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**School Management Teams' Perception of the Strategy of Screening,  
Identification, Assessment and Support in a Mainstream School**

**by**

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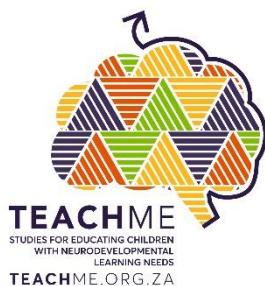
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## ABSTRACT

**Background:** The Department of Education introduced Education the White Paper 6 in 2001 as a plan to implement inclusive education to address inequalities in the education system, allowing all learners to access the curriculum. Emanating from the paper, the policy on Screening, Identification, Assessment and Support (SIAS) was promulgated to manage learners with disabilities and special needs. In schools, the stakeholders' perceptions impact on their feelings, thoughts, understanding, processing, reactions and behaviours. Consequently, School Management Teams' perceptions affect the implementation of the SIAS policy. These teams are leaders and catalysts in the process of resource allocation and implementing adequate infrastructure in order to effectively manage the policy. Although providing an admirable vision, teachers report challenges in the implementation of inclusive education and the SIAS policy as stressful, paper-laden and time consuming, particularly in under-resourced schools.

**Aim:** This study explored the SMT's perceptions of the implementation of the SIAS process in a mainstream primary school.

**Methods:** Working from an interpretive paradigm, an instrumental case study design was conducted in one purposefully selected mainstream school in Gauteng. This primary school was functioning as a Full-Service School. Qualitative data was collected by conducting semi-structured interviews with five members of the School Management Team (principal; deputy principal; three Heads of Department). A demographic and biographical questionnaire was completed by the participants. Thematic Content Analysis was used to analyse the raw data to determine themes.

**Results:** Three main themes were identified: stakeholder communication, procedural effectiveness and special needs support. Parents should be positively engaged with clearly defined, unambiguous communication to minimise frustration during the SIAS process. Inefficient communication between the head office, district and the school, exacerbates the complexity of managing SIAS. The SMT views the SIAS policy as

positive, however, there was a challenge in how the district was implementing the SIAS policy. Learning support was seen as crucial in providing quality education to learners identified with special needs.

**Conclusion:** This study indicated that the SMT's perception affects the implementation of SIAS in a mainstream school. Thus, the SMT needs to be aware of their own perceptions regarding educational policies. Moreover, adequate training in the policy and clear communication is vital to ensure effective implementation of the SIAS policy.

**Keywords:** Educator perceptions, instrumental case study; interpretive paradigm; mainstream school; school communication; Screening Identification Assessment Support Policy; School Management Team



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## ABBREVIATIONS & ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
APA	-	American Psychiatric Association
CBT	-	Cognitive Behavioural Therapy
DBST	-	District-based Support Team
DoE	-	Department of Education
DoBE	-	Department of Basic Education
EWP6	-	Education White Paper 6
FSSs	-	Full-Service Schools
GDE	-	Gauteng Department of Education
HIV	-	Human Immunodeficiency Virus
HoD	-	Heads of Department
IEP	-	Individual Education Plan
IESA	-	Inclusive Education South Africa
MID	-	Mild Intellectual Difficulties
SA	-	South Africa
SBST	-	School Based Support Team
SGB	-	School Governing Body
SIAS	-	Screening Identification Assessment and Support
SID	-	Severe Intellectual Disabilities
TCA	-	Thematic Content Analysis
NCCA	-	National Council for Curriculum and Assessment
NNSSF	-	The National Norms and Standards for School Funding
PLC	-	Professional Learning Communities
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nations Children's Fund

# CHAPTER ONE: RATIONALE AND OVERVIEW OF STUDY

## 1.1 INTRODUCTION

In 2001, South Africa issued the framework policy document Education White Paper 6 (EWP6) which is a guideline for the implementation of inclusive education and training (South Africa [SA] Department of Education [DoE], 2001). The other significant policy documents that aim to help implement inclusive education are the draft policy on Screening, Identification, Assessment and Support (SIAS) (2014), and the Draft National Guidelines for Resourcing an Inclusive Education System (2018). These policies were created to form a practical guide for teachers and schools on what inclusive education is and how to implement it (SA Department of Basic Education [DoBE] 2014; 2016; 2018).

According to these policies, inclusive education can be explained as an education system that comprises all learners and provides them with access to the curriculum, regardless of the barriers to learning they face (SA DoE, 2001). All members of society have a legal right to participate in society (Ainscow et al., 2013). The process of inclusion, therefore, is one that requires suppleness, collaboration, relationship building and adaptability (Walton, 2009; Florian, 2015). Inclusion is the process of creating a supportive environment at an institutional level (Peters, 1999; United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2016).

The inclusive process can be characterised as a mandate to improve the quality of the education system and school-based intervention. The process of inclusion calls for teachers to be supported by the SMT, whether they work with mainstream learners or learners who have barriers to learning. It also aims to help learners as they move towards achieving their potential regardless of their barriers to learning (SA DoE, 2001; Venter, 2013). The SIAS process was put into place to create a policy that directs the process of inclusion in South Africa (DoE, 2001). However, there are challenges associated with the implementation of this policy in relation to learners who have barriers to learning.

In South Africa, 70% of school-going learners with barriers to learning are not attending school (Donohue & Bornman, 2014). Most of the remaining percentage of learners who attend school are in separate 'special' schools, for learners who present with barriers to learning. EWP6 aims to create settings where learners would be included in the mainstream environment. The above statistics point to the reality that most learners are not being accommodated, even though the EWP6 has attempted to achieve educational inclusion of learners presenting with barriers to learning for the past 17 years (DoE, 2001; Donohue & Bornman, 2014).

The South African schooling system consists of four main types of schools. These are mainstream schools, Learners with Special Educational Needs (LSEN), special schools and Full-Service Schools (FSSs) (SA DoE, 2001; DoBE, 2018). Mainstream schools accommodate learners who perform in the average and above average range for their age and development. These schools do not generally provide support for learners with barriers to learning. However, EWP6 created room for learners presenting with barriers to learning, to be accommodated within a mainstream environment through the creation of FSS (SA DoBE, 2014; 2016; 2018).

FSSs are mainstream schools. They are primarily focused on accommodating learners achieving in the average range. They are, however, also adapted and equipped to provide specialised support, resources and services at a moderate to high level for learners with barriers to learning (SA DoBE, 2018; SA DoE, 2001). However, there have been challenges with the implementation of this inclusive system.

FSSs need competent management (SA DoE, 2010). They need to serve as models of transformation within the education system. FSSs need to develop practices that embrace diversity and respect differences. They need to develop successful and innovative methods of problem-solving when it comes to the implementation of policies, while developing their unique culture (SA DoE, 2010). For this study, the focus will be on a mainstream school that is starting to function as an FSS through the implementation of inclusive policies.

Challenges will inevitably arise when schools attempt to implement inclusion policies (Donohue & Bornman, 2014; Matela, 2007, Newnham, 2009). These challenges include a lack of clarity. For example, there is uncertainty regarding the goals of inclusion and how they can be achieved (Donohue & Bornman, 2014). There are also various problems concerning the poor implementation of policy (Donohue & Bornman, 2014). Challenges teachers face are also linked to the increase in the teacher to pupil ratios (Newnham, 2009). In South Africa, the implementation of inclusive policies is hindered by the lack of school buildings, or buildings which may be unsafe for all learners, and especially those with physical disabilities (Matela, 2007). The curriculum is not flexible and does not accommodate all learners (Lomofsky & Lazarus, 2001). There is a lack of appropriate and adequate resources, such as for example water, toilets and electricity (Lomofsky & Lazarus, 2001; Matela, 2007). There is a clear lack of support provided to teachers when implementing inclusive policies (Matela, 2007). Despite these challenges, it is not impossible to overcome them. There are consistently more learners entering the education system that are facing barriers to learning. The more knowledge that is gained on the implementation of the inclusive process the more access to the curriculum there will be for these learners. This, in turn, means they will be able to become productive and contribute to society (Donohue & Bornman, 2014; SA DoE, 2001).

## **1.2 BACKGROUND TO THE STUDY**

The Department of Education (DoE) introduced EWP6 in 2001 as a plan to implement inclusive education. The stakeholders in the education system have faced enormous challenges (Mc Lennan & Dale-Jones, 2016). These challenges range from implementing inclusive education and resourcing these schools appropriately to providing effective training (Donohue & Bornman, 2014). It is critical that the stakeholders are identified in the implementation of inclusive education (SA DoBE, 2018). The stakeholders within the school are the teachers, parents, school management team (SMT), the learners themselves and the extended community (Bush, 2008; Day & Sammons, 2014; Mc Lennan & Dale-Jones, 2016). The conceptual processes to create an inclusive environment are to clarify the purpose, set realistic goals to attain this purpose, motivate,



support, provide enough resources and evaluate the process of inclusivity. Reflection on the process is critical to its success (UNESCO, 2005). Communication with the stakeholders is vital to create an environment where learning is encouraged, and change occurs (Mc Lennan & Dale-Jones, 2016).

Understanding the context in which the school finds itself directs the availability of resources and support available to a school (Mestry & Ndhlovu, 2014). Understanding the implementation of inclusion means overcoming challenges that relate to preconceived perceptions, values, morals and knowledge, as well as lack of needed skills, resources and appropriate organisation (UNESCO, 2005).

EWP6 was implemented to address the inequalities in the education system that came about through apartheid (Mestry & Ndhlovu, 2014). This included addressing the resourcing of government schools with appropriate funding and policies that would allow learners to access the curriculum. The National Norms and Standards for School Funding (NNSSF) policy was put in place to help with this process (Mestry & Ndhlovu, 2014). However, government schools, in particular schools in and near rural or informal settlements, are under-resourced and underfunded (Ally & McLaren, 2016). For inclusive education to be effectively implemented globally, it is vital for teachers to have adequate training, ample support, and positive perception. Therefore, teachers play a dynamic role in the process of policy implementation (Frankel et al., 2010).

South Africa needs to implement high quality education for all learners (South Africans Schools Act [SASA], 1996). Government schools need to be funded on an equitable basis. This is vital in order to ensure the proper execution of the rights of learners to education, so that past inequalities in education are addressed (SASA, 1996). However, while the legislation is admirable, the concepts and ideas to redress these inequalities and to reach constitutional goals are not being met (SASA, 1996).

This research was undertaken in Gauteng which is the province with the most government schools in South Africa (SA DoBE, 2016). This specific government school is in the Ekurhuleni district near an informal settlement. Schools find it challenging to

implement inclusive education as they are under resourced (Ally & McLaren, 2016). This is relevant to the context of this research. There are 988 learners in the school and 39 staff members. Identifying important stakeholders within the school environment is vital (Mc Lennan & Dale-Jones, 2016). For the purpose of the study, the stakeholders who will participate are the SMT members. The SMT consists of the principal, the deputy principal and four heads of department (HoD). This research will also highlight the relationship between the SMT and the other stakeholders within the school environment, such as the learners, teacher and parent body. It is a mainstream school that is functioning as an FSS school. The school is currently implementing the SIAS policy to bring about inclusive education within the school.

The motivation of the SIAS policy was to provide an outline for schools of the process to identify, assess and offer interventions for all learners within the schooling environment (SA DoBE, 2014). This policy emphasises the management of appropriate support for learners with barriers to learning (SA DoBE, 2014). The rationale is, that by providing proper support within a mainstream school, the system will include learners who present with barriers to learning in a mainstream environment without needing to place them in a special needs school. Therefore, they will be able to participate equally within a typical environment (SA DoBE, 2018).

South African teachers have reported experiencing challenges when it comes to the application of inclusive education and the SIAS policy. They find the implementation of EWP6 and SIAS stressful (Signal & Rouse, 2003). Teachers, learners, parents, School Based Support Teams (SBSTs) and District-Based Support Teams (DBSTs) are all key stakeholders in the implementation of the SIAS process (SA DoBE, 2014). The SIAS policy demands a change in the different parts of the education system (SA DoBE, 2014). Inclusive education is an international process (United Nations Children's Fund [UNICEF], 2003). The policymakers, teachers and parents within the school environment need to understand that the implementation of policy is a process (Singal & Rouse, 2003; UNICEF, 2003).

In the schooling context, the concepts of management, leadership and principalship are

often used interchangeably. Effective school management is characterised by collaboration and buy-in from all the stakeholders, rather than a dictatorship (Christie, 2010; Davies, 2009; UNESCO, 2016). Different stakeholders impact on each other (Mc Lennan & Dale-Jones, 2016). Understanding this is part of why the SMT's perception of policy is so important. How the SMT understands and perceives policy has an impact on how they implement these policies. The SMT's perception of policy influences how other stakeholders perceive and implement policies (Bush, 2008; Day & Sammons, 2014; Mc Lennan & Dale-Jones, 2016). Management has perceptions of policy implementation and this affects how stakeholders practically carry it out (Kor, 2010). School management directs the school, which influences the teachers' ability to trust and follow the management's direction. The impact that school management has on teachers' perception of policy implementation is significant (Tuytens & Devos, 2010).

Perception is a vital factor in dictating how people respond and behave (Robbins et al., 2009). Without perception there can be no behaviour (Sejanane, 2014). "Perception is a way a person brings meaning to their environment" (Robbins et al., 2009, p. 119). Therefore, within a school context, all the stakeholders' perceptions impact on their feelings, thoughts, understandings, processing, reactions and behaviours (Sejanane, 2014). This in turn will have a direct impact on the implementation of the SIAS process.

As mentioned, one of the vital stakeholders in the application of the inclusive process is that of the SMT (UNESCO, 2005). It is important to understand who the SMT consist of, and what their roles and responsibilities are (Mc Lennan & Dale-Jones, 2016). The SMT typically consists of the principal, the deputy principal and HoDs. The responsibility of management in a school environment rests with the principal, as well as the rest of the SMT and they are required to work in conjunction. If, for example, a school only has one or two HoDs, the SMT may also consist of senior teachers in the school (Grant & Naidoo, 2006; Heystek, 2004).

Mc Lennan and Dale-Jones (2016) undertook research with regards to teachers, parents

and SMTs working together to improve the quality of the learning situation. In their subsequent report, they illustrate the impact of policy on a school, which includes the impact of policy on stakeholders, highlighting that management is the driving force for change (Mc Lennan & Dale-Jones, 2016). SMTs create an environment of trust and guide the processes and these impact on how teachers perform in their professional capacity. This capacity includes how they manage their time and how committed they are (Mc Lennan & Dale-Jones, 2016). The SMTs work in collaboration alongside the unions and the DBST to ensure that teachers are supported in Professional Learning Communities (PLC) (SA DoBE, 2015). The SMTs are catalysts in the process of resource allocation, which includes the allocation of teachers, finances, support and implementation of adequate infrastructure. All these factors impact on the conditions of teaching and learning (Mc Lennan & Dale-Jones, 2016).

Part of the SMTs management responsibility is to ensure that culture and the environment are carefully considered (Mc Lennan & Dale-Jones, 2016; Sejanane, 2014). This is important because schools can have an impact on their communities. The SMTs guide schools in providing support in the larger context and, therefore, work very closely with parents and try to support them, while supporting their teachers and the school's interests (Mc Lennan & Dale-Jones, 2016; Sejanane, 2014). The parents and the community affect the learners which, in turn, affects the learning environment. The whole influence process within a school and between the stakeholders is circular and continuously changing, requiring constant management and leadership (Mc Lennan & Dale-Jones, 2016; Sejanane, 2014).

An efficient management team establishes a strong direction and vision for a school (Sejanane, 2014). Part of their role is to focus the teachers' attention on what is essential. Management must prioritise the needs of the school (Sejanane, 2014). They should understand what their teachers and their school's strengths and weaknesses are; focus on programmes that develop their staff and school; and look at the school in terms of the stakeholders, their influences, their needs, knowledge and diversity (Day & Sammons, 2014). Management plays an important role in accountability and monitoring of the

stakeholders (Leithwood, 2001).

There is increasing evidence that teachers and management are the most noteworthy influences on learners' achievements (Sejanane, 2014). Sejanane (2014) quotes Bolan (1999) and Kouqing (2009), who state that the executive function of management is to carry out policy. This should be done by motivating and encouraging teachers to grow and develop to continually improve their self-confidence (Sejanane, 2014). The practical implementation of the SIAS policy is extremely reliant on adequate and well-trained staff at both district and school level.

### **1.3 MOTIVATION FOR THE STUDY**

The EWP6 was created to provide guidelines for inclusive education training systems and provide schools with key strategies to develop supportive structures (SA DoBE, 2014; 2018; Nel et al., 2016). The EWP6 highlights the critical function of the coordination of support services within the school environment. It points to the need to identify and address learners', teachers' and institutional needs. However, this policy is limited by the teachers, institutional and other stakeholders' skills, resources and knowledge available to them (Nel et al., 2016).

The inclusive policy implementation takes a great deal of effort (Nel et al., 2016). There is a need to discover what works for learners in an ever-changing context, indicating that inclusion is an evolutionary procedure (Nel et al., 2016). The evolutionary process of inclusion has come with a set of challenges and teachers are finding the implementation of the process stressful. Teachers note that in the South African context, they feel there is a lack of support and structure (Nel et al., 2016).

If South Africa wants inclusive education practices to work, they need to be available to everyone at all times (Ferguson, 2009). However, the inclusive policy is seen as being unclear, which has affected the overall implementation of the policy (Bornman, 2014). The system is forced to implement a policy that is not matched to the reality of the context, causing tension and challenges within the system (Nel et al., 2016). Mariga et al. (2014)

state that inclusive education can be successful if there is a political will, proper management, training for teachers, parents and communities.

