I supported them in other ways when I taught in their classes. Firstly, I led by example. Secondly, I am quite well read on inclusive education. When I did my BED Honours I did a lot of reading on inclusive education. We had, at our previous school, learners with disabilities. We created our own ramps at our cost. Oh... I often quote examples to support teachers. I ask them to find solutions as when they come up with their own solutions, they embrace it. It's a grey area because in a population of 800, we have a handful of learners who are challenged. We are also guilty of not giving him the attention he deserves. It would an area for the PGP, we need to develop and grow in this area.

Researcher: A lot of what you are saying is true and is evident. Now, we are almost there. In your opinion, why are educators not equally excited to embrace inclusive education? Why do think teachers do not like to embrace inclusive education?

Mr Newton: eh, with inclusive education, it makes, I'll go through a few

Researcher: Hmm

Mr Newton: It makes teacher's planning a bit more complicated because the teacher would have to cater for the mainstream and also would have catered, which I have, for the challenges. In my previous school, we had an add-on on our prep where we catered for those on the normal level who could cope with the normal pace and we also have to plan for learners who are challenged and when I say plan, It's not just prep, not just exercises, your entire teaching strategy would change, your assessments would have to change, you have to cater for the mainstream and learners with challenges, children with eyesight problems, children with disabilities eh...and hand-eye co-ordination and also learning disabilities, dyslexia and so on. You have to cater and it has to be for all your subjects... so teachers with these extra work are not too keen on it, also teachers from experience, love a smooth running class, eh, if I could use it in inverted commas, the bright class, with learners that grasp the concepts quickly, the bright ones, the high flyers, learners, these today are like bonuses in our class. We get learners who are high flyers, they are bonuses, we know we can go into there and make your lesson exciting and eh also, I think their experiences of nice classes actually push them away from inclusive education where now they see that they are need to work harder and go the extra mile to get the learner to toe the line so... how do you get learners to embrace inclusive education? I didn't just leave the teacher on their own to cope with these problems, I came on board and in these grade meetings I encouraged the other educators to support this teacher. Fortunately, lots of the teachers go from class to class because of their subjects, they all have exposure. In extreme cases where the teachers are unable to cope with

a learner, I find that the teacher's stress level is getting too high, then in consultation with management, other management members do I try to relocate the learner because sometimes the environment becomes harmful to the teacher and the learner and in a case where the teacher and the learner is being harmed, where the learner is being harmed, then I would speak to the grade and there is always a teacher there who will be ehh, will want to take the learners under their wings and support and mentor them. I think the reward for some of the teachers is not how you help the brighter learners but how you can help and support the struggling learners and you always get a few of these teachers in each grade and they come to my rescue so they help. It is teamwork, it is not where I give the teachers the directives but you know what I don't tell them it's a request and not an instruction, I don't use that. I try to ensure that the teachers comply with. Education is always changing all the time, education is dynamic, I normally give them my past experiences or the article I read, so they actually, I slowly try to, for the teachers that are struggling, to soften the blow, come on board.

Researcher: Ok, just my last question, is there anything else of value you would like to add with respect to leading inclusive education and monitoring the educators with respect to learners who are experiencing challenges?

Mr Newton: Yes, the one thing I like to do, it's a grey area, you may pick it up in your study, if you are studying further in education or if you are specialising as an inclusive education teacher. I would like the department to actually give us, provide us with more workshops, when I talk of workshops, I'm not talking about admin where you fill a form and send it to a particular venue, no... I..., I..., they should actually use some of these inclusive education teachers that are based in certain special schools so they can share their experiences, challenges, their coping strategies, their way of how inclusive education should be run so that when we are implementing it, we know and we can use the information that is valid and not our own experiences and way or thoughts in handling it. Department of education should empower us, every school since they have thrown the ball into our court, because of their shortage of staff they are handling a fraction of the children that are challenged and we are handling the bulk of it and they should provide us with proper, proper, support

Researcher: Yes I agree. Thank you Mr Newton, for accepting my invitation. Please note that your details are anonymous, neither does it implicate anyone, it would be totally neutral. I will use a pseudonym for you. Thank you so much.