Lesotho has implemented inclusive education since 1990 and has not had access to unlimited resources. Despite these challenges, there has been successful interaction and collaboration between government schools, communities and other key stakeholders (Mariga et al., 2014). The Lesotho inclusive education policy therefore made use of the limited resources to implement the policy in a successful manner (Mariga et al., 2014). Lesotho can be seen as an example of successful inclusive education, despite the resources available (Mariga et al., 2014).

When principals and SMTs do not understand the need and reason for a policy, the implication of a policy can be lost (Ladbrook, 2009). SMTs that poorly implement policy tend to point fingers at the teachers and the learners or systems around them. They describe all the challenges but tend not to find ways of overcoming them to benefit the learners (Ladbrook, 2009). There are many challenges in bringing about inclusion in the South African school context (Lomofsky & Lazarus, 2001). A big concern is the lack of essential resources, for example, toilets, sanitation, electricity, and running water in rural areas. There needs to be a long-term commitment from teachers to change their attitudes towards the inclusive process and the implementation of the SIAS and other inclusive policies for authentic change to occur (Swart et al., 2002). There is often a lack of encouragement and support provided to the teachers within the school environment (Lomofsky & Lazarus, 2001). When SMTs do not manage these challenges and equip teachers better, the implementation of the inclusive process cannot reach the learners.

The DoBE intended the SIAS policy to be a framework that standardised the procedures of identifying, assessing, and providing support to learners with barriers to learning (SA DoBE, 2014; 2018; Nel et al., 2016). The aim was to improve the quality of education and bring about a more effective inclusive process. The policy includes a protocol that requires forms to be filled in by the teacher, SBST team and the DBST (Inclusive Education South Africa [IESA], 2017). However, to ensure that SIAS is effective, all stakeholders need to be trained, and a good relationship needs to be established

between the SBST and DBST, the SBST and the teacher. Beyond this, there needs to be coordination and leadership from the SMT and support and direction from the DoBE (IESA, 2017).

There is a growing acknowledgement that active SMTs are critical for schools to be productive and provide proper and adequate learning opportunities for learners (Bush et al., 2011). Excellent SMTs enhance the learning environment (Bush et al., 2011). However, many South African schools devalue the importance and influence of SMTs (Bush, 2008). Schools in South Africa have become stagnant and the learners are not performing appropriately in these schools (Fourie, 2017, Rosenholtz, 1989). When there is collaboration between the stakeholders in a school, learners can achieve their potential (Rosenholtz, 1989). When there is collaboration, teachers and SMTs can solve problems and overcome challenges. Therefore, SMTs' perceptions and approaches to policy implementation are important (Rosenholtz, 1989).

It is of critical importance for schools to provide quality education and education that is founded on the inclusive model stipulated in the EWP6 (Ally & McLaren, 2016; Mestry & Ndhlovu, 2014). The SMT has a massive impact on the effectiveness of the implementation of inclusive policy (Mc Lennan & Thurlow, 2003). However, diversity within the South African schooling system has created a unique situation for SMTs as they have to lead and manage a dynamic and diverse workforce, and they need to find appropriate and equally dynamic and diverse methods to motivate and encourage them to bring about excellence in the education system (Heystek, 2009; Schermerhorn et al., 2004; van Vuuren et al., 2016).

SMTs are required to understand that to manage this diverse workforce they need to work towards rectifying past injustices (van Vuuren et al., 2016). How SMTs manage this diverse workforce either drives productivity and quality forward or derails it (Booyesen, 2007). South Africa has diversity in language, ethnicity, socioeconomic class and disabilities. This complex diversity brought about the need to implement schools that were mainstream schools, but also catered for learners with barriers to learning. The implementation was part of the intention of EWP6 (2001) which saw the creation of FSSs

(Nel et al., 2016). FSSs strive to achieve social justice, quality and equity (SA DoBE, 2010).

FSSs are meant to be the flagship schools demonstrating the effectiveness of the inclusion process. They need to have effective SMTs in place so that they can effectively implement the transformational process that is inclusive education in SA (SA DoBE, 2010). These schools help to solve problems and provide direction for inclusion and the support of learners presenting with barriers to learning. SMTs have a challenging role in these schools, as they tend to be under-resourced and the learners are left in a position where they are not receiving the important support they need (SA DoE, 2001; SA DoBE, 2014; 2018; Mahlo, 2011).

SMT management is vital for learners' achievements; it influences all facets of education namely teacher motivation, the teaching environment, and the interaction the school has with other stakeholders such as the broader community (Nannyonjo, 2017). South African education is a devolving management system (Bush, 2008). The education system does not have appropriate communication and support from central government to regional and local offices (Bush, 2008). The breakdown between the district and the SMT has an impact on the school functions and the stakeholders within the system (Bush, 2008; Naidoo, 2019). Naidoo (2019) points out that South Africa is seeing a decline in student performance and a low educational outcome in government schools. The main reason for this is poor SMT leadership (Naidoo, 2019). SMT management of the school is not just vested in the principal, but also the larger community, the other members of the SMT and the School Governing Body (SGB) to some degree (Bush, 2008). Schools should set and drive a vision for their schooling that aims to be the best they can be (Bush, 2008). Despite the importance of the SMT's role, there is a lack of criteria put in place for the appointment of SMT members (Naidoo, 2019). The key question that should be asked, is if these individuals have the potential to lead and manage efficient and successful schools (Naidoo, 2019). Good management is vital for schools to function effectively in South Africa (Christie, 2010; Roberts & Roach, 2006; Taylor, 2007).

Change is an integral part of the concept of SMT management (Swart et al., 2002). Part



of this process is that SMTs need to implement policies such as EWP6 and SIAS to bring about appropriate change (SA DoBE, 2014; 2018; Nel et al., 2016). The SMT is an integral stakeholder in bringing about the change towards inclusion and better support for learners (SA DoBE, 2014; SA DoE, 2001; Mc Lennan & Dale-Jones, 2016; Sejanane, 2014). There is a lack of attention given to the training and support provided to SMTs by the relevant stakeholders; they are poorly equipped to implement the inclusive policy (Alberts, 2016). The lack of appropriate leadership and lack of leadership skills found in SMTs leads to the poor implementation of the inclusive education vision (Dalton et al., 2012). SMTs are about maintaining effectiveness and implementing and carrying out organisational activities, which means they require good leadership skills (Bush, 2008).

It is vital that SMTs communicate openly when implementing a policy as they cast the vision and reason for the implementation. SMTs equip the teachers so that they can communicate the importance of the policy to parents. When there is buy-in from the parents, learners develop and learn more effectively (National Council for Curriculum and Assessment [NCCA], 2009). Many schools and the SMTs in these schools, are faced with poor parental engagement and support, which affects the success of the policies they try to implement (Lemmer, 2007; Grobler & Mestry, 2007; Msila, 2012; Sathiapama et al., 2012).

There needs to be a move towards a more collaborative method of working with all the stakeholders (Grobler & Mestry, 2007; Lemmer, 2007; Msila, 2012; Sathiapama et al., 2012). There needs to be an understanding of Bronfenbrenner's theory (1979), where he states that there are always interlinking systems that influence an individual, and the school in which the learner finds themselves is part of this interlinking system. This interlinking system involves the SMT, the teachers, the learners and the parents. When understanding the influence these stakeholders have on one another, it is easier to understand that when an SMT implements a policy like SIAS, it is not done in isolation, as it is part of a diverse interlinking system. How the SMT manages the system, their processes and their perceptions of the policy and its impact, will ultimately define and direct the success or failure of the SMT's implementation of the policy (Bronfenbrenner,

1979; Landsberg, 2016; Pound, 2006; van Vuuren et al., 2016).

The SMT's role is to create a bridge of communication so that miscommunication does not occur. The SMT's perceptions of their role and how they implement policies affects how they bridge this gap (Ally & McLaren, 2016; Mc Lennan & Thurlow, 2003). Mc Lennan and Thurlow (2003) use a model that outlines the essential elements of SMTs and how they need to go about the process of bringing about effective change. Part of the process is the importance of the SMT's ability to cast a vision and direction forward for all stakeholders that work for them and are affected by their environment (Mc Lennan & Thurlow, 2003). SMTs need to be clear about what the goals and targets are and identify policies that are going to assist in the achievement of these goals (UNESCO, 2016). They need to look at how they provide practical support to teachers, specifically when it relates to the implementation of policies. If the SMT does not give teachers appropriate resources and support, they will never achieve their potential as their abilities become restricted by ineffective management (Jansen, 2016).

The teacher's ability to carry out their role at school is directly affected by the SMT. In turn the effective implementation of policies such as SIAS is directly influenced by the teachers and whether they receive adequate support and resources (Ally & McLaren, 2016). SMTs can motivate behaviour through relationships and positive perceptions; they shape the goals, direction and path that teachers take (Christie, 2010).

Effective SMT management is vital to policies such as SIAS being carried out (Christie & Lingard, 2001; Roberts & Roach, 2006; Taylor, 2007). However, there are very few effective SMTs in South African schools (Jansen, 2016). Effective leadership needs to become a reality for effective policy implementation to become a reality (Chapman et al., 2018; Leo & Barton, 2006). SMTs need to manage the communication and interaction between stakeholders, which will support or detract from the policy implementation (Christie, 2010; Jansen, 2016; Nannyonjo, 2017).

In addition to the above, it is very important to understand how the policies that are implemented impact on the learners and appropriately support them. The importance of

investigating how SMTs go about implementing a policy that is meant to support learners, is vital to the success of said implementation (Alexander, 2009). Policies like SIAS are put in place to support learners and provide better access to the curriculum (IESA, 2017). It is important that staff are trained, and resources are put in place by SMTs, which will ultimately support the learner in the classroom (Nel et al., 2016).

Educational Psychology is a field that is concerned with behaviour and experiences (Skinner, 1988). Educational Psychologists (EPs) contribute in particular to the field of education, which looks at teaching and learning, identification of learners with barriers to learning, assessment, learners' development, the learning environment, educational setting and the implementation of factors within the school context (Kumari et al., 2006). EP's also take into careful consideration the impact the above factors and aspects have on the relevant stakeholders (Patrick et al., 2011). Educational Psychology itself brings about a deeper understanding of teaching and learning and helps to make teaching more effective (Shakir & Sharma, 2017). With the help of EPs who are agents of change, the school environment can be shifted to a positive learning environment (Shakir & Sharma, 2017).

Research in Educational Psychology related to SMTs and their perceptions of the implementation of policies such as SIAS can bring about more effective, positive learning environments and can direct the implementation and understanding of the SIAS policy (Shakir & Sharma, 2017). Understanding the SIAS policy deepens and expands the knowledge of what works and what does not, which empowers schools and teachers to better implement or adjust the implementation of policies (Patrick et al., 2011). EPs can bring about a better understanding of the SIAS policy between stakeholders, which can impact positively on the learning, identification, assessment, development and collaboration in the learning environment and in turn improve the quality of education within the context (Patrick et al., 2011).

#### **1.4 PROBLEM STATEMENT**

The school management perception of the implementation of the SIAS process has not

been researched in depth (Ally & McLaren, 2016). There is an impact on teachers which has been highlighted above, furthermore there is an impact on the parents and in turn on the learners (Grobler & Mestry, 2007; Lemmer, 2007; Msila, 2012; Sathiapama et al., 2012; Tuntens & Devos, 2010). Management ultimately holds the key to whether a policy is successfully implemented within their school (Rosenholtz, 1989). This means that how management views the policy and its implementation will influence those around them (Mc Lennan & Thurlow, 2003; Mc Lennan & Dale-Jones, 2016). As mentioned, management needs to implement policy in a positive way, allowing access to resources and support for all stakeholders (Department of Education, 2018; Mc Lennan & Dale-Jones, 2016).

Leadership in many South African schools is lacking in implementation of inclusive policies. Policies such as inclusive education and SIAS are not fully achieving the ideas and goals they designed to achieve (Ally & McLaren, 2016). There is minimal research surrounding management and their perceptions of the SIAS policy implementation (Ally & McLaren, 2016).

Therefore, this study looked at what the SMT's perception was of the implementation of the SIAS process and its impact on the staff in one particular school.

## **1.5 RESEARCH QUESTION**

What is the SMT's perception of the implementation of the SIAS process in a mainstream school?

- How does the SMT's perception of the SIAS policy affect the implementation of the policy?
- How does the SMT's perception of the SIAS policy affect the teacher's willingness to implement SIAS?
- According to the SMT's perception, how effectively is the SIAS policy currently being implemented?
- How does the SMT perceive the effect of the SIAS policy on the stakeholders?

## **1.6 PURPOSE AND AIM OF THE STUDY**

The purpose of this study was to explore and describe the SMT's perceptions of the implementation of the SIAS process in a mainstream school.

This study aimed to explore and describe how the SMT perceived:

- The implementation of the SIAS policy in their mainstream school;
- The implication of the SIAS policy on the teachers, resources, learners and the school from managements point of view;
- The implication of the SIAS policy on management themselves and how they perceive its implementation in their context.

The perceptions of the SMT was a vital component in the exploration of the implementation of the SIAS policy.

## **1.7 RESEARCH METHODOLOGY, DESIGN AND APPROACH**

The research design refers to the method and process undertaken to plan what the focus of the study will be, which directs the validity and the reliability of the data (Creswell & Creswell, 2018; Creswell & Poth, 2018). Perceptions form an important part of qualitative research. Qualitative research is aimed at developing theories and understandings and involves an interpretive approach (Denzin & Lincoln, 2005). This study had an interpretive design and looked at gaining an in-depth view of the perceptions of the SMT on the implementation of the SIAS policy. The research was carried out systematically (Creswell & Creswell, 2018).

This study was exploratory and aimed to analyse in-depth the SMT's perceptions of the SIAS policy in a mainstream school. This research design was a qualitative case study which relates to a closed system, namely a mainstream school, and how the SMT's perceived the implementation of the SIAS policy at this specific time in their particular school. They identified processes used when the SIAS policy was implemented by the

SMT at their school. Interviews with the SMT helped me to gain a deeper understanding of the problem.

The methodology focuses on the selection of the research site, which includes the selection of the participants and the processes involved with the collection and analysis of the data in order to answer the research question posed (Creswell & Creswell, 2018; Creswell & Poth, 2018; MacMillan & Schumacher, 2014). The methodology of this study was selected in order to look systematically at the impact of the SMT's perception on the SIAS policy implementation. The methodology was selected to help define the problems that were worth further investigation, identifying researchable aspects associated with the SIAS policy, how the current problems are framed, and how the SIAS processes are implemented. Identifying the role of the SMT's perception on the stakeholders was vital, as this was a qualitative explorative study.

The research design provided guidelines which directed the research, including selection of participants and collecting and analysing the data (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). This study undertook to do purposeful sampling. The aim was to explore and understand the SMT's perceptions of the SIAS policy in their mainstream school environment. The school was therefore also purposefully selected. Gauteng is known for having the most schools and learners within the mainstream and FSS context (Statistics South Africa, 2016). The SMT in the school was also purposively selected to participate in the study. The SMT of the school consisted of the principal, deputy principal and the four HoDs. The school was also purposively selected, as it is known for having effectively implemented the SIAS process.

The study observed the participants in their natural environment, attempting to make sense of occurrences according to the people involved (Denzin & Lincoln, 2005). It looked at the process and meanings not yet experimentally measured or examined (Denzin & Lincoln, 2005). This is why my study is not a quantitative study, as the focus was on understanding the SMT's perception.

## **1.8 PROCEDURES FOR DATA COLLECTION**

This study used two methods of data collection – interviews as its main form of data collection, and questionnaires.

A semi-structured interview schedule was used which attempted to answer the research questions. This was done to gain understanding of the SMT's perception of the implementation of the SIAS policy in a mainstream school. A combination of open-ended and closed questions were used. This allowed for direct information to be asked, which could be openly expanded on to gain a richer set of data and allow each of the participants to express their views (Creswell & Creswell, 2018; Creswell & Poth, 2018; de Vos et al., 2011; McMillan & Schumacher, 2014;).

Secondly questionnaires were used as a respectable source of secondary information to gather information from the SMT. It asked both open-ended and closed questions related to demographical and biographical information.

## **1.9 DATA ANALYSIS**

This study used the process of triangulation to gain a comprehensive understanding of the research that was conducted. It gathered information from multiple sources (5 SMT members) and methods (interviews and questionnaires) (Carter et al., 2014). The research question was carefully considered through Thematic Content Analysis (TCA), in order to make deductions and come to conclusions in relation to the identified patterns and themes (Creswell & Creswell, 2018; Creswell & Poth, 2018; Braun & Clark, 2006; McMillan & Schumacher, 2014, Yin, 2016). These were checked and reviewed as part of a six-step process to make sure that incorrect or unsubstantiated conclusions were not drawn (see Chapter Three).

## 1.10 TRUSTWORTHINESS

Trustworthiness is maintained through the implementation of credibility, dependability, authenticity and confirmation (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014).

The credibility of this study was maintained through the careful consideration of the context, which minimised any misunderstandings that might occur in the data collection process (Shenton, 2004). A questionnaire was sent out to all the SMT members before the interview process took place, and this data was compiled, which yielded useful information such as demographical and biographical information. I took measures to ensure that there was no researcher bias and that the data was collected and analysed appropriately.

The dependability of the study was maintained as the research methodology, design, data collection and analysis procedures were clearly defined. The analysis ran according to the six-step framework that was adapted from Yin (2016) and Braun and Clarke (2006).

The transferability of the research was maintained through a precise data collection and analysis procedure (Creswell & Creswell, 2018; Creswell & Poth, 2018). I looked at the SMT's perceptions of the SIAS policy implementation in the mainstream school and identified the significant role players. I also brought to light the SMT's influence on their staff. This research could be transferred to similar teaching contexts where the SIAS policy is being implemented

Confirmability was maintained in the data collection and analysis procedures were carefully categorised. Participants were given the opportunity to check the transcription to make sure that the interviews reflected the actual conversation that took place between myself and the participants. This was to ensure that there were no biases, and the disassembly and reassembly of the data was accurate. The research was also read by my supervisor and by the critical readers (Creswell & Creswell, 2018; Creswell & Poth, 2018).



## 1.11 ETHICAL CONSIDERATIONS

Qualitative research is personally intrusive (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). Therefore, the following ethical guidelines were fundamental. When doing this research, a number of ethical issues were focused on, such as anonymity and privacy of the participants; voluntary participation; ability to withdraw from the process without penalty; gaining informed consent; and a high regard for confidentiality (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). For the research to be reliable, I had to adhere to specific research ethics. Researchers need to think about and plan how they would deal with ethical dilemmas that occur when collecting data as these situations may come up unexpectedly (McMillan & Schumacher, 2014).

When the research was conducted, there was reverence for the participants. I was kind to the participants and acted in a just way towards them. This showed the participants that the researcher recognised their rights (Creswell & Creswell, 2018; Creswell & Poth, 2018).

Prior to research being conducted, I asked the participants to sign a written consent form after the nature of the research had been explained. I gave the participant enough information about the research to help them in their decision-making process. The participant could voluntarily accept or refuse the research. There was documentary evidence to prove that they participated voluntarily, as well as to show that they fully understood what research was being conducted and what it would be used for (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). The participants did not have to give any information that they were not comfortable with and they were allowed to ask for information to be excluded from the research report (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014).

Anonymity and confidentiality are ethical issues of importance. The setting and the interviewee should not be identifiable. Therefore, the research reports did not reveal the names of the participants or the name of the specific location involved e.g. the school's

name. All research has a two-fold responsibility. Firstly, it safeguarded the person's confidentiality from other individuals within the setting. Secondly, it served to protect them from the overall reading public (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). It was important that the participants' information, as well as their results, were kept safe and the individuals involved in the research process respect the information related to the participants, as well as their right to privacy (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). Anonymity was applied when the data was collected, no matter how it was collected (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014).

I avoided exploitation or abuse of participants at all costs. The participants well-being was a priority in the research process (Ryen 2004). If any unforeseen incidents occurred that could have cause harm in any way, the participants would have been referred to an Educational Psychologist for counselling. However, this wasn't necessary in this study. It was vital that the researcher addressed potentially harmful aspects that could be connected to the research (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). When conducting the interviews, it was vital to be sensitive and to be able to read the situation to see how far the participants could be questioned, so that it would not place the participant in an uncomfortable situation (Creswell & Creswell, 2018; Creswell & Poth, 2018; Yin, 2011).

Another ethical matter that was very important, was when I had to interpret the data I collected. It was expected of the researcher to analyse the data in a way that avoids misconceptions or deceitful analysis (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014; Yin, 2011). Severe forms of misconduct are falsification or fabrication of results. As stated above, the researcher avoided false statements or leaving out information that will distort the research ("Guidelines to practical research", 2011).

## 1.12 OUTLINE OF THE STUDY

Chapter One: Introduction and overview of the study: The background was presented with the rationale and research question, which included the motivation for the study. The aims and the objectives of this study were also discussed in this chapter.

**Chapter Two:** Literature review: The theoretical background of the research is explored relating to the school management's perceptions of the SIAS policy. The following topics are explored: Inclusive Education and its move towards putting in place a structure for assessment and identification of learners with barriers to learning; and an in-depth look at the SIAS policy and its requirements and influence on the stakeholders within the school environment. The SMT is defined and discussed relating to their role as leaders and the influence they have on the stakeholders, with particular attention given to the SMT's perceptions of the SIAS policy implementation. The stakeholders are identified and their role in and impact on the implementation of the SIAS policy is explored. All these aspects are discussed in relation to the theoretical framework.

**Chapter Three:** Research Design and Methodology: This chapter contains a detailed discussion of the research methodology and design process. Sampling and the method of data collection and analysis are carefully examined. The trustworthiness, validity, and ethical considerations are also discussed in detail.

**Chapter Four:** Research Findings and Discussions: In this chapter there is a detailed discussion of the emerging themes concerning the SMT's perceptions of the implementation of the SIAS policy. This chapter also includes a discussion of the data in relation to the theoretical framework and literature linked to the main research question.

**Chapter Five:** Interpretation and Summary: This chapter contains a detailed discussion summarising the findings, conclusions, recommendations and critical reflections of the study.

### 1.13 CHAPTER SUMMARY

Chapter One discussed the background of the study, the problem statement, the research questions and the aims of the study. The theoretical framework, research design and methodology were also presented. Chapter Two follows with a comprehensive look at the literature associated to this study, namely: the theoretical framework, inclusive education, SIAS, school management, the SMT, and the stakeholders.



## **CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.1 INTRODUCTION**

The literature review chapter focuses on literature related to the research topic, the SMT's perceptions of the SIAS policy (2014). The purpose of this study was to explore and describe the SMT's perceptions of the implementation of the SIAS process within a mainstream school.

Local and international literature has been consolidated to better understand the influence of management's perceptions with regard to the implementation of policies, such as SIAS. It was also noted how the SMT's perceptions on policy implementation influences the different stakeholders.

The South African policy documents on inclusion in education are described in this chapter. The theoretical framework underpinning the research, Bronfenbrenner's ecological system theory (1979) is elaborated on as it demonstrates the interacting systems and the stakeholders within the system. This highlights the importance of understanding the SMT's perceptions of policy implementation within their system, as well as the influence on the stakeholders. The theoretical framework guides and supports the need for this research.

### **2.2 INCLUSIVE EDUCATION**

Inclusion is a philosophy that believes everybody has the legal right to partake equally in society (Ainscow et al., 2013; Peters, 1999). Inclusion needs to apply to all South Africans and should identify what works for the entire population (Ferguson, 2009; Nel et al., 2016). The view of inclusion is to accept all individuals (Ferguson, 2009; Nel et al., 2016). Therefore, accepting and respecting all learners are guiding principles of inclusivity

(Ferguson, 2009; Nel et al., 2016). Inclusion requires flexibility, cooperation, collaboration and a readiness to take risks. It is a practice that necessitates support on an individual and institutional level (Florian, 2015; Peters, 1999; Walton, 2009), as inclusion is an intensive process requiring effort (Tlale et al., 2016). This enables the education system to be inclusive and directs how teachers meet the needs of all learners (SA DoE, 2001).

### **2.2.1 Challenges to inclusive education**

There are, however, many challenges to the implementation of inclusive education (Landbrook, 2009). The advent of South African democracy in 1994 triggered a transformation in the management, curriculum, funding and governance of schools in South Africa (Ngozo & Mtantato, 2018). The reform of education was meant to bring about an escape from the poverty trap for many learners, but the reliability and effectiveness of the South African education system has been limited (Ngozo & Mtantato, 2018). Since 1994, the diversity in South African schools has increased as a result of the migration of black learners into former 'White' schools (SA DoE, 2001). This diversity has created a unique situation for school leaders to lead a school community that is multicultural in multiple ways. As school leaders and managers, the SMT must manage the dynamic forces of diversity carefully to safeguard a harmonious community encouraging excellence in education (Heystek, 2009; Schermerhorn et al., 2004; Van Vuuren et al., 2016).

Dysfunctional schools are schools that fail to carry out their true purpose (Pretorius, 2014). They are characterised by poor management that is seen as unstable, and lack leadership, vision, and a healthy school climate, resulting in staff and learner morale in these schools being low (Pretorius, 2014). There is an awareness of the increasing number of dysfunctional schools (Pretorius, 2014). The quality of South African education has remained poor and is characterised by inequality (Ngozo & Mtantato, 2018).

There is, therefore, a clear indication that South African schools need to be restructured (Swart et al., 2002). A number of factors are involved, which include teachers, principals and SMTs. In addition, the curriculum needs to be modified, and resources bolstered.

## **2.2.2 Factors that could contribute to successful inclusion**

In addition to other changes, there needs to be a long-term commitment from teachers to adapt to the inclusive process and the implementation of the SIAS policy and other inclusive policies for authentic change to occur (Swart et al., 2002). Success of the implementation of inclusion is sometimes hindered by teachers who cannot accept learners for who and what they are, which means they are not accepting learners' barriers to learning and working with the learners as the need presents (Lomofsky & Lazarus, 2001). There is sometimes too little interaction with learners in the classroom environment and if the above aspects are not properly managed, it will affect the success of the implementation of the inclusive process (Swart et al., 2002).

Teachers' perceptions of inclusive education are a vital part of shaping how policies around inclusion are implemented. However, there is limited research in this area (Tuntens & Devos, 2010). Teachers have been asked to shift their mind-sets and attitudes towards learners with barriers to learning and the provision of inclusive education. However, there is an awareness that there is often a lack of support provided to the teachers, which is pivotal to the success of the implementation of inclusive education (Ferguson, 2009; Lomofsky & Lazarus, 2001; Nel et al., 2016).

One, however, needs to consider that learning is also influenced beyond the education system and the classroom environment and also takes place at home and within the community (SA DoE, 2001). It is influenced by language, culture, ethnicity, age, social economic status and disability (Lomofsky & Lazarus, 2001). A key aspect of inclusion is the principal of empowerment and developing an individual's strengths so that they can actively be involved in the learning process. The priority of learners achieving their full potential is a focus area of inclusivity (Warnock, 2010).

The school principal and SMT do not always comprehend the implications of the implementation of the inclusion policy (Ladbrook, 2009). They might believe that teachers are ill-equipped to accommodate learners who present with barriers to learning (Ladbrook, 2009). There might also be a lack of encouragement and support provided to

the teachers within the school environment (Lomofsky & Lazarus, 2001).

There are a few additional challenges in the inclusive process implementation, such as the fact that the South African education system's school buildings are often inaccessible and unsafe for physically disabled learners (Lomofsky & Lazarus, 2001). There is also the concern of a lack of essential resources for example toilets, sanitation, electricity and running water for individuals staying in rural areas (Lomofsky & Lazarus, 2001). Lomofsky and Lazarus (2001) also found that the current curriculum is rigid and does not cater for all learners. One needs to understand that the curriculum and content can either help the learner or create a further barrier to learning (SA DoE, 2001). Ngozo and Mtantato (2018) state that 27 per cent of the learners in South African schools who have attended school for six years, cannot read. This is compared to Tanzania at 4 per cent and Zimbabwe at 19 per cent. The average gross domestic product (GDP) allocated to education in South Africa is 4.7 per cent, this is compared to Tanzania who only allocates 3.5 per cent, and has still achieved 23 per cent more learners reading after six years of schooling (Ngozo & Mtantato, 2018). Mariga et al. (2009) also state, that Lesotho was able to implement inclusive education with far fewer resources than South Africa.

### **2.2.3 Redressing past injustices**

When managing diversity, one needs to consider the redressing of past injustices, as well as the influence of rejection of diversity in the past (van Vuuren et al., 2016). Diversity can drive an administration into a fruitful and competitive future if it is managed well. In contrast, if it is not managed well, the development and competitive benefits of an organisation can be derailed (Booyesen, 2007). The difference noted between South Africa and Lesotho's implementation of inclusive education is that of interaction and collaboration, which took place between all the stakeholders (Mariga. et al., 2014).

### **2.2.4 Effective leadership and management**

There is not enough effective leadership in many South African schools (Jansen, 2016). This is one of the challenges threatening the implementation of inclusive policy (Ally &



McLaren, 2016). There needs to come a point where the implementation of inclusive policy is not just an ideal but rather a reality (Jansen, 2016). Leadership is vital to implementing inclusion successfully (Chapman et al., 2018; Leo & Barton, 2006) and effective leadership is critical in setting the tone for the entire inclusion process (Peters, 1999; UNESCO, 2016).

If there is effective leadership within the education system, it will improve the learning and teaching of learners who present with barriers to learning, which will positively impact the implementation of the inclusive policy in its totality (Marishane, 2012; Sejanane, 2014). Leaders need to be the catalysts in the development of school improvement which involves the implementation of new policies such as SIAS. The SMT and the principal are critical stakeholders in the process of leadership and management (Mc Lennan & Dale-Jones, 2016; Mc Lennan & Thurlow, 2003) and when schools invest in leadership, it is an efficient way of improving the quality of teaching and learning. Management is a unique role and skill that needs to be better understood to ensure that schools run effectively and that policies are effectively implemented (Marishane, 2012; Sejanane, 2014).

The concept of management can be looked at as a process of change (Mc Lennan & Dale-Jones, 2016). The EWP6 and the SIAS policy are frameworks and guiding policies meant to create change in the education system through their implementation (SA DoE, 2001). This change is meant to better support learners on the ground who experience barriers to learning (DoBE, 2014). There is a call to enhance the equality, effectiveness and efficiency of resources used across the education system which in turn calls for an increase in managerial, technical and administration capacities (Ngozo & Mtantato, 2018).

### **2.2.5 Educational policies and SMTs**

The South African DoE specifies guidelines for all educational establishments to be inclusive, as defined in the EWP6 (SA DoE, 2001). Recognising and acknowledging that all learners can learn and that all learners require support, is a vital step in the process

of inclusivity (SA DoE, 2001). The South African Constitution, Act 108 of 1996, emphasises the importance of human dignity, freedom and equal human rights. It states that as South Africans we have the responsibility to construct a caring society for all (SA DoE, 2001). However, inequality and the lack of quality within the educational system has restricted many learners from being able to access university education (Ngozo & Mtantato, 2018). As a result, this has restricted them from reaching their potential and contributing meaningfully to the labour market (Ngozo & Mtantato, 2018).

The South African education system has the responsibility to implement constitutional and inclusive educational values to make sure that all learners, with or without barriers, are included and that as a result, they can reach their full learning potential (SA DoE, 2001). The SMT has a great responsibility to take the SIAS policy and the constitutional rights of learners and make them a reality in the schooling environment. If SMTs effectively implement inclusion, they bring about change and access for learners with barriers to learning (Jansen, 2016; Peters, 1999; Schuelka, 2018).

The SIAS (2014) policy strives in a practical way to react to the needs of all learners within the South African context, especially learners who are defenceless and possibly excluded and marginalised (SA DoBE, 2014). This strategy assists learners who present with barriers to learning to exercise their rights to primary education. It is important that proper interventions are provided for learners who present with barriers to learning (SA DoBE, 2014). The only way to provide learners who have barriers to learning with adequate support, is through adequately trained teachers who are guided and managed by the SMT (Alexander, 2009).

There are many schools that are underachieving because of the inefficiency of quality teachers, and SMTs are employing teachers that are under qualified to teach subjects, for example Mathematics. Fifty per cent of South African learners cannot do a basic calculation such as 24 divided by three (Ngozo & Mtantato, 2018). This is not surprising, as 60 per cent of the teachers who teach Grade 0-3 cannot pass a maths test on their grade level (Ngozo & Mtantato, 2018). The SMTs have a responsibility to the teachers, learners and parents to manage and distribute appropriate and adequate resources to all

learners (Alexander, 2009).

The South African schooling system consists of two main categories of schools, namely, private or independent and government or public schools (South African Schools Act, 1996). Private schools are governed by boards and are privately owned. However, they are still expected to register with the DoE and to obey national laws, as well as education regulations. They are required to be accredited by Umalusi (Nuttall, 2017).

Private schools are not dependent on direct management by the national DoE. They are privately funded through the school fees paid by each learner. Private schools for this reason, tend to have more funds and resources available to them than the government owned schools (Nuttall, 2017). Government schools are government owned and funded and the land on which the school is founded is usually also government owned. Depending on the learners' circumstances and the school, some government schools demand no fees from the learners and are fully funded by the government. However, there are some government schools that do demand payment of fees, as the schools are only partially funded by the government (Nuttall, 2017). Schools that are government funded tend to be under-resourced and underfunded (Lomofsky & Lazarus, 2001).

There is a call for all schools to develop within the education system, and to adapt to the fourth industrial revolution (Ngozo & Mtantato, 2018). Therefore, schools need to actively apply knowledge in a collaborative way to problem solve and to create entrepreneurship, creatively using what resources the schools have (Ngozo & Mtantato, 2018). This process requires appropriate management, leadership and administration (Ngozo & Mtantato, 2018).

SMTs within a government school context, generally state that they are lacking in resources and training. This affects how they equip their staff body and how they in turn implement policies that are given to them by the government (Ally & McLaren, 2016). The SMT is required to carry out and implement policies presented to them by the DoE. As government schools are owned by the government, they need to follow through on what the DoE expects them to do (SASA, 1996). This indicates that SMTs are directly impacted

by the funding and resources available to them when implementing policies such as inclusion and the SIAS policy (Alexander, 2009; Ally & McLaren, 2016). There have been small reforms in the funding and the governance of schools, but not enough is being done to utilise the resources appropriately, which is seen when countries with less resources like Tanzania and Lesotho, are able to create a more effective schooling system than South Africa with the fewer resources available to them (Ngozo & Mtantato, 2018; Mariga et al., 2014).