TRANSCRIPTION FOR THE INTERVIEW WITH THE TEACHERS

Leadership for Inclusive Education: A Case Study of SMTs in an Urban Primary School

Semi-structured Interview schedule: Senior Phase Departmental Head

Researcher: Good morning Mr Brown and how are you today?

Mr Brown: Good morning Mrs Naicker, I am very well and I'm quite excited to be part of this interview.

Researcher: Ah, thank you so much Mr Brown. I really appreciate you being a part of this. I am just going to ask you a few questions about your studies and your profession. For how long have you been teaching?

Mr Brown: For a total of thirty-four years

Researcher: Wow, that's a long time. How many years of experience do you have in a management position and for how many of those years have you been a manager at this particular school?

Mr Brown: I have been a manager for approximately, I don't know exactly now, as I don't keep that kind of information at the tip of my fingers, you know but it's been eighteen years as a HOD and I have been a HOD at this school for that period of time

Researcher: I can see that you have been here for quite a long time as a manager. Tell me, about the context of your school in terms of socio-economic status, student's abilities, and parental involvement. Just to get gage the background information on the type of school we are referring to.

Mr Brown: Socio-economic context, eh, eh, I could use a layman's term, middle to low class status but I would say that there are the anomalies, children that come from wealthy background, equally so there are children from a lower socio-economic status and I would say that generally it's a medium, middle income. Abilities (silence), generally speaking, the abilities are also diverse, we have children that are excellent, cultural eh...dance, and talents like that. English is a problem for them, because of their obviously their background eh, mathematics is also not a very strong point for them...sport's wise, not fantastic but a lot kids loving soccer and things like that. Parents, from what I understand in other schools like ours, there's generally a, I'm trying to choose my words correctly; it's not as what it should be like. We do feel, I think when we talk to educators, that we need more stronger support and involvement from the parents, there are pockets of parents that really do support their children fantastically but generally speaking it is not what we expected it to be. That does not include only a matter of the motivation element aspect but also the skill, parents with skills, knowing how to support the educational programme we are offering at the school and yes,

there are parents who are willing and keen, just needing to be trained, eh sometimes being parents who are willing to support educational needs eh...I hope that covers that.

Researcher: Next question: What is your personal vision for the school in terms of leading inclusive education as a manager?

Mr Brown: I have to start my answer by saying in terms of what we currently afford...inclusive education is not as broad as what is contained in the government documents. My view of inclusive education would be catering for any child, with any disability, be it educational, emotional, physical. I think we are at a point, where we cater for learners who have learning problems, rather not classify, but do struggle with the level of education we provide, so our inclusive education, I would say, our current status, socio-economically (in a sense) children who suffer, they are eh, they are not excluded but it does affect them ...mmm, also children who are emotional through domestic situations, circumstances find themselves on the edge falling of into areas of need which we try to provide. Also educationally, our remedial programme with our smart room, teachers also providing their own programmes, within the grades, extra lessons, that's where our inclusivity reaches, I haven't seen a child in a wheelchair or has a disability that is classified by the department.

Researcher: Thank you for that, as a manager, specifically how would you describe your role thus far in leading inclusive education and this would be with respect to the educators that come to you with issues and things like that. How do you go about it?

Mr Brown: I think being in the classroom myself, I would hopefully set a model. As a role model I would see myself as a teacher who is prepared to go the extra mile, in terms of providing support to those who are not coping with the normal notational time set aside for their learning. First thing as a role model, second thing, being in meetings, in guidance meetings, offering advice from what I've learnt academically and experientially that would help the child in various situations and in formal meetings , phase meetings, guidance team meetings, which I've mentioned and even staff meetings. Thirdly there is the dimension which is sometimes very difficult to pin and to budget, in terms of time. It is one-on-one support of teachers, dealing with individual cases that can't be just given of the cuff answers but giving encouragement that is...(at this point Mr Brown's phone rang which interrupted the interview...the interview resumed within a minute)

Researcher: Sorry about that

Mr Brown: and then also, with those one-on-one meetings with teachers, pointing them to areas of support and learning documents on the internet that would give them more understanding, so it would be those cases formal the formal to the informal. My role in that...would be, personally, I have a great interest in children who are suffering from emotional conditions that are preventing them, barriers, that's my personal eh...lean on things. As a manager in my formal role, that would be all the things I have mentioned.