South African government schools comprise four main types of schools namely: mainstream schools, special schools, LSEN schools and FSS (SA DoE, 2001; SA DoBE, 2018). Government mainstream schools have classrooms that cater for learners who perform within the average and above average range for their age and development (SA DoE, 2001). Special schools are primary and high schools that focus on working with learners who have high-intensity needs. Special schools work with learners that require additional support on a part-time or full-time basis (SA DoBE, 2018). These schools vary as some special schools work with mild intellectual difficulties, significant intellectual difficulties or physical difficulties (SA DoE, 2001). The special schools resource model is firmly rooted in the idea of resource centres which offer support and reach-out services to the public and FSS (SA DoE, 2018).

LSEN schools focus on learners who require mild to moderate support on a full time or part time basis (John Wesley School, 2019; <https://japari.co.za>; <https://www.understood.org>). These learners have an average intelligence ability, however, they have fallen below the requirements of their age norms in Numeracy and Literacy and need the basic mechanics of these areas to be consolidated (John Wesley School, 2019; <https://japari.co.za>; <https://www.understood.org>).

FSSs were envisaged by EWP6 (SA DoE, 2001; Nkosi, 2019). The inclusive policy notes that all learners have the right to be educated with ordinary learners in an ordinary environment (SA DoE, 2001; IESA, 2019; Nkosi, 2019). FSSs strive towards achieving inclusive education (SA DoE, 2001; Nkosi, 2019). FSSs are viewed as mainstream schools and these school are further equipped with moderate levels of support (SA DoBE,

2018). FSSs are meant to cater for a full range of different learning barriers and disabilities, which the learners within their school context could be experiencing, in an equal and fair manner (SA DoE, 2001; SA DoBE, 2018).

A process was put in place to establish FSSs within the different, already established institutions across the provinces in South Africa (SA DoBE, 2018). FSSs were meant to be established in phases to facilitate the administration of resources and to monitor the inclusive process properly (SA DoBE, 2018). There are 848 ordinary schools in SA that are designated FSSs, however, the conditions at these schools have been brought into question (Nkosi, 2019). The situation at these schools is so dire that the DoBE has asked the provinces to suspend the designation of FSS and currently, FSSs are considered to be dysfunctional (IESA, 2019; Nkosi, 2019). Schools that were designated as FSSs were not followed up on and they were not resourced appropriately to enable them to fulfil the roles and responsibilities allocated to them (Nkosi, 2019). The DoE was allocated R400 million in 2014/2015 towards the FSSs project; however, since then, little management and leadership has taken place (Ngozo & Mtantato, 2018). The lack of leadership and management seems to be one of the critical reasons for the increase in dysfunctional schools (Pretorius, 2014).

FSSs attempt to achieve access, quality, equity and social justice (SA DoBE, 2010). The problem is that many of the FSSs are under-resourced and underachieving, which has left learners without much-needed support (SA DoBE, 2014; 2018; SA DoE, 2001; Mahlo, 2011; Nkosi, 2019). Inclusive Education South Africa (IESA) and other activists are outraged that the department is only now realising that there is a problem with the FSS model (Nkosi, 2019). IESA, which advocates for the rights of learners with disabilities, would be happy that the designation is suspended as the conditions in the FSSs are unsatisfactory (Nkosi, 2019).

FSSs need to have good SMTs so they can be a light in the process of transformation and inclusive education in SA (SA DoBE, 2010). The FSS development of policy and practices was intended to define the process of inclusion in South Africa, with the aim being to help problem solve and provide better for the needs of the learners who present

with barriers to learning (SA DoBE, 2010). However, this has not always been the case.

In this study, the participant school is classified as a mainstream school, however, they are functioning as a FSS, since the school caters for approximately 20 learners with special needs. The learners have been formally diagnosed with a learning barrier and have received LSEN numbers from the DoE. The SMT in this study, is thus actively following the SIAS process in order to establish an inclusive culture in the school.

### **2.3 THEORETICAL FRAMEWORK: ECOSYSTEMIC THEORY**

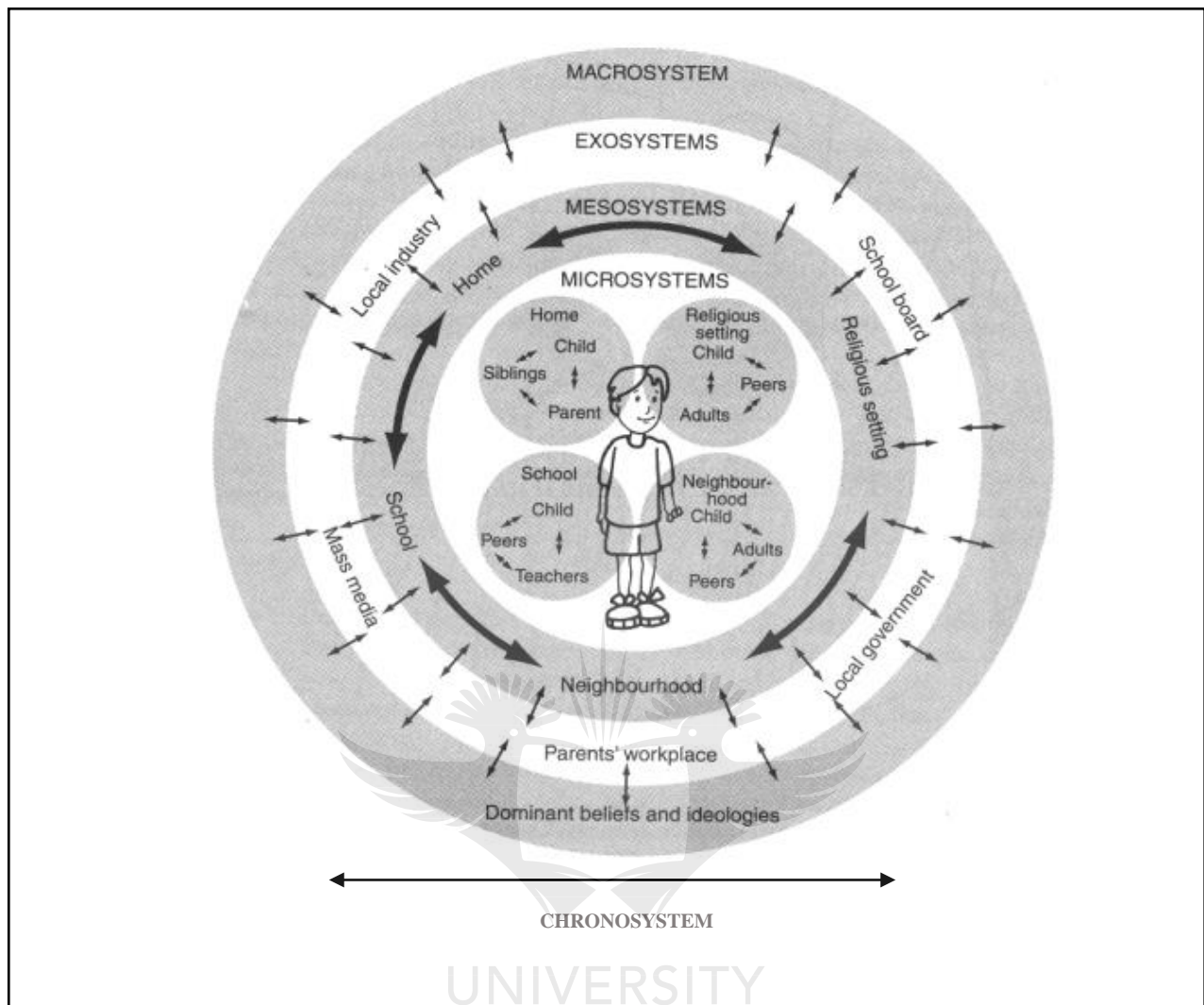
The various considerations discussed above link to the theoretical framework of Bronfenbrenner (1979). Bronfenbrenner's ecological systems theory is the theory of human development (1979) in which he describes interlinking systems that influence a person. These systems are the micro-, meso-, exo- and macrosystems. These systems begin with the person's immediate surroundings and interactions (micro), widen out to their broader context, the community (exo) and finally, there are the interactions with policy, government and politics at the macrosystem level (Bronfenbrenner, 1979). Each level of the system is influenced by the other (Bronfenbrenner, 1979). In addition to the four systems mentioned above, the chronosystem refers to the dimension of time (Christensen, 2016). In order for us to understand how the different systems influence an individual, we need to consider the factor of change, as the environment and the individual changes over time (Christensen, 2016).

The microsystem is the immediate context in which the learners find themselves and consists of their home, peers and school environment (Taylor & Gebre, 2016). In this system, the learner plays a role in the construction of their setting and is not just a passive recipient (Christensen, 2016). The mesosystem looks at the relationships between the learner's home and school environment and how the different contexts influence the learner's behaviour (Taylor & Gebre, 2016). The exosystem, on the other hand, looks at the links between different contexts that the child does not necessarily find themselves in directly, but which still have a significant impact on the child. For example, it refers to where their parents work, the neighbourhood they live in and their specific family support

network (Christensen, 2016; Taylor & Gebre, 2016). The macrosystem consists of cultural and societal norms and shapes the micro-, meso- and exosystems (Taylor & Gebre, 2016). The macrosystem refers to the learner's beliefs, as well as political and economic systems that impact on them (Taylor & Gebre, 2016).

School leaders not only need to consider what their schools see as a satisfactory level of inclusion, but also what the government and the local community would see as satisfactory. They need to consider religion, ethnicity, educational level, socio-economic status, parental status, marital status, sexual orientation, ability and gender when considering inclusion (Heystek, 2009; Schermerhorn et al., 2004; van Vuuren et al., 2016).

Schools are microcosms of larger societies and are not islands; therefore, societal fluctuations in a broader and international scale are relevant (van Vuuren et al., 2016). Transformation and system change are required for inclusion to be successful (Schuelka, 2018). In the classroom and school level, a key factor in inclusive education includes implementation such as school plans and reviews, supporting and training all teachers in inclusive practices, as well as supporting school management for an inclusive vision for their schools. Inclusion on a national level, requires that policies are articulated and implemented to support inclusive education. It needs to provide a flexible curriculum which includes collaboration with other aspects of society (Schuelka, 2018).



**Figure 2.1: Bronfenbrenner's Ecological System Theory (adapted from Penn, 2005)**

Understanding people and systems using the bioecological model gives a critical understanding of how and why an individual behaves in a certain way, as well as how they perceive and understand their surroundings (Pound, 2006, Bronfenbrenner, 1979; Taylor & Gebre, 2016; Swart & Pettipher, 2016).

It is important to understand people's perceptions, as their perceptions can influence how they react and respond to situations as well as to others (Robbins et al., 2009). People behave subjectively according to what they believe and what a person perceives in their work situation affects their productivity within their work environment, more than the



actual situation itself. Behaviour is based on a person's perception of what reality is and these perceptions influence people and the systems around them (Robbins et al., 2009).

Bronfenbrenner's model (1979) makes it clear that the SMT's perceptions of specific policies provided to them by the government to implement inclusion, would either be positively or negatively influenced by their own personal perceptions. This in turn would have a direct impact on the implementation of the policy. Teachers and SMTs fall within the microsystem, meaning that the SMT's perceptions would have a direct impact on the teachers, not limited to, but particularly relevant to the implementation of policies like the SIAS.

The SMT plays a pivotal role in the mesosystem by linking the exosystem and the microsystem. It is important to understand how the microsystem receives information from the exosystem and how the microsystem carries out what was conveyed by the exosystem. It is vital for the exosystem to also look at this, so that it can make better and informed decisions that result in better and more effective implementation of policy (Bronfenbrenner, 1979). This process relates to the SA DoE implementing the SIAS process within a school context and receiving feedback relating to the implementation of the policy.

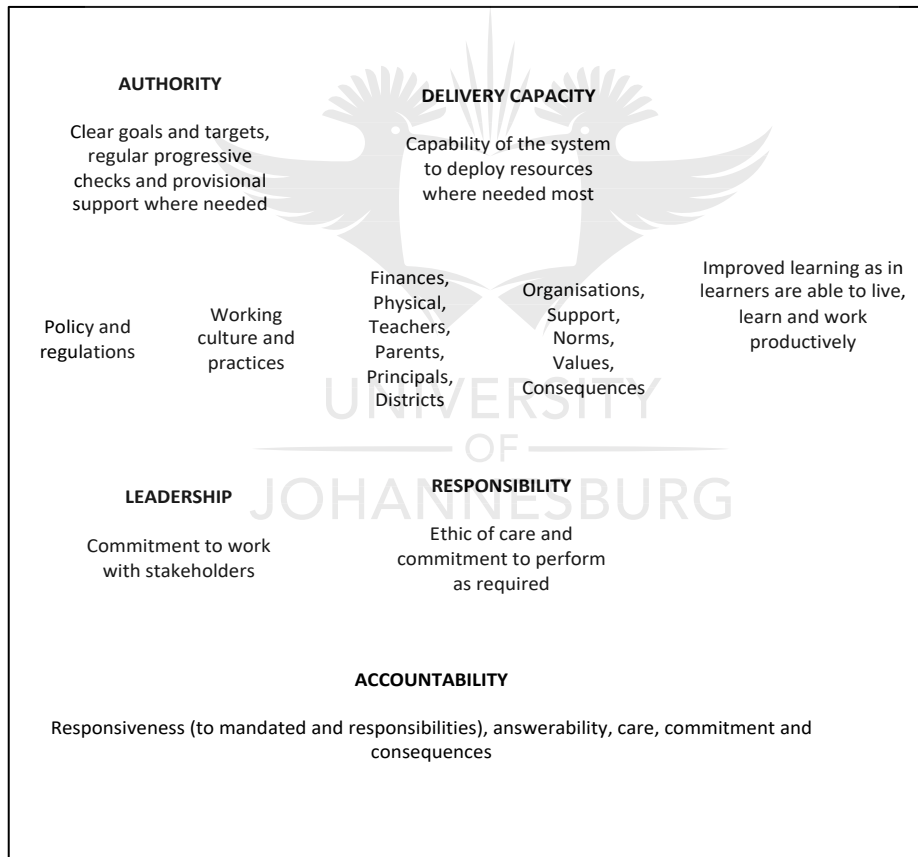
The SIAS policy is a document that stipulates strategies for teachers and the SMT to implement an inclusive education system. It does this in a joint manner, so that there is an effective relationship between parents and learners (SA DoBE, 2014). The SIAS policy is aimed at improving access and the quality of the South African education system, which in turn would impact on the learners, parents and educators, in the assessment procedure (Pillay & di Terlizzi, 2009). This assessment procedure is seen as a clarifying process whereby appropriate support for learners is identified, which could include the placement of a learner in an LSEN or special school where they will be provided for according to their specific needs.

From the above, it is clear that there are many stakeholders to consider when the SMT implements an educational policy and how this implementation impacts the learners, the

school, the teachers and the community.

## 2.4 MANAGING INCLUSIVE SCHOOLS

There are vital stakeholders within a school, one of which is the SMT (Mc Lennan & Dale-Jones, 2016). The management team focuses, directs and is a catalyst in the process of change, which includes the process of the implementation of policies that bring about change, such as the SIAS policy. Mc Lennan and Dale-Jones (2016) go on to outline the model below by Mc Lennan and Thurlow (2003), which shows the essential characteristics and processes for management at the root of implementing effective change.



**Figure 2.2: Factors influencing SMT levers for change (adapted from Mc Lennan, 2011 found in Mc Lennan & Dale-Jones, 2016)**

### **2.4.1 Casting the vision**

The first part of the model indicates that management needs to set clear goals and have targets that are regularly checked (Figure 2.2). SMTs also need to make provision for the needs and support required by their employees (Mc Lennan & Thurlow, 2003). This includes the implementation of policies and regulations and integrating these into the school's working culture and practices (UNESCO, 2016). Leadership's main goal is to commit to working with all stakeholders in the system, which implies the importance of a SMT providing effective support to teachers (UNESCO, 2016).

### **2.4.2 Effective support for teachers and learners**

Poor school leadership is failing South African learners (Jansen, 2016). Although some teachers and principals do their best, certain SMTs merely go through the motions and do not impact their school positively (Jansen, 2016). There are many problems within the school system, and some of these problems point to poor leadership and management which includes inefficient distribution of resources (Jansen, 2016). Teaching and learning cannot exceed the height of the ceiling forced on them by leaders' capacity to deliver instructional leadership and teachers' capacity to teach (Jansen, 2016). This has a remarkable influence on the quality of both learning and teaching. This means that if management cannot effectively and positively implement policies such as SAIS through providing adequate support to teachers, learners will never receive the benefits of the policy (Ally & McLaren, 2016).

The difference between leading and managing is often misunderstood (Christie, 2010). Effective leadership entails influencing others' activities to reach the desired result (Christie, 2010). The decided result in this case is the implementation of the SIAS policy. Understanding how management is leading through the implementation of the SIAS policy, as well as how they are providing support and resources to the teachers who help to identify the challenges facing inclusion is imperative (Ally & McLaren, 2016). Leaders shape goals and results, both officially and casually and motivate behaviours through a relationship of positive influence (Christie, 2010). Effective leaders are the catalysts in

encouraging change to realise current goals and set new goals (Schuelka, 2018). Leadership takes effort, energy, resourcefulness and skill; purpose and vision are what directs leadership. Research suggests that effective management is critical for schools to function successfully in South Africa (Christie, 2010; Fleisch & Christie, 2004; Roberts & Roach, 2006; Taylor, 2007).

The principal and the SMT need to convey a positive attitude towards inclusion and ensure that teachers work in a supportive environment. Teachers should be praised when they do things right and given a helping hand when things go wrong at school (Peters, 1999; UNESCO, 2016). Time should be allowed for teacher interaction because when teachers have the encouragement of their HoDs, they tend to be more successful during times of change (Peters, 1999; UNESCO, 2016).

HoDs are part of the accountability process which runs throughout the procedures of management (Mc Lennan & Thurlow, 2003). These procedures involve the processes of deploying resources and managing the interaction between stakeholders (Mc Lennan & Dale-Jones, 2016). Therefore, if there is no leadership in a school or if it is not capably managed, the first function of the school is lost – teaching and learning will fail (Christie, 2010; Jansen, 2016). In the ideal schooling system which implements inclusion, for example, the school should have effective leaders at all levels (Christie, 2010; Jansen, 2016).

The most critical leaders are the principals who should assimilate the roles of leadership and management (Christie, 2010). Therefore, principals should have skills that fall into the leadership and management categories (Christie, 2010). This study looked at how the SMT, including the principal implements the SIAS policy and how SMT members perceive the implementation of this process.

As stated before, leadership is vital to learner achievement; it influences all sides of education namely teacher motivation, creating a teaching environment and impacting the interaction the school has with further stakeholders such as the broader community (Nannyonjo, 2017). On the other hand, management is about maintaining effectiveness

and is about implementing and carrying out present organisational activities. Good management requires leadership skills (Bush, 2008).

Management of a school is not only vested in the principal, but also the larger community, SMT and the SGB to some degree. Schools should set and drive a vision for their school in which they aim to be the best they can be (Bush, 2008; DoE 2008). Good management is vital for schools to function effectively in the South African context (Christie 2001; 2010; Fleisch & Christie, 2004; Roberts & Roach, 2006; Taylor, 2007).

Schools can either be stuck (resistant to change) or moving (strengthening organisation abilities and creating opportunities to support teachers) (Rosenholtz, 1989). There is minimal or no indication of leadership in stuck schools (Fourie, 2017) and school educators labour alone and seldom ask for any help (Rosenholtz, 1989). The Fourie (2017) reiterates that in these schools, pupils often demonstrate lower levels of learner achievement. In contrast, teachers work more collaboratively in a moving school, and the principal of the school helps teachers achieve their goals and as a result, learner achievement improves (Rosenholtz, 1989). Not all moving schools have the needed resources and are fully equipped, but this does not stop them from developing. The teachers work together to solve problems and overcome complications. The only difference is that moving schools have principals who lead and have a collaborative approach to leading which can be seen in all facets of the school (Rosenholtz, 1989).

In the exploration of the topic of management, leadership and the influence thereof on learners who present with barriers to learning, it is essential that one takes note of the complications that can arise through the implementation of complex policies and practices (Chapman et al., 2018). A key component of the successful implementation of an inclusive education support system is the DBST (DoBE, 2014). The gap between school management and the DBST needs to be bridged. This relates to the application of the SIAS policy in South African schools, which is why it is imperative to understand the perceptions of the management team within a mainstream schooling environment.

### 2.4.3 Including parents within the SIAS process

Schools play a critical role in determining how involved parents are in their children's school careers (Tsurkan, 2016). Parental involvement is beneficial to a learner's education (Peters et al., 2007) and a vital aspect to consider is good communication between parents and stakeholders. The SMT is a key component when it comes to the communication that takes place between the stakeholders (Mc Lennan & Thurlow, 2003; Mc Lennan & Dale-Jones, 2016). This communication has a direct influence on a learner's development and learning (National Council for Curriculum and Assessment, 2009). At present, parental and community involvement in learners' education is generally low. Unfortunately, it is well known that the majority of parents are not significantly involved in their child's education (Lemmer, 2007; Grobler & Mestry, 2007; Msila, 2012; Sathiapama et al., 2012).

Very often it is not the absence of devotion and interest that stops parents from being involved in their child's education in South Africa. Other elements like socio-economic factors, low literacy levels, work and time constraints, the consequences of the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency syndrome (AIDS) pandemic, cultural differences, single parenthood, inadequate parenting skills, insecurity, and lack of knowledge and information play a significant role (Lemmer, 2007; Grobler & Mestry, 2007; Msila, 2012; Sathiapama, Wolhuter, & Van Wyk, 2012). All these factors can bring about a negative and hostile attitude from the school and teachers because of an apparent misunderstanding between stakeholders. There needs to be a move towards a more collaborative method of working with all the stakeholders (Lemmer, 2007; Grobler & Mestry, 2007; Msila, 2012; Sathiapama et al., 2012).

The predicament mentioned above highlights the factors of poor communication, lack of collaboration and understanding, negative perceptions, and failure to view the parents in a light that looks at their uniqueness and understands their diversity within the schooling system (DoBE, 2016). The SMT's role is to create a bridge of communication so that miscommunication does not occur. The SMT's perceptions of their role and how they

implement policies impact on how they bridge this gap (Ally & McLaren, 2016; Mc Lennan & Thurlow, 2003).

The SIAS process stipulates that parents need to be made aware of the learner's difficulties (SA DoBE, 2014). They are required to sign off on the record form created by the SBST to identify the individual intervention plan which has been put in place. If the learners are still struggling after interventions have been put in place, the parents work with the DBST to get the learners assessed and put in place further support systems. If there is not buy-in from the parents, learners do not receive the support from the SBST and the DBST. As a result, learners land up being stuck in a system that cannot support them because the parents did not give permission to follow through with the recommendations suggested for the specific learner (SA DoBE, 2014, 2018).

## **2.5 CHAPTER SUMMARY**

School communities should reflect diversity which should be evident within and beyond the school to the broader community. Schools should not be a one-size-fits-all system and there should be engagement and involvement from all stakeholders.

Schools must create an enabling environment where the SMT and SBST, the SGB and the teachers, all work towards a vision and goal of inclusion. Consequently, there must be structure and collaborative relationships between all stakeholders. The leadership role requires an agent of change to bring about the active engagement of all stakeholders. This role is vital and cannot be overemphasised.

In the following chapter, I will take a thorough look at the research methodology, design and approach. I outline and discuss the data collection and analysis procedures. The trustworthiness and ethical considerations related to this study will be carefully examined and discussed.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1 INTRODUCTION

This chapter includes a comprehensive explanation of the research methodology, approach and design. It also comprises a clear explanation of the research site and sample population and the research instruments and data analysis procedures are clearly outlined. This chapter also highlights trustworthiness and the ethical considerations related to this research study. The research process followed an interpretive paradigm, with a qualitative approach to collecting data using a biographical questionnaire and semi-structured interviews (Figure 3.1). This research was undertaken to explore and describe the SMT's perceptions of the implementation of the SIAS process in a mainstream school.

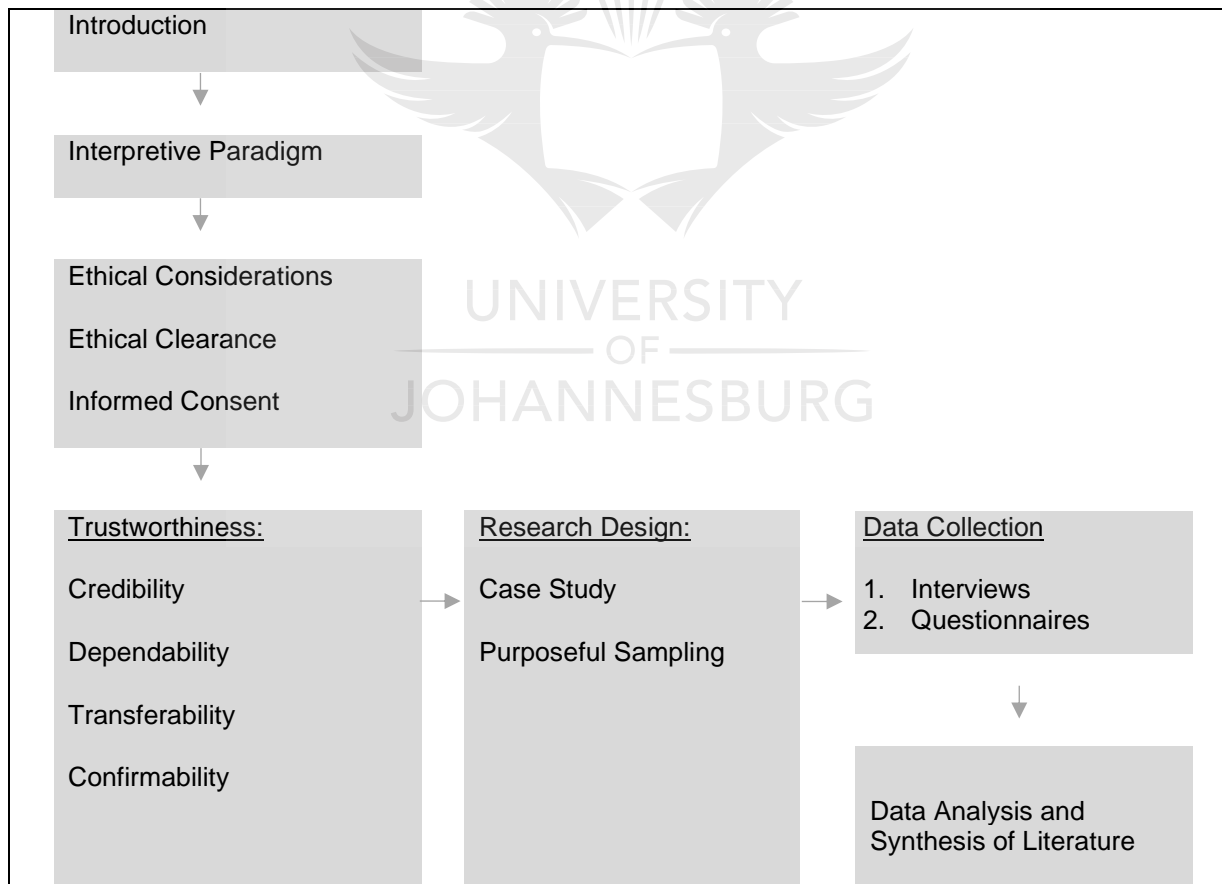


Figure 3.1: Outline of the research process (adapted from Docrat, 2012)



Research methodologies justify the types of problems that are worth studying (Creswell & Tashakkori, 2007; Schwarzt, 2007; Teddlie & Tashakkori, 2009). Research methodologies highlight what forms a challenge that is researchable and what creates a testable hypothesis. Research methodologies guide the researcher with regards to how a problem should be framed, so that the problem can be examined through specific designs and procedures within the research process and direct the researcher on how they should develop appropriate ways of collecting data (Creswell & Tashakkori, 2007; Schwarzt, 2007; Teddlie & Tashakkori, 2009).

### **3.2 RESEARCH PARADIGM**

One method of defining a paradigm is saying that it is a world paradigm. A paradigm is a set of assumptions or beliefs that directs the researcher's review process (Rocco et al., 2003). An interpretive paradigm is used for this study and is my attempt to observe continuous behaviours, processes and interactions in a given setting (Burrell & Morgan, 1979). The interpretive paradigm is put in place to gain a better understanding of the individual's behaviour. An interpretive study uses multiple socially created truths in a systemic process to make sense of human behaviour (Creswell & Creswell, 2018; de Vos et al., 2011; Scott & Morrison, 2005; Vosloo, 2014). The paradigm guides the researcher in the selection of the methods and the assumptions that are undertaken in the research (de Vos et al., 2011; Scott & Morrison, 2005; Vosloo, 2014).

This exploratory study intends to gain an understanding of the SMT's perceptions on the SIAS policy in a mainstream school. An assumption was made that the SMT's perceptions were embedded within their social truths; therefore, I would gain an understanding from attempting to interpret their views. I looked at the SMT's perceptions for this study within a natural setting.

This study undertook a qualitative approach, which was chosen to generate rich data and deepen the understanding of participants' perceptions. The limitation of qualitative research is that it is laborious and time-consuming (Mafuwane, 2011). Qualitative data in a small sample can produce rich and subjective data that has high validity and can be repeated from one setting to another, creating reliability (Mafuwane, 2011).

When conducting qualitative research, the researcher studies a specific phenomenon within its natural setting (Denzin & Lincoln, 2005). The research is done in order to achieve an understanding of the facts in terms of the significance individuals associate with them (Denzin & Lincoln, 2005). Qualitative research does not focus on results that are experimentally examined or measured. Instead, it emphasises the qualities, processes and meanings associated with the research problem (Denzin & Lincoln, 2005).

The objective of qualitative research is for the researcher to immerse themselves in the participants' context and to have direct interaction with the participants in the study (Weinreich, 2009). Therefore, when taking a look at the qualitative paradigm, the researcher becomes a tool of data collection. As an effect of this, the findings from the research study could differ considerably based on who conducted the research (Weinreich, 2009). In this study I immersed myself into the participants' context. Through our interactions and being a tool of data collection, I attempted to gain an in-depth understanding of the SMT's perceptions of the SIAS process.

Qualitative inquiry incorporates using different methods of collecting data, especially interviewing the participants (Mafuwane, 2011). An inductive approach is then utilised to analyse the raw data, taking the main concepts to form the themes of the study (Mafuwane, 2011).

### **3.3 RESEARCH DESIGN**

The research design is a specific type of inquiry used when conducting research. In this study, qualitative research was used, which gives specific direction for procedures to be used (Creswell & Creswell, 2018). Denzin and Lincoln (2011) refer to a research design as the strategies of inquiry.

Qualitative research is an approach that explores the meanings and understandings individuals accord to a problem (Creswell & Creswell, 2018; Creswell & Poth, 2018). It contributes to theory and practice. Qualitative designs vary significantly, they are flexible, and its strategies can change, unlike quantitative research that is uniform in structure (McMillan & Schumacher, 2014). Since qualitative designs are flexible, it allows one to

be able to be immersed in the context of the participants. Qualitative designs differ when one looks at their assumptions around the nature of knowledge, the field that they intend to study, the philosophies and frameworks (McMillan & Schumacher, 2014).

In this study, a key characteristic that played an essential role in choosing qualitative research over quantitative research, was that qualitative research takes place in its natural setting, so there is no manipulation of the behaviour or setting (Creswell & Poth, 2018). Qualitative researchers say that one's behaviour is understood the best when it happens without external control or restrictions (McMillan & Schumacher, 2014). Qualitative researchers assemble immediate information by speaking honestly to people and witnessing them conduct themselves within their context (Creswell & Poth, 2018). It focuses on context sensitivity. Qualitative researchers believe that human actions are influenced by the setting in which it occurs (McMillan & Schumacher, 2014).

With qualitative research, it is also essential for the researcher to get the data straight from the source (McMillan & Schumacher, 2014). When researching this way, there will be a rich narrative description which is important to qualitative researchers, as the detail is crucial to them. Emphasis is also placed on the process, as it is essential to form a picture from the information you have received and not the other way around (McMillan & Schumacher, 2014).

The researcher's primary goal is to try and understand the interviewees' point of view through their eyes (McMillan & Schumacher, 2014). Both these research methods have a plan for conducting research, but with qualitative research the design is emergent. The researcher enters the field as if they know very little about the study, and therefore, they do not usually have a precise research design (McMillan & Schumacher, 2014); whereas with quantitative research, the researcher wants to create a connection between the variables they are measuring (McMillan & Schumacher, 2014). Another positive aspect with regards to qualitative research, is that the researcher becomes absorbed into the social situation, whereas in quantitative research, the researcher is distanced as they use instruments. Qualitative researchers tend to focus on multiple realities instead of a single reality like in quantitative research (McMillan & Schumacher, 2014).

It is essential to understand that a case study examines a single entity (Creswell & Poth, 2018). Case study research requires the analysis of a case (or cases) contained by an actual, present context or setting (Yin, 2016). It focuses in-depth on a bounded system over a specific period (Creswell & Poth, 2018; McMillan & Schumacher, 2014). In this study the case consisted of five SMT members at one research site, a mainstream school that caters for learners with special needs.

With a case study design, the data collection usually is extensive and diverse depending on the exact questions and situations (Yin, 2016). This study will be an instrumental case study as it provides understanding into a definite phenomenon. The focus in this study was on an in-depth understanding of a specific topic (Creswell & Poth, 2018; McMillan & Schumacher, 2014) as I looked at how the SMT's perception of the SIAS process influenced the implementation of the SIAS policy.

According to Yin (1989, in McMillan & Schumacher 2010) the reason why case studies are useful in qualitative research, is that they give one a full understanding of a single phenomenon. A case study is flexible, and it permits one to study a phenomenon within its usual context (Creswell & Creswell, 2018; Creswell & Poth, 2018). By using semi-structured interviews, it can give one "thick descriptions". This means that it offers specific detailed explanations of a specific situation instead of giving a broad-spectrum of results (Peters et al., 2007). In this study, I wanted to understand how the SIAS policy was implemented from the perspective of the SMT in a particular school.

### **3.4 RESEARCH SITE AND PARTICIPANT SELECTION**

When conducting research, judgments and decisions should be made with consideration regarding who or what will be sampled for the study, what specific form of sampling will be used, as well as how many sites or participants the sample will consist of (Creswell & Poth, 2018).

For this study, purposive sampling was used. When using purposive sampling, three primary considerations should be taken into account. Namely: deciding who the participants will be and what site will be used for the study and the sample size that will

be studied (Creswell & Poth, 2018). I purposively selected the participants and the site, since the participants and the site could purposively enlighten an understanding of the primary phenomenon and research problem within the study.

Purposive sampling was a suitable technique to use in this study to explore and understand the SMT's perceptions of the SIAS policy in a mainstream school. The site sample size consisted of one school. The province selected for the research was Gauteng, as this province has the most mainstream schools functioning as FSSs (Statistics South Africa, 2016). This specific government school is in the Ekurhuleni district near an informal settlement. There are 988 learners in the school and 39 staff members. Schools find it challenging to implement inclusive education as they are under-resourced (Ally & McLaren, 2016). This is relevant to the context where the research was conducted as the majority of the learners come from a disadvantaged, under-resourced community, therefore making the SIAS policy difficult to implement.