Researcher: We may perhaps find certain things overlapping but if we do it is not a problem. There are various stakeholders in education; we are looking at parents, teachers and learners. How do you manage the school environment to ensure that all stakeholders have embraced the changes associated with Inclusive Education and with respect to that, are you aware of the document?

Mr Brown: silence....mmm, this would probably take half a day to explain. To start create forums where the format of your engagement with those people of all levels from the department down to the learners, the format where there is a definite ownership. People in the community, the department and at all levels of management, parents, staff, SGB, learners, all of those levels of networking in the school need to embrace the idea and say first of all, the reality, and would be almost like an incubation period. That's how I would start and get all the stakeholders involved so that ownership could be taken because without ownership it merely becomes a job. I personally as a leader don't take ownership of the fact that this is the direction we need to go, this won't survive, it would run flat. So Departmental officials need to be in those forums e.g. the SGB etc. Em... The staff, especially the SMT, and that perception, may seem unimportant, the learners, but the dimensions of the learners embracing the fact that if this comes to fruition, eh, em, there will be children that are different at this school. I will start here and upon that nucleus, everybody will be able to play their part and see this thing forward. There has to be this embracing of this reality and this need.

Researcher: Would you say at this point there is this type of networking?

Mr Brown: No, not in its entirety, I think we do embrace barriers and learners with socio-economic status that is low, who needs support but it is not the focus, it is not an overt focus.

Researcher: Now to get to professional expertise. You have been a manager for eighteen years and you have a lot of experience, what type of professional expertise do you provide in terms of leading inclusive education? Cite examples if you can, using your background.

Mr Brown: Okay, if I can look at it, in terms of a long timeline. First I would have approached by the teacher and tell them to bring any supporting documents with them with regards to a particular child having a difficulty and the next point would be having a formal meeting, recording is taking place and the situation would have to be clarified, what are we exactly looking for in terms of fact finding, then I would then ask the teachers what steps were taken, from their side, to help the child cos that's where the focus is, then depending on my acknowledgement of my skills, inclusivity can be a very peculiar angle. This child could be projecting a very severe behavioural problem and completely peculiar other than the fact as a manager I can relate to the fact that the child that is presenting with a need that is disturbing other learners with the temper tantrums. It may be something that I don't have special expertise so I would then go about referring them to the staff who has expertise. If there is not sufficient expertise, parents would be involved, before we could approach any help, involving the parents, making them aware of what's going on, gaining their

cooperation, this could be someone in the community with expertise in that special need, would be approached and guidance given. I don't know if that's the question

Researcher: Ya, I think it basically sums up everything. A follow up question, using the school situation and how the school goes about offering support to the teachers, how do you foster working relations to ensure that inclusive education is implemented to improve teaching and learning?

Mr Brown: eh, I don't know if my starting point is relevant but let me just take a starting point and it is not necessarily prioritised. The definite thing that comes to mind is eh...definite ownership again by management that we as a management team need to set a tone to our staff that these children with definite special needs are given a right kind of attitude and bearing to be ... and not seen as a nuisance and as a frustration to our mainstream education and I think that's where the confusion comes, this mainstream as to how we do things at school and these little pockets or eels going down the stream are caught in the turbulence and us as a management team must not just take it and say we must get rid of this child, they are not fitting so I would say that the management team needs to set a very strong and clear message to the staff if we are going to embrace these people so that would be the first kind of relationship that I would see as key, related with that on equal footing with a clear message to the governing body that this is a situation that we want, following that they are equally on board with it, it meets everybody and by management modelling it as well, in the way these children are dealt with and also the way the teacher sees the manager relating to the child and the parents as they take their cue from the us, so we are not modelling it and showing our relationship to the teachers we are not going to go too far.