The SMT was purposively selected to participate in the study as the study aimed to understand the influence of management's perceptions on the implementation of the SIAS policy, as well as on other stakeholders. The SMT sample size originally consisted of six participants which were, the principal, the deputy principal and the four HoDs of the school. All of the SMT members were asked if they would be willing to participate in the study. Since the study was voluntary, after completing the questionnaire, one HoD decided that they did not want to further participate in the study. Therefore, in the end the sample size consisted of only five participants. The five participants had all been working at this school for between 12 and 22 years and were between the ages of 45 and 65 years. The home languages consisted of Afrikaans, English and Setswana. The participants who were involved in the study were from the African, Indian and White population groups, thus being representative of the general population. There was one male and four female participants.

### 3.5 DATA COLLECTION

The procedure for research includes developing questions and techniques, where data is collected in the participants' context. Thereafter, data analysis is done for associated themes to emerge and the researcher makes links to possible understandings that could be drawn from the raw data (Creswell & Creswell, 2018).

Data collection anticipates ethical challenges engaged in securing consent, performing an excellent qualitative selection approach, creating methods for recording information, acting in response to challenges as they occur in the field, and keeping the data secure (Creswell & Poth, 2018). Before data collection begins, the sites or participants need to be selected, and judgments made regarding the truly suitable data collection methods (Creswell & Poth, 2018).

Qualitative researchers wish to collect data from further sources (Creswell & Poth, 2018). To manage data collection, procedures are created for recording the data and the forms for recording the data, such as interviews are tested. The researcher requires awareness of issues around data collection, called field issues, which might be a dilemma, such as having inadequate data, needing to leave the field or site prematurely, or adding to missing data (Creswell & Poth, 2018). Ultimately, a qualitative researcher must determine how they will preserve the data so that they can be found and protected from loss or damage (Creswell & Poth, 2018).

The data collection techniques used in this study were interviews and completing a questionnaire. A case study design uses multiple sources of data to generate rich information to enlighten the research question (Creswell, 2014; de Vos et al., 2011; McMillan & Schumacher, 2014; Saunders et al., 2015;). I decided to use individual, semi-structured interviews and a qualitative questionnaire in an attempt to gain an understanding of the SMT's perceptions of the use of the SIAS policy in their school.

### **3.5.1 Semi-structured interviews**

Interviews of differing schedules exist such as guided interviews, informal interviews, and open-ended question interviews and varied kinds of interviews occur, namely unstructured, semi-structured and structured interviews (Creswell & Creswell, 2018; Creswell & Poth, 2018; McMillan & Schumacher, 2014). The interviews I used in this study were semi-structured (Appendix B).

An interview is noted as “knowledge constructed in the interactions between the interviewer and interviewee” (Brinkmann & Kvale, 2015, p. 4). The interviews in this study were conducted directly with participants and took the form of a two-way discussion. The objective of the interview is that it “attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experience, to uncover their lived world” (Brinkmann & Kvale, p. 3). When using semi-structured interview techniques, the questions are formulated in such a way that the interviewee can respond as they wish, meaning that there are no specific responses set out for them (Creswell & Creswell, 2018; McMillan & Schumacher, 2014). Semi-structured interviews usually consist of open-ended questions, although the intent is clear and have a set of pre-arranged questions concentrating on answering the research question. They also adhere to a basic interview schedule (Creswell, 2007; 2014; Maree, 2011; McMillan & Schumacher, 2014). In this study a semi-structured interview schedule was used in the individual interviews (Appendix B).

### **3.5.2 Questionnaires**

Questionnaires are renowned for being utilised for exploratory research, and they are also a respectable way of connecting and discovering the relationship between aspects inside the research (Creswell & Creswell, 2018). Questionnaires involve a decreased amount of time and are also a decent source of secondary information (Creswell, 2007; 2014; McMillan & Schumacher, 2014). Questionnaires are valuable for obtaining biographical data on participants, and acquiring information on language, practices, and mindsets (Codó, 2019).

In this study, questionnaires were used as my secondary data collection method (Appendix B). The questionnaires were used to collect data from the SMT members. Each questionnaire would take approximately 15 to 20 minutes to complete. The questionnaires were given to the SMT members to complete and fill out at their convenience. Once they were completed, I collected them from the school. The questionnaire had open-ended questions inquiring about participants' perceptions, and close-ended questions that gathered demographical and biographical information. I used the information gained from the questionnaires to support the interview data.

### **3.6 DATA ANALYSIS**

Data analysis in qualitative research involves planning and arranging the information for analysis (Creswell & Poth, 2018). It entails organising the information, organising an initial read-through of the databank and then sorting the information into smaller sections by assigning codes, only keeping relevant data; once the data is reduced, themes are developed and lastly, once interpreted, the data is represented (Creswell & Poth, 2018). These steps are connected and form a spiral of approaches all related to the examination and depiction of the data (Creswell & Poth, 2018). The data collection steps involve creating limits for the research via sampling and participation, gathering data through semi-structured interviews, as well as designing the procedure for recording information (Creswell & Creswell, 2018).

TCA is an expressive arrangement of qualitative data that is restricted to textual data. It portrays the thematic subject matter of an interview transcript by acknowledging shared themes within the data that one wants to analyse (Anderson, 2007). It is achieved by means of coding to make meaningful patterns. There are different steps involved in doing TCA. These steps are: making yourself familiar with the data, coming up with initial codes, then looking for specific themes amongst the codes, then reviewing the themes, defining and naming them and lastly producing the final report (Braun & Clarke, 2006).

According to Ely et al. (1997, in Braun & Clarke, 2006), even though there are steps which one follows when doing TCA, one needs to remember that it is not always a linear process where the researcher moves from one step to the next. What really happens is that one



moves back and forth continuously through the steps. TCA is a progression that develops over a period of time (Braun & Clarke, 2006).

Triangulation, which is the use of multiple sources of data to corroborate findings, is a primary approach used in data analysis (Braun & Clarke, 2006; Creswell & Creswell, 2018, McMillan & Schumacher, 2014; Yin, 2016). With qualitative data, a researcher needs to analyse the text by not only reading through it but understanding it in the context of the research questions. Answering the research questions involves inductive reasoning, identification of patterns for comparison and an attempt to avoid errors, incorrect conclusions and inferences based on personal opinion (Creswell & Creswell, 2018, McMillan & Schumacher, 2014). Qualitative analysis involves analysing a blend of information that is both abstract and observed or experienced by participants and the researcher (Creswell & Creswell, 2018, McMillan & Schumacher, 2014; Yin, 2016).

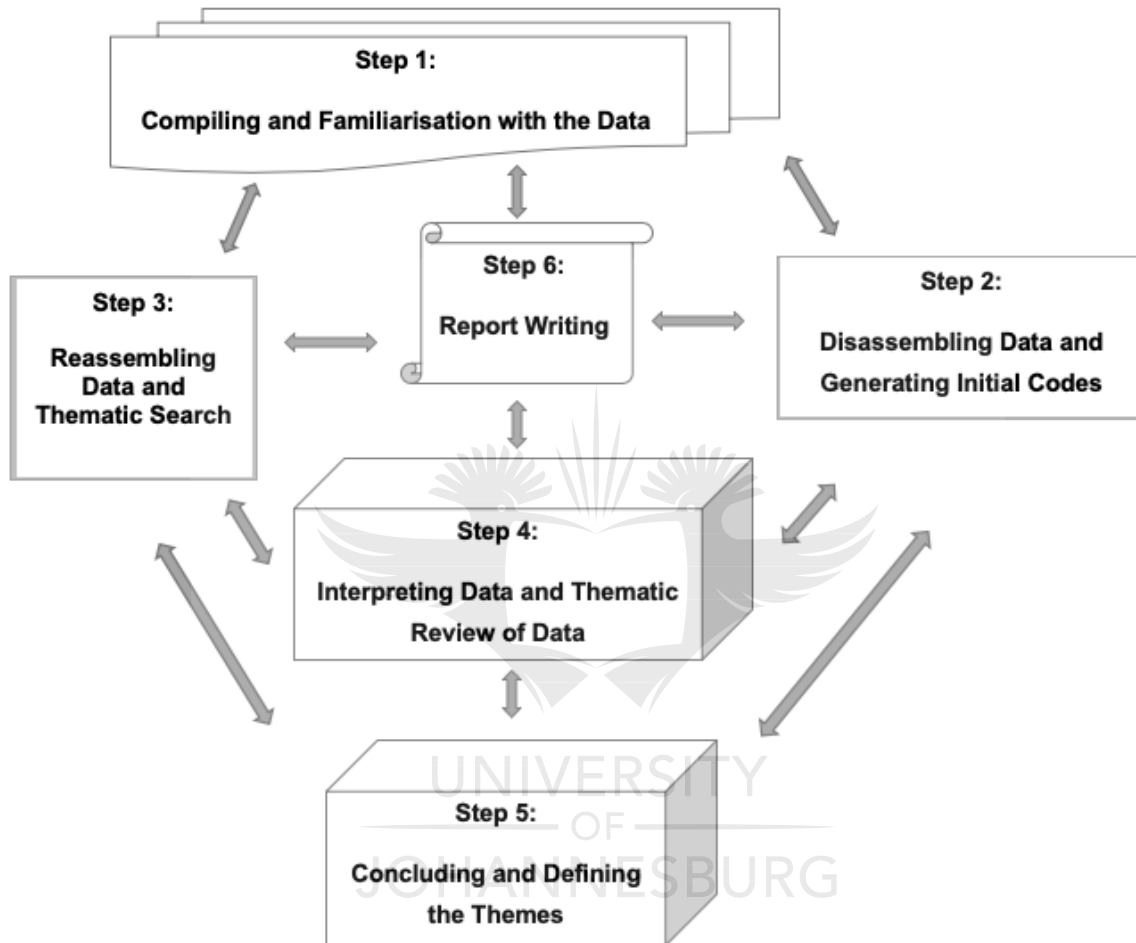
Other researchers such as Yin (2011), introduced a Five-Phased Cycle for data analysis, namely: Compiling, disassembling, reassembling, interpreting and concluding. A six-step framework was developed by Braun and Clarke (2006) and generally follows the following steps: Familiarisation of data, generating initial codes, a thematic search, defining themes and report writing. In my research, I combined these steps when analysing the data and used six steps.

During the data analysis procedure, the researcher should continuously be asking themselves the following and other related questions, which should be part of the whole analytical procedure and its steps: What are the distinguishing characteristics of my data; how might the collected information relate to the original research questions; and are there possibly new understandings that have surfaced? (Yin, 2016).

The researcher should follow a specific instructional manual that makes the process methodical (Yin, 2016). This analytical procedure will ensure that it is clear what needed conclusions from the research should be extracted and then to write these up (Yin, 2016).

The figure below depicts the complete cycle and its six steps which is a combination of Yin (2016) and Braun and Clarke (2006), with the arrows displaying the sequences

among the steps. The reciprocal arrows imply that the researcher can anticipate going back and forth between the steps numerous times. In its entirety, the figure indicates how analysis is likely to take place in a non-linear fashion (Braun & Clarke, 2006; Yin, 2016).



**Figure 3.2: Six steps of analysis and how they interact with each other (adapted from Yin, 2016 and Braun & Clarke, 2006)**

### **3.6.1 Step 1: Compiling and Familiarisation with the Data**

The formal analysis of this study commenced by compiling and categorising the field notes collected from participants and formally coordinating all the data in some practical order (Appendix B). The finalised compilation may be regarded as a database (Yin, 2016).

During step 1, it is crucial to become immersed in the data and the researcher needs to understand the data in-depth (Braun & Clarke, 2006). The purpose is to arrange qualitative data systematically before formally analysing it (Yin, 2016). Once the recordings have been transcribed, the researcher needs to re-read these verbatim transcripts, as re-reading should be extremely analytical and might take a long time (Yin, 2016). One cannot view coding as thorough data analysis as it only serves as a starting point to organise data in order to see and recognise themes that present from the data (Creswell, 2007; Saunders et al., 2015; Yin, 2016). For this specific study, I compiled the data by transcribing the interviews and relevant information from the questionnaires. I also constantly refamiliarised myself with the data and re-reading was a vital activity for me. I checked the recordings repetitively to make sure that I was familiar with the data which was collected.

### **3.6.2 Step 2: Disassembling Data and Generating Initial Codes**

In the second step of data analysis, the researcher needs to deconstruct the data into smaller pieces of data and start setting up the initial codes from the information, which could be regarded as the disassembling process (Yin, 2016). The disassembling process could (but does not have to) be complemented by allocating new codes or labels to the bits of data (Yin, 2016). The disassembling process may be part of a trial-and-error procedure that tests and refines labels, explaining the multi-directional arrows between these first two steps (Yin, 2016). This step is based on patterns of disassembled items, rearranging the pieces of data into different categories and sequences than may have been in the original data (Yin, 2016). Tuckett (2005, in Braun & Clarke, 2006) states that in this section of the analysis, one starts to establish the information into meaningful categories. However, one's coded data will be different from the components of analysis (one's themes) that are usually wider. Once the data was made digital, I re-read and rearranged it into different colour categories. I colour coded the data in order to highlight similar information (Appendix B). In this study, I repeated this process more than once to ensure that the data was looked at vigilantly.

**Table 3.1: Example of initial coding and labels identified in the study**

INITIAL CODES	LABELS
ORANGE	Positive and negative aspects associated with the SMT
BLUE	Information related to SIAS Policy, administration and training
PURPLE	Impact of personal perception on stakeholders
GREEN	Personal perception of the SIAS policy
PINK	Interesting information

### 3.6.3 Step 3: Reassembling Data and Thematic Search

The third step could be regarded as the re-assembling and thematic search process (Braun & Clarke, 2006; Yin, 2016). The re-adjustments and the re-combination may be aided by illustrating the data graphically or by displaying the data into lists or putting the information onto a spreadsheet (Yin, 2016). Again, the multi-directional arrow suggests that the re-assembling step may occur more than once (Yin, 2016).

When the researcher gets to step 3, they arrange the codes into possible themes (Braun & Clarke, 2006). I did this by taking all the data that was relevant to each possible theme and slotting it together. I grouped the themes as well as sub-themes together, taking note of the specific data that had been coded to them (Appendix B).

#### **3.6.4 Step 4: Interpreting Data and Thematic Review of Data**

The fourth step included using the re-assembled data to generate a narrative, with accompanying graphs and tables where applicable, that would form a crucial part of the analytic procedure when writing the final research report (Yin, 2016). This step could be regarded as interpreting the re-assembled data and the preliminary interpretations could lead to the need to recompile the information in a new way, or to disassemble or re-assemble the information (Yin, 2016). The researcher improves the themes and could end up moving information around (Braun & Clarke, 2006). This step is used to document the researcher's understanding of the data (Creswell, 2007; Saunders et al., 2015; Yin, 2016). Consequently, it is vital that a comprehensive manuscript is drawn up to explain the themes, what similarities and differences present themselves, and how the data was understood (Creswell, 2007; Saunders et al., 2015; Yin, 2016). In this step I focused on interpreting the re-assembled data so that I could see what story my participants were telling (Appendix B). By looking at what they said, I could pick up on the similarities and differences within the data.

#### **3.6.5 Step 5: Concluding and defining the themes**

The fifth step could be regarded as one of concluding as it requires conclusions to be drawn relating to the entire research (Yin, 2016). These conclusions may be connected to the analysis in the fourth step and throughout all the other steps of the process (Yin, 2016). The researcher looks at what each theme is about and also focuses on the overall themes and defines what aspects each theme holds (Braun & Clarke, 2006). By now it is clear that the process of data analysis is non-linear and has a recursive and iterative relationship and that the data analysis process takes place over an extensive period of time (Yin, 2016). Conclusions concerning the data were written up based on the information I obtained from step 5 as well as the previous steps (Appendix B).

#### **3.6.6 Step 6: Report Writing**

Step 6 starts when the researcher has fully set out all the themes (Braun & Clarke, 2006). This step includes the closing analysis and write-up of the findings, which is typically the

endpoint of the research (Braun & Clarke, 2006; Maguire & Delahunt 2017). The purpose of the report that is written, is to convey the story of the data in a manner that persuades the reader of the value, worth and validity of the research (Braun & Clarke, 2006). In this study, the report revealed the significance of conducting this research and a thorough explanation of the study was elaborated on in this research. I conceptualised the categories from the raw data into codes and themes and reported my findings in this written document.

### **3.7 TRUSTWORTHINESS**

Qualitative research focuses on the trustworthiness of data (Devault, 2019). Lincoln and Guba (1985, in Nowell et al., 2017), state that trustworthiness is a way a researcher can convince themselves and their readers that the research conclusions are worthy of consideration. If trustworthiness is the main focus, one's research will be valid and reliable (Lincoln & Guba, 1985).

The concept of data trustworthiness has been redefined by looking at the following four components: Credibility, transferability, dependability, and confirmability (Devault, 2019; Lincoln & Guba, 1985).

#### **3.7.1 Credibility**

Credibility is the first criterion that must be established. Credibility is concerned with the aspect of truth-value (Lincoln & Guba, 1985) and is seen as the most important criterion in establishing trustworthiness (Statistics Solutions, 2017). Credibility looks at the fit between the participants' views and how the researcher represented them (Tobin & Begley, 2004).

In this study I used five strategies to ensure the credibility of the findings. Firstly, debriefing took place in order to offer an external check on the research process which increases credibility (Lincoln & Guba, 1985). After the interviews were conducted, the interviewee and I discussed how the interviewee felt about the interview. Secondly, throughout the research process, notes were kept and were carefully analysed.

Discussions also occurred between the interviewee and me to make sure that the findings were accurate. Thirdly, the comprehensiveness of the data was emphasised through member checking (Lincoln & Guba, 1985; Terre Blanche et al., 2006). The interview transcripts were given to the participants for them to check and make comments on. The next strategy was having regular meetings with the research supervisor, so as to reduce possible researcher bias (Korstjens & Moser, 2018). Lastly, referential adequacy was also examined as a way of verifying the initial findings and interpretations alongside the raw data (Korstjens & Moser, 2018). I examined the characteristics of the data by creating codes, developing key concepts and categorising the information. I continuously analysed the data, theorised about the data and reviewed the concepts that emerged from the data and achieved this by regularly reading and re-reading the data. The data was reviewed until I found that I had obtained the anticipated depth of insight.

### **3.7.2 Dependability**

It was of critical importance that I made sure that the research process was logical, traceable, and carefully documented in order to attain dependability (Tobin & Begley, 2004). This is necessary because if one's readers can examine the research process, it enables them to better judge whether the research is dependable (Lincoln & Guba, 1985).

Recognising that this research really took place and that one can depend on it was vital. In this study, the research took place in the second and third school terms of 2019. I visited the school on more than one occasion and kept track of this study in a diary (Appendix C). I also made sure that the transcripts were available and that the findings were consistent.

### **3.7.3 Transferability**

Transferability is concerned with the aspect of the applicability of your findings and its generalisability (Lincoln & Guba, 1985; Tobin & Begley, 2004). It is a researcher's responsibility to offer a 'thick description' of the participants and the research proceedings, which enables the reader to evaluate whether the findings are transferable and can be generalised to their own settings and sites (Peters et al., 2007; Nowell et al.,

2017). This indicates that the reader, and not the researcher, constructs a transferability judgment because the researcher does not know their specific settings (Korstjens & Moser, 2018).

Other researchers should be able to compare this data with their own contexts and come to similar conclusions, which means the researcher has a responsibility to accurately report the findings from the data (Docrat, 2012). I wrote 'thick descriptions' detailing this study and the findings, so that other researchers will be able to duplicate this study if needed.

### **3.7.4 Confirmability**

Neutrality is an essential aspect of confirmability (Lincoln & Guba, 1985). Confirmability is concerned with showing how the interpretations and conclusions were derived from the obtained data by the researcher (Tobin & Begley, 2004). According to Guba and Lincoln (1985, in Nowell et al., 2017), confirmability is confirmed once credibility, transferability, and dependability are accomplished. It was vital that the inter-subjectivity of the data was secured in this study and that the focal point of the interpretation process was fixed on the process of data analysis (Korstjens & Moser, 2018). The interpretation of the data was not built on my own views and preferences, but was based on the obtained data.

As stated previously in this chapter, I disassembled and re-assembled the data more than once during the data analysis process, to ensure that the data presented was unbiased and accurate. I also checked the transcripts to make sure they did not include errors and ensured that consistent coding was used. I aimed to achieve this by continually comparing the data and the codes, which is an essential step to confirm that the data has been thoroughly and cautiously analysed. The documentation of the analysis procedures will be kept for two years once this study is concluded for review to ensure confirmability.

## **3.8 ETHICAL CONSIDERATION**

The ethical issues that are required to be considered or predicted in research are extensive, and awareness of these issues need to be shown through the research



procedure (Creswell & Creswell, 2018; Creswell & Poth, 2018). There are many ethical issues that should be addressed, such as privacy, the anonymity of the participants, voluntary participation and withdrawal, informed consent, and confidentiality (Creswell & Creswell, 2018; Creswell & Poth, 2018).

Considerations regarding ethical issues need to be thought of throughout the research process. Attention should be given to these issues prior to conducting the research; at the start of the study; throughout data collection and data analysis; and in reporting the data, distribution of the data, and storage (Creswell & Creswell, 2018; Creswell & Poth, 2018).

Prior to conducting the research, I obtained approval from the Gauteng Department of Education (GDE) giving me permission to conduct the research (Appendix A). I also had to apply for ethical clearance from the Faculty of Education Ethics Committee of the University of Johannesburg (Appendix A). Once these approvals were given, I handed out a letter of consent to the five participants. A concise explanation of the research was given to the participants (Appendix A).

The research that took place was done according to the following ethical guidelines.

### **3.8.1 Privacy**

In this study I asked myself how this specific study would protect the anonymity of the participants. A vital component of a research involves protecting the participants (Creswell & Poth, 2018). Masking the participants' names is done in order to avoid the inclusion of identifiable data and the earlier this is done in a study, the better (Creswell & Poth, 2018). I masked the participants' names and protected the anonymity of the participants by assigning labels to them; this in turn protected the identities of the participants (Creswell & Creswell, 2018; Creswell & Poth, 2018).

### **3.8.2 Voluntary**

I gave the participants detailed information about the study before it commenced. Transparency in research is vital (Creswell & Creswell, 2018; McMillan & Schumacher,

2014; Yin, 2016). The research process must be clearly outlined for the participants. I made the participants aware that they could withdraw from the research at any point without fear of any consequence or penalty (Creswell & Creswell, 2018; McMillan & Schumacher, 2014; Yin, 2016). The participants were not forced into signing the consent forms and participation in this study was explained as a voluntary process. I also clarified the instructions for the consent form so that the participants could determine if they did not want to participate in the study (Creswell & Creswell, 2018; Mafuwane, 2011). Originally, the study would have consisted of six participants, but after the procedure was explained and the questionnaires were completed, one of the HoDs withdrew from the study and the study commenced with the remaining five participants.

### **3.8.3 Consent**

The participants were given a thorough description of what the research aim was, what the participants' and my specific role and responsibilities were in the process of gathering data, as well as what the participants' rights were related to the research (Creswell, 2007; McMillan & Schumacher, 2014; Yin, 2016). I communicated this to the participants by using a formal letter of consent.

Another essential aspect of the research was to gain consent from the participants to audio record the interviews (Yin, 2016). The important rule is to understand that, regardless of the situation, all researchers should make sure that they have obtained consent from the participants (Yin, 2016). On the original consent forms the participants were required to tick a box if they gave consent for me to audio record their interviews (Appendix A). However, before conducting the interviews, I asked the participants again if they were happy for the interview to be recorded. The participants had no complaints, and all gave verbal consent. As a result, I was allowed to record the conversations.

### **3.8.4 Confidentiality**

Confidentiality refers to managing information regarding the participants in a confidential way (Mafuwane, 2011). The participants of the study were guaranteed that their names and the name of their school would be kept confidential (Mafuwane, 2011). Therefore,

the names of the SMT members and the specific school were protected in this study. The participants and school's information were safeguarded from the beginning of the research process to the end and all the names and identifiers were substituted with codes, primarily letters and labels.

### **3.8.5 No harm**

I had to make sure that the participants did not disclose any information that would cause harm to the other participants (Creswell & Creswell, 2018). The participants' well-being was a priority (Creswell & Creswell, 2018). If any incidents occurred that could have caused harm or pain in any way, the participants would have been referred to a psychologist for counselling. This, however, was not necessary in this study, as no harm was caused.

## **3.9 CHAPTER SUMMARY**

Chapter Three discussed the research methodology, design, approach and paradigm of the study. The interpretive paradigm and case study design were discussed as the appropriate selection for this study. The selection process was examined, and it was noted that the school and the participants were purposively selected. Semi-structured interviews and questionnaires were used to collect the data. A TCA was combined and followed in the data analysis procedure. The chapter concluded with detailed discussions on the trustworthiness and ethical considerations related to this study. Chapter Four will look at the emerging themes and findings of this study in detail.

## CHAPTER FOUR: EMERGING THEMES

### 4.1 INTRODUCTION

Chapter Four is a detailed representation of the emerging themes deduced from the raw data, which includes verbatim responses from the participants. The themes were identified as stakeholder communication, procedural effectiveness, and special needs support. These themes answered the primary research question, which was to determine what the SMT's perception of the implementation of the SIAS process in a mainstream school was. They also answer the secondary questions, ascertaining how the SMT's perception of the SIAS policy impacts on the implementation of the policy; how the SMT's perception of the SIAS policy impacts on the teachers' willingness to implement the SIAS policy; according to the SMT's perception, how effectively is the SIAS policy currently being implemented; and how the SMT perceives the impact of the SIAS policy on the stakeholders.

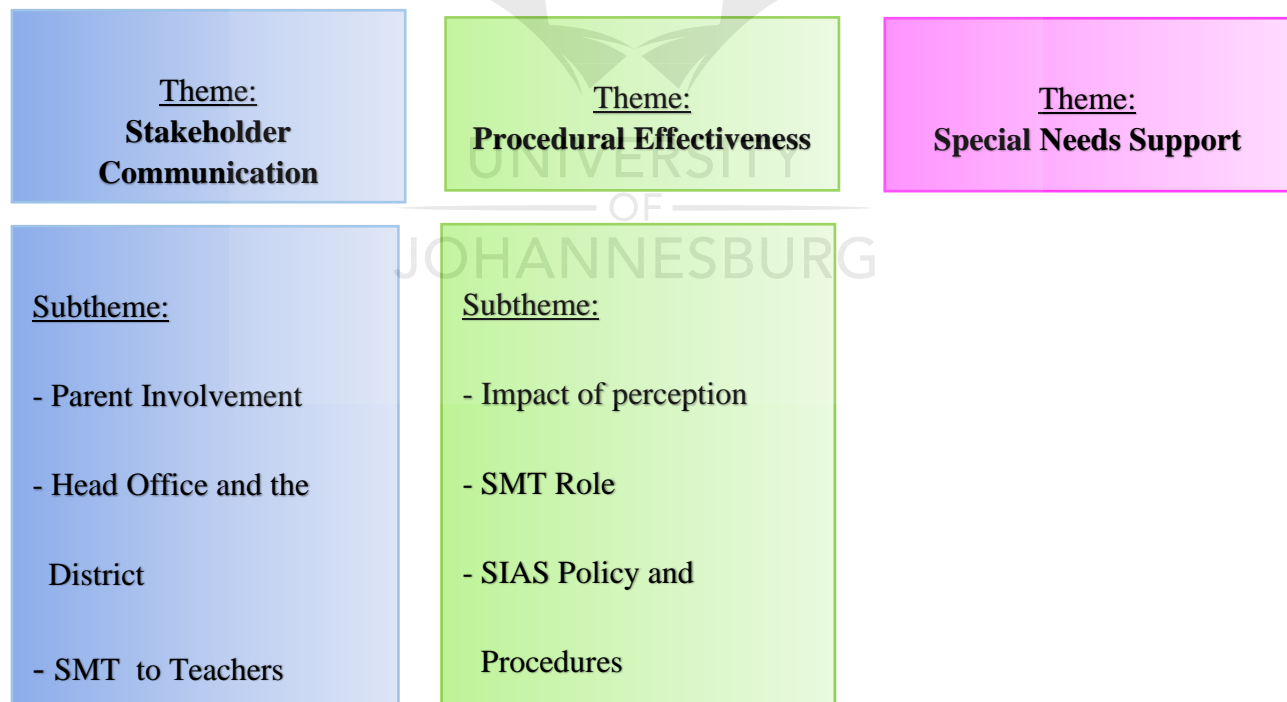


Figure 4.1: Highlights the themes and subthemes of this study

Through the analysis of the data, important aspects relating to stakeholder communication, procedural effectiveness, and special needs support clearly emerged (Figure 4.1). From the analysis of the data collected for this study, it was evident that the SMT's perceptions of the implementation of the SIAS process in a mainstream school have a close relationship with the above emerging themes.

In essence, stakeholder communication relates to the communication between the school and the parents, communication between the DoE district office and head office, and lastly, the communication between the SMT and the teachers in the school. The importance of communication is consequently highlighted.

Procedural effectiveness is of vital importance when implementing the SIAS policy, as this theme notes the impact of the SMT's perceptions on the teaching staff. The data pointed to what makes an effective SMT, as well as what makes for positive policy implementation with a particular focus on the SIAS policy.

The final theme related to special needs support, in particular, policies and procedures to support learners with special needs within a school context that relate to the SIAS policy. Beyond this support, methods for LSEN learners in specific contexts are identified.

The section below discusses all the themes and subthemes in detail.

## **4.2 THEME 1: STAKEHOLDER COMMUNICATION**

### **4.2.1 Parent Involvement**

The results indicated that the SMT's perceptions of parent involvement are that parent involvement is lacking. However, in the same breath, they commented that parent functions are well attended. SMT 5 noted that they "*have parents' meetings once a term*" (L325-326) and also mentioned they have "*a speaker twice a year*" (L331). The same sentiment was echoed by SMT 4 who stated that "*if we had the parents' forum and we said we are going to do a talk about 'nutrition' they here and listen*" (L200-201).

SMT 5 stated that the “*district to come and talk to parents on how to be good parents and how to monitor homework, how to make sure your child is safe, how to deal with bullying, how to deal with phones and tablets*” (L327-329).

However, SMT 5 asserted that the “*involvement from the parents’ side can be better*” (L337) and said: “*I don’t believe in fighting with parents*” (L336) and “*we don’t deal with them in a confrontational manner*” (L334). SMT 3 also felt that they “*involve parents in everything*” (L103-104).

Forms of involvement were noted by SMT 3: “*We send out 2 weekly newsletters. And some of the lower grades has WhatsApp groups that we send messages to when necessary, we’ve got message books*” (L102-103). SMT 2 indicated that “*if we could get support from home, then that is good*” (L216). SMT 2 also agreed that “*parents should be involved*” (L339) and “*they should understand where you are going*” (L187-188). “*Parents are aware of it, most of the time, they are aware of what is happening*” (SMT 2, L191).

SMT 1 explained that the “*biggest problem, parental involvement, we don’t have as much*” (L247) and that “*there are some parents that are fully involved, majority are not*” (L243). “*The only time we do get to see parents is if we call them in*” (SMT 1, L245).

It is apparent from the above, that there are varying understandings of what involvement is, with regards to the parents. Some SMT members stated that parents attend the parent mornings and functions, yet other SMT members stated that there are some parents who attend but that the majority do not. There was, however, a consensus among the SMT members on the lack of involvement from the parents. The above comments indicate that the SMT does note positive parental involvement concerning the attendance of school functions. Nevertheless, I believe what they are really seeking is more than just parental involvement. The SMT members stated that the only time that they see parents is when they call them in. Moreover, they noted that parents should know their child has a problem. This, in my opinion, indicates that there is an underlying concern from the SMT that the parents do not always acknowledge that their child has challenges.

SMT 1 stated that one challenge is that *“a lot of them come from the working-class environment”* (L243). SMT 3 also noted some challenges as being that *“they leave at five o’clock in the morning and the child gets on to the taxi ... mommy comes home tonight seven eight o’clock so there not really much time for the parents to be involved”* (L113-115). It is *“not that they don’t want to it’s just the circumstances”* (SMT 3, L115).

SMT 2 explained that *“the only time they will see ... the child will be on the weekend”* (L214); in addition, parents tell their children, *“they’ve got commitments, they’ve got things to do that they will tell the child straight. This is your schoolwork do your schoolwork. So that is a challenge at home”* (L215-216).

SMT 3 noted that some *“limitations is that some parents do not really understand fully, some do not read with understanding”* and that some *“parent does not really understand the language fully”* (L108-110). SMT 2 described the situation many children find themselves in: *“You find that child stays with granny, granny cannot read, granny cannot write. How do parents help at home? There’s no support at home. Also, child stays with mother and father ... mother and father not educated. How are they going to support the child in that. You have a fairly serious challenge on that one”* (L211-214).

Another challenge raised by SMT 5, is that there *“a large number of single parents, moms”* and *“dads are not involved at all. We have a large number of grandparents raising our children ... I don’t know how they do it – parents where mom and dad and granny and granddad are all unemployed”* (L342-344). For SMT 2, *“sometimes you find the teachers are becoming parents”* (L218).

SMT 5 explained further: *“In the sense of, we have lots of children they have problems academically, but the problems are not as a result of intelligence, lack of intelligence. It’s how they were raised. Uninvolved parents. It’s a system ... systemic of our country, of the world”* (L242-244).

*Parents are so busy making a living and put bread on the table they do not have ... they don’t have the skills either. Because they didn’t have ... that example. So what*

*example do they follow ... it's a result of our country's history, unfortunately, but we are trying to, to just sort of negate those problems. But it's an ongoing battle (SMT 5, L245-248).*

SMT 5 highlighted the fact that there is a systemic problem within this particular school related to the socio-economic status of the families in the system. Some of the aspects that are noted by the SMT as challenges are that many of the children come from working-class families. This has a significant impact on the involvement of the parents, as the school finds that many parents leave their homes early and come back late from work. There is also limited support at home when it comes to homework. What was highlighted is that the education level of the members of the family is limited, which also affects their involvement in homework. Parents also seem to be misinformed with regards to their responsibility with regards to homework and school involvement in general. The school is in a position where it is taking on more responsibility for learners than it is meant to. From the above, the school and the teachers seem to have become substitute parents for the learners. I believe the school may benefit from more engaging communication between itself and the parents to clarify the boundaries and to resolve them in a joint effort.