Researcher: I think what is coming out quite clear by all that you said, anyway to me, its role model, modelling as a manager

Mr Brown: to add to that, sorry to interrupt you, is the way that the manager follows up with the teacher and gives one-on-one support as it can be a heavy load, one child with a special need in a mainstream class, it can tear the teacher to pieces. It is very discouraging if there is no support, especially one-on-one or personal support, "how's it going?" emotionally we don't quite want to acknowledge the deficit and emotional budget that it takes with the child who is struggling or not just the academic but the professional support for the teacher.

Researcher: Tell me if and how inclusive education has affected the school's policies and how it was adjusted?

Mr Brown: Being honest, I want to repeat what was said before, it has not been a focus of ours in the school, it's probably there because it was policy then, where's your policy on HIV? , where's your policy on learner's with barriers to learning? learners with dire upheaval domestically? And that's where it starts.

Researcher: Okay, thank you for your honesty, I appreciate that. The next question is on the opportunities and challenges of fostering and leading inclusive education. What are the benefits of integrating inclusive education in schools, from your perspective?

Mr Brown: how long do we have? It's a rather personal point as we have a disabled son, we have been to em...a mauling process, it's been very emotional .I've seen how education, what happened to my son in terms of inclusivity, if that was a snapshot how was my child received into inclusivity. It was mauling, it felt like we were knocking on doors begging, quite a demeaning, even if I was a white and privileged person in the community with a son who had a need, even that context made it more severe, what would people who were at an underprivileged status, how were they treated. There was a child that needed to be included in the school was rejected, there wasn't anything available. Now, my privileged status didn't work, our child fell out of what was available. Parents of children who are on the special needs list are prone to that, there is the predisposition to..., this is my child, please listen to the demand, the vacillating to the demand we are paying taxes to please do something for my child, very dark almost eh...like an ambivalent treatment of this education system that provides for the need, special children's need but at the same time the reality is , when you are knocking on the door, its difficult. I personally, and I know that there are pockets of schools that provide for special needs but this is not what we are talking about. We are talking about a single school system, site or whatever it is where children of all needs are catered for. I think it is almost a miracle if it exists. Part of your question was the benefits, the pros and the cons. Just quickly, as a personal reflection, my son went to a school where there was , his needs were catered for but he was bullied, that was the dynamic that took place completely outside of educators knowledge, management, we didn't know about it . I'm imagining what would happen to that child in a conventional mainstream school where inclusivity is being embraced. I would say we need an assistant. Who would provide for the assistant and if there was an assistant available, funding, how would the staff management cater for the almost like savagery...the con would be my biggest concern. One would be the emotional, where would be such a teacher who has the divergent skills to manage the mainstream classroom and a child with severe learning difficulties or a disability, so the resource levels would have to be improved and extended to such a nature of the training. I almost negative in that respect as some of our mainstream schools, I get a feeling for the need of upliftment of teacher status to improve them, inclusivity would place a heavier load on training, then I'm seeing the dark side of disabilities. I am not aware of all the types of disabilities that are out there...and on the positive side.

Researcher: Gaging by what you said having shared your personal experiences, many children who are disabled, have major challenges and have special needs have been excluded from society in a sense, eh...with respect to the benefits of inclusive education, would you foresee any positive relationships or anything positive emanating from that?

Mr Brown: Okay, in as much as I feel quite strongly about that, there's a side to inclusivity, given certain conditions, is what the world needs, if I can say that. Broadly speaking statement, interestingly, when I was studying....they were presenting cases for abortion and what was on the table, in one tutorial was that we must, move on as a society and support abortion in cases of disability, where there was a definite indication of this and I was against this. I was not married then and I was against it.

Researcher: Personal beliefs?

Mr Brown: Personal beliefs and I was isolated, in this tutorial, as I was the only one, if the child was going to be a Down syndrome child, the child would have certain difficulties in life, they should be aborted, I said no. The problem is not with the child, it is with society. Little did I know that, on the way, I was going to have a son with a disability, however, I am not speaking for my own family, speaking for what I feel could be possible given the conditions of the bright side of inclusivity. I've seen remarkable, remarkable effects even in a family context, how my son has changed my family and given the right values and mind set, can you imagine a school like that where the recognition of our differences, vast and challenging as they are can all embrace this sense of you know what, everybody counts, everybody has value, everybody has an input to making life wonderful but if there was an ounce of...let's just abort it, that would be the thinking wouldn't it...but given the right support and input, in terms of the school, I wouldn't say it would be a superhuman effort, it would be something like let's all embrace our need for each other despite of what we like. Eh, unfortunately this whole discussion is dumped into a current world eh...mindset, that you know what, you're a loser, it polarises, it naturally has this polarising effect when "you are disabled, you are not going to fit into the school, you are going to be a loser, just sit at home somewhere, you are not welcome here" em...but maybe with people with like mind, and I really do feel that if we get the right mindset of people in a school situation, especially the managers and the teachers that can startgrowing that kind of mindset. The school can become a birthplace for changing the world. Eh em...people can leave and say I learnt stuff at school today, they themselves will be springboard into the world and you know what em...my school has given me a pattern for living life, if I look at it people are taught something so significant that I can't go back and change what I learnt. I hope that answers your question?

Researcher: Yes, it does, it does. Back to being a manager.

Mr Brown: yes

Researcher: What challenges do you experience in leading inclusive education; I can give you possible probes, support?

Mr Brown: I'm aware that with special needs schools, LSEN schools, where ratios are given like, down to the most severe, autism, the most severe with 6:1. One teacher, six learners. I would imagine that.

Researcher: I just wanted to know what challenges you experienced in terms of support structures

Mr Brown: I know why I said that at the beginning, forgive me. Look children with special needs require additional resources and it's eh...I say it kindly. Someone in your family with x amount of children, has a child with special needs, it just requires extra resources and it's not a negative thing. I would firstly imagine that the right mind-set, okay, it's probably the hardest part, changing the person's mind toSome kind of how do you change people's mind, that kind of training. Probably the hardest thing to change in a teacher, the attitude shift, you are not a problem; it is an opportunity for me to learn to grow as a teacher. That

would require input...changing teacher's attitudes towards inclusive education. The second would be eh...how do we now appropriate a kind of a support system that teaches special needs child there, special needs child there, which would be a challenge as special needs children require extra resources. Physical resources, training resources, resource of time. I need to spend more time. There needs to be assistants so that is how I see it impacting. There has to be more communication between the parent and the child eh, em...more support from services outside our school that requirei don't believe the teacher is going to handle everything but it is going to require more resourcing, more training, and some of it very specialised. There will be a very big network supporting them, teacher and child and parent, in order to achieve that and its not just money eh...people may say that there is not enough money but resources are not necessarily tied to money. There are so many things that the community can do, its going to require very creative management team em...cos basically our school is geared for mainstream and that's a fact. Em...and I suppose that's why these special schools pop up cos that's their way of coping with disabilities and children with special needs. Did I answer the question?

Researcher: I think you have, yes you have. Eh...you have explained the challenges, now in terms of managing the challenges of inclusive education. Look at the context ...

Mr Brown: Look at the context of children with special needs, I can't say our school are in a perfect place for dealing with it. From what I've seen, managers, teachers and parents, I think our school does make an effort to deal with a special need. My concern is when it gets to a point where we need extra resources, resources that go beyond the abilities of the school to carry and that is where I think there is a lot of frustration. Teachers recognise, they identify that there is an issue, they identify an issue, they process it, though they don't know what it is, they go to management, parents get involved and then when we want to step outside of the school and draw on resources, that is when I think that there is disparity in how we try to manage it...as it leaves us and we are crying for help. There is so little support and the support that is there may not be rubber stamped by the department and it may be too expensive for parents to afford.

Researcher: Thank you, so would you basically say that the entire process is managed? What are some of the obstacles that are beyond the control of the school?

Mr Brown: I think currently and we are making a lot of assumptions, especially in terms of disability, the type of disability that we could have, I don't think our resources are geared for it. Eh, em...from practical resources to expertise. I don't think we are there. Maybe the children are not there too, if they are teasing the children, big nose. You need resources to help children deal with that. I don't think from a resource point of view, we would be ready from a staff point of view.

Researcher: That's my next question. Why, in your opinion, are educators not equally excited about embracing inclusive education? I think you have summed up a lot, but in a nutshell if you can just give me the essence

Mr Brown: eh, emmm...look, look, I don't need to be too philosophical with you now. The way people find children with special needs, they, they. I think they are frightened, feel threatened by them because they don't know what to do. They will say that's not my job, I didn't sign up for this em...(silence) they will feel like that because when you are dealing with special needs, people you learn a lot by trying to help them and finding it doesn't work, it may work. Even, I don't know what the journals, research says, even children with a special educational needs, they themselves have anomalies which emm...here comes the next scariest thing...I see. Let's say we developed this miracle school, where inclusivity is embraced, the teachers, what happens to the children afterwards?

Researcher: You looking at the broader society?

Mr Brown: the question you asked me why teachers would... I think partly they wouldn't know what to do. They will feel overwhelmed.

Researcher: You, as a leader, knowing these perspectives of education, how would you encourage these in educators to embrace the opportunities of inclusive education. Tough one, but ..

Mr Brown: what makes a great teacher, I ask myself this over and over again, and I think to myself em... a great teacher can embrace all the difficulties they personally have faced and have studied and have given input to learning and this passion to want to reach out to other people eh...so how would we achieve that, how would we go out , get together a group of people like that, even in our context, I think you can look at a teacher and say they would bend over backwards to help that child. So what would it take?

Researcher: Okay, I can see where you are going with that. Last question, very open ended, would you like to add anything else of value, anything that would enrich my studies, enrich research on Inclusive education or just food for thought?

Mr Brown: sure, I think your topic is touching on not just inclusivity, I think its connected to a very broad set of problems stretching across globally. Your topic is connected em... so many people are questioning the relevance of our formal education, even now. The joblessness we are experiencing the problems in our society (interruption) so does school life mirror reality in the world or does school life make changes in society. I think that it's an ongoing thing. To me, inclusive model is such a beautiful picture of how our society should be, it should be like a place in the world where everybody is encouraged, work, produce something that is worthwhile. That's our struggle, we want a society world like that, and we would like to have a school like that but the fight that is going on in schools, going on in society, the polarisation that we spoke about, the people who are disadvantaged but are marginalised and in school, I think there is the same trend, they are just tolerated. Society that just tolerates it so I think maybe us people in education should feel a bit ashamed of ourselves, em...because we should be the ones who are driving force, next to our families, we should be the driving force. This is how it's going to be in the world and make it a better place...so your topic touches on a lot of things. The joblessness we are facing at the moment, is it because of our schooling system, let alone the poor needs of the special needs children. I

think your topic is fantastic and if I could, if I was to head up a school like this, I would find the right teachers that have an attitude of we are going to pour ourselves out in kind, in love and in passion to make a difference in the lives of these people, we may end up changing the world. It is hard to find people who are prepared to bleed...bleed for what they believe according to a schooling system. You definitely need the cooperation and teamwork because they ehh. Eh..the wave is so massive, you stand on your own and....maybe you can be the driving force, a nucleus, for that so I hope that it gives you the answer to that.

Researcher: You have answered from your heart and honestly and that's what counts. Thank you for making yourself available and participating in this research by allowing yourself to be interviewed. I really appreciate it and from my perspective when I asked you to be interviewed, I looked at it from a manager perspective but you brought in other dimensions into this which adds a lot of value to the research. I want to wish you all the best in all your endeavours, because it is apparent, your heart is in the right place. Thank you so much.