What is highlighted in theory by Ferlazzo (2011) is that there is a difference between parent involvement and parent engagement. Parent engagement is defined as parents and the school working together to improve and support the education, growth, and health of the learner (APA, 2020). It is seen as a shared responsibility where the school is committed to connecting and engaging with parents in a meaningful way (APA, 2020). Parent involvement is noted as being the first step to parent engagement and revolves around the parents' responsibilities, attending school functions, helping with homework and being a parent to their child ("How parental involvement", 2014).

There are practical steps that can be taken to improve parent engagement, namely giving parents contact details early in the year where they are free to ask questions; provision of opportunities to engage with teachers; guiding parents with shared goals and vision, and trying to address scheduling conflicts that make it hard for parents to participate ("How parental involvement", 2018). Poor parent engagement is related to poor



communication which was also highlighted by the SMT members.

Gümüş et al. (2013) state that parental engagement contributes positively to effective schools, effective teaching, and effective learner education. They present the argument that the socio-economic status of parents is ultimately the most significant determining factor of parental engagement (Gümüş et al., 2013). Socio-economic factors such as parents' level of education and family income impacts on parent engagement (Gümüş et al., 2013), which is what the SMT is experiencing in this particular school. Gümüş et al. (2013) indicate that it is important for schools that have low income or uneducated parents to take this into consideration and to pay careful attention in the development of approaches to improve parent and school collaboration. This is also echoed on Waterford.org ("How parental involvement, 2018), which states that schools need to come up with ways of combatting challenges to decrease the impact of conflicting issues. For example, parents are receiving communication through newsletters, however, it was noted that their language levels cause misunderstandings. The question then arises: What is the school doing to assist in this area?

The SMT members also noted that there are socio-economic factors that influence parent engagement and involvement. Parents are not meaningfully engaged in discussions relating to the sharing of the responsibility of their child when the only time the parents are engaged with is when they are called in for a meeting and informed that the child has a problem, needs to be tested, or has to get an LSEN number and now needs to change schools or classes as a result.

Ferlazzo (2011) notes that schools that have developed strong relationships with parents have identified the importance of the family unit as an asset which impacts on the learner's success or failure. Understanding that when communication fails or misunderstandings occur, it is often related to differing opinions with regards to what is in the best interest of the learner (Ferlazzo, 2011). There is an important shift noted by Ferlazzo (2011), in that schools need to know the difference between parent involvement and parent engagement, which ultimately comes down to efficient communication.

#### 4.2.2 Head office and district office

Data indicated that there is a strong view regarding the communication and interaction between the school, the district, and the head office. The below extracts highlight the SMT's perceptions in this regard:

**SMT 2:** ... time factor; whereby it won't be a fault from our side, but you find that the department would want something, or that they would want it immediately, or tomorrow and it's a lot of work to compile it. ... the SMT has to run now to gather all the information from the teacher (L10-L12). If you've got a time frame, then you would know, you would work according to the time frame, and will submit on that particular time (L17-19); from the teacher's perspective ... it's a weakness, because now they wouldn't know when we received the message and it could look like poor planning (L14-15).

SMT 1 pointed to the fact that "it took time for us to understand exactly what the department had needed and required, because sometimes, the explanations were not as clear as it should have been" (L67-69). SMT 1 also indicated that "our directive comes from the department with regards to certain policy" (L51-52).

**SMT 4:** Sit with 40 children in a class of those 40 all 40 has a problem. Here and there, and then you get district officials, that also they're not 100% okay with what is actually required. And they force you to do something that is actually not feasible in a class situation (L22-24). The district director she gets that and she will interpret that ... she will interpret it her way and put it through to her subordinates, who interpreted it in their way and then send it through to the schools and make as if, as if it is policy. And there is a problem ... also, that you get from different district officials, different instructions on the same thing (L38-41). I think between district I think the interpretation from head office to district to schools are left open to interpretation. And what works in my district is not implemented the same way in other districts and teachers talk ... no consistency whatsoever (L31-35).

Deliberating over the comments above, what was clear is that the department does not communicate time frames and tasks to the school in an appropriate time, which leaves the school confused and frustrated. They seem to disregard the time implication of what is expected from the schools. It also has a ripple effect as it affects the teacher, and influences their perception of the SMT. The directive of policy is given to them by the department, but the policy itself is not always viable. There seems to be a disconnect

between the school and the district.

**SMT 1:** *They are overwhelmed in department with the number of forms that are being sent through (L215) ... because sometimes you have to wait like three to four months to get a reply (L217) ... the child is getting lost in the system (L219).*

**SMT 5:** *And also, that if the school is doing their duty, that district offices ... because that's the next level, that if everything is done here, grassroots, the next level must also be completed. And that also, I mean, often we have sent in our papers, and then it takes seven or eight to nine months before they come back to us with the recommendations. So that is a problem (L259-262). You have to use something, you can't rely on government to do everything (L144).*

**SMT 2:** *... when you submit documents to department, and they got lost. And now if you don't have copy ... it's a problem. So, what we normally do, we keep copies (L22-23).*

**SMT 5:** *They are so short-staffed at district offices and parents can't always afford the fees and he was willing to also charge us less (L137-138). Now at district at least they have appointed two psychologists. But they've been running low. I think they only had one qualified psychologist for the last six years (L140-141). I mean there are many psychologists if a school, like our guy, if he can be allowed to say this child needs an LSEN number and district can say fine, take that report and issue that number (L283-285). Cut down on the waiting period (L287). Luckily district is aware of him (L148). He's an asset to us (L152). If the policy is not 100% viable ... then children are going to fall through the gaps (L71- 72).*

**SMT 1:** *... employing more people that will be able to assist with getting these forms processes as quickly as possible (L216-217).*

**SMT 4:** *... and I know our district's trying. But I wish they could try harder because this child would definitely benefit (L235).*

The managerial effectiveness of the DOE is lacking, as the SMT stated they even have to take additional precautions (i.e., to photocopy documents) in fear of the department's ability to adequately process them. Beyond this, you see the complaint that the department seems overwhelmed with the number of SIAS forms sent in. From what the SMT members stated, it appears as if the DoE's staff capacity is inadequate to effectively follow through with what is expected of them with regards to the implementation process. Thus, there is a direct impact on how long it takes for learners to get the support they

need. The SMT members seemed to be frustrated by this, and as a result, the learners are getting lost in the system.

**SMT 2:** *The department is not available to the school ... there's a child whereby we need assistance, they are not available at that particular time that you need them ... this particular child whereby you need an assessment or you need a verification from the department, then that would be one of the challenges that we have. They slow the process down (L294-298).*

SMT 2 felt this way about those at the district level: "Sometimes the people that you're dealing with as well, from the departmental side", tend to be "fault-finder" (L26-27). SMT 5 also expressed: "The director started blaming us. Don't blame the schools, find out what the problems are" (L45-46).

It is expected of the school to follow procedure and produce action in a given time frame without notice, yet the department is not available to them for assistance. They tend to be the reason that the process is slowed down, which is a challenge not only to the school but to the support and education of the learners.

**SMT 1:** *If the parents have not followed those recommendations by the psychologist then we contact the department and say listen this was recommended the child is still not coping we are now going to fill in the SIAS document to send it to the parents to fill in so that you guys can also see what's going on (L176-178); once everything has been checked, everything has been finalised then it is submitted to the department (L41); we usually fill in the SIAS document, if we are sending it onto district and we need a LSEN number (L174).*

**SMT 5:** *And we pick up problems. The fact that head office, for example, will decide whether the child gets an LSEN number, it's not even done at district. We do the testing, but head office make the decision (L27-29). It's taken out of our hands, we work with the child, we know the child, we know the circumstances, we know is it a barrier? (L31-32).*

Additionally, the SMT outlines the process only to come to the conclusion that the department repeats assessments that they have already done with an internal psychologist. The school personally hired a psychologist to help get the learners the support they need. At times, the psychologist's recommendations have not been accepted. This raised questions as to why and what was the purpose of getting a

psychologist to assess the learners and sending the psychologist report to the district. As one SMT member stated, they know their children, so why is it taken out of their hands.

The department is not supportive and tends to be fault-finding in the SMT's perception. They also do not communicate the expectations they have of the SMT clearly, especially when it comes to the implementation of policy. The school is forced to implement the policy and reasonably train their staff, but the training is based on their interpretation of the policy, without assistance from the department. Nonetheless, the department seeks information and proof, cross-checking the schools. The question then remains, how is this relevant if there are no clear guidelines of the requirements from the department communicated.

Consequently, the SMT members suggested possible solutions to the challenge:

- Tell us time frames, and from there we will work to that time frame
- DOE needs to speed up its process
- Employ more people to make the process run better
- Accept psychology reports from another psychologist, not just the district psychologist
- Communicate needs and interpretation of the policy better
- Let the school and stakeholders who know the learners decide what is in their best interest
- Find out more about what is required and feasible to implement in a classroom setting of 40 learners.

From the above, it is clear that commitment is not only required from the SMT and teacher level but all the way to district level. They need to acknowledge and absorb the SMT's and teachers' opinions concerning what is feasible. There is an awareness that there is often a lack of support provided to the teachers, which is pivotal to the success of the implementation of inclusive education (Ferguson, 2009; Lomofsky & Lazarus, 2001; Nel et al., 2016). However, from the above, what is clear is that the support should not just be for teachers, but support from the district is needed for the SMT.

Mariga et al. (2009) addresses the fact that Lesotho was able to make inclusion work without a lot of resources at its disposal. This school has also implemented inclusion using what they have. They even managed to get a psychologist on board at their school who charges them a discounted rate to assess learners. They are trying their best, only to find that they are running into a brick wall with the department.

Ngozo and Mtantato (2018) note the call to enhance the equality, effectiveness, and efficiency of resources used across the education system, which in turn calls for an increase in managerial, technical and administrative capacities. The above relates to managerial skills and communication from the department to the SMT. The department needs to carefully consider its managerial skills because it has a responsibility to the South African education system to implement constitutional and inclusive educational values. This is to make sure that all learners, with or without barriers, are included and that as a result, they can reach their full learning potential (DoE, 2001).

The SIAS (2014) policy, in particular, strives in a practical way to react to the needs of all learners within the South African context, especially learners who are defenceless and possibly excluded and marginalised (DoBE, 2014). Notwithstanding, it is clear that the policy is not doing what it is meant to, because of a breakdown between the department and the schools. SMTs within the government school context, generally state that they lack in resources and training. This directly affects how they equip their staff body and how they, in turn, implement policies that are given to them by the government (Ally & McLaren, 2016). The schools are of the opinion that they are equipping their teachers to the best of their knowledge and ability, but due to the challenge in the area of communication from the district, it is not certain if the department considers it sufficient. Herein lies the challenge, the department deems the schools inadequate, yet the schools cannot operate at the requested level without support and assistance from the department.

Management's focus is directed at being catalysts in the process of change, which includes the process of the implementation of policies (Mc Lennan & Dale-Jones, 2016). This includes the department and requires them to carry out effective management skills

including communication of the vision, goal of the task, making provision for an open door support policy for schools, being accountable to the SMTs and hearing them out, as well as taking responsibility for the appropriate allocation of resources to make a policy like SIAS work.

#### **4.2.3 SMT to teacher**

What was interesting within the data was the manner in which the SMT communicated with the teachers. In most instances, communication between the SMT and the teachers was good. This was an important factor relating to the effectiveness of policy implementation and the functioning of the school. This is illustrated in the extracts below:

SMT 1 expressed how the principal implements policy and the process is key to how the school and teachers see and experience the communication as a *“top down approach”*. The principal goes to *“meetings”* and *“then has meetings with the SMT”*. Next, the *“SMT either meets with their grade, or they meet people that they are in charge of”* or *“informs the deputy principal, the deputy principal informs the ... grade heads and then the grade heads inform their teachers”* (L183-187).

SMT 2 felt that the SMT needs to prepare *“everything before we go and present it to the staff, then we have to analyse it first”* (L3-L4). It is something that is discussed in an open forum as SMT 2 stated: *“... we had a staff meeting, discuss it, how should it be implemented”* (L69), which also indicated that for SMT 2, communication (training) takes place both *“informally and formally”* (L99).

The above was echoed by SMT 3, who stated:

*Well, we have our SMT meetings, ag our staff meetings, and we'll ... first discuss it in our SMT meetings and then we've got it in a staff meeting, and then we will discuss it and add like a workshop sort of scenario that we'll and then we'll after that try and check and see that the teachers apply whatever policy* (L18-20).

**SMT 1:** *As an HoD, you need to be aware of policies, you need to be aware of the various functions ... how to implement things, how to speak to your colleagues* (L84-

85).

**SMT 1:** *We go for HoD meetings once every term and whatever feedback we get from there then we have ... meetings with our specific grades or the specific subjects (L189-190).*

**SMT 1:** *Once we've established exactly what they wanted, then we would explain to the teachers ... we had a workshop last year to explain (L69-70).*

In the above comments, what is clear is that the school functions using a top-down leadership strategy, which means that the SMT is the starting point for any policy implementation or decision making. Within the SMT, the teachers would start by asking an HoD and the deputy and then the principal. In the same breath, when training is rolled out, it starts with the principal, the deputy and then the HoDs. Once the HoDs have it clear how to proceed, in particular with regards to policy roll-out, they then roll it out to the staff at a staff meeting.

**SMT 4:** *We have teachers, we encourage children to speak to them specially in the foundation phase, and they very open and they report very quickly to either their HoD, guidance teacher or to myself or to the principal (L104-105).*

**SMT 4:** *Ultimately, she takes the decision, but she is open to our input. The HoDs generally will come to me, and they'll ask or give input. And I'll carry it to her ... They know because we've got such a close relationship, we not just colleagues we are friends (L396-398).*

**SMT 4:** *So we deal with those barriers immediately to the best of our knowledge to the best of our experience (L106).*

**SMT 4:** *I wouldn't have had the guts when I was that young to say that to address the problem. And the fact that they feel free enough to do it it tells me that they feel safe (L423-425).*

**SMT 2:** *We sat down and said let's review the policy ... we feel this is relevant this is not relevant (L316-318).*

**SMT 4:** *We have a male on the SMT. The males obviously relate better to him, you know (L428).*

There is an open relationship between the teachers and the SMT. The teachers are



encouraged to speak to their HoD and the deputy and then the principal. The idea is to speak to the relevant parties in order to deal with challenges as soon as they present. The teachers are aware that if they cannot talk to one SMT member, or feel uncomfortable, they know they can speak to another SMT member who will address the problem with the correct powers that be. The teachers are aware of the closeness that exists within the SMT, trust in the SMT, and feel secure enough in a staff meeting to address their concerns and problems.

**SMT 2:** *We are not different ... we are in the same boat together (L137-138); makes the relationship very much good ... they don't look at you as a leader, but they look at you as a colleague (L141-143).*

**SMT 2:** *As SMT member, you need to understand this, where ... are they coming from (L132).*

**SMT 4:** *We talk from one voice; the staff sees a united front (L409). So there is feedback. So, they see that what that ask for actually is considered (L419).*

SMT 3 expressed that *"the principal has an open door policy, you can go and chat to her, she doesn't bear grudges"* (L55). This is echoed by SMT 2, who stated: *"If you, you are a leader and you've got a vision and you share the vision and people understand your vision ... if they don't understand your vision" they can see it as "blackmailing" or "abuse"* (L435-437).

**SMT 4:** *For instance if they can leave early and open to let it go early if their works done (L431-432).*

**SMT 2:** *... what I'm expecting from my educators. Now I must lead by example ... when you do things right, everybody follows, everybody understands (L447-449).*

**SMT 4:** *... acknowledges where it came from. And they see that I was not lying when I said I've been working on it for seven years and that is important that the trust very much let them know that. We don't discuss staff members with problems. That's part of our jobs ... we call them in and we speak to them ... I can't think in the last 5/6/7 years that we've had a teacher in tears threatening to resign ... we've got a very, very low staff turnover here (L447-452).*

The teachers' view of the SMT is vital. Their view determines how they communicate with

the SMT. The SMT members are seen as colleagues and not just individuals in a leadership role. They are seen as a united front that speaks from one mouth – what is said by one is said by another, what process is followed by one is followed by another. The teachers know that the open-door policy by the principal means that they can talk to her without being subject to manipulation or resentment. The teachers are sold a vision, and they buy into that vision without being blackmailed or manipulated.

**SMT 5:** *We need to work harder on our monitoring on the implementation of our strategies (L8).*

**SMT 4:** *The communication is not always 100% clear. And we are working on it ... And we've got first of all, teachers that comes back to us with the feedback and, and that's, again, is a strength that we realise we've got shortfalls and we; we push through. And people are dedicated (L6-8).*

**SMT 2:** *There's one thing that we normally do, if there's a challenge, then we ask, we have each other in our school ... if the Life Orientation teacher has a challenge in implementing the policy, then we sit down, as an HoD you go back to policy ... we find the easier way of implementing policy (L64-67).*

**SMT 5:** *Teachers dropped the ball. So, in that respect, I do believe sometimes teachers are lazy (L235).*

**SMT 4:** *Sometimes the teachers are a bit iffy about it (L224).*

**SMT 5:** *Good ideas, we start them, and they just get lost in the everyday running of the school (L10).*

The SMT is aware of the fact that they have some challenges when communicating with the teachers and that their communications might not always be clear. The SMT members noted that their communication needs improvement. However, certain SMT members felt that the fact that they are trying can be seen as a strength. How they communicate will relate to the effective implementation and monitoring of policies, in particular, SIAS. The way they deal with communication challenges is by introducing discussion and collaboration with the staff. The SMT needs to take note of their perception of the teachers because their view can affect how they communicate and could possibly cause challenges in the implementation of policy.

**SMT 3:** ... and when we have, for instance, if somebody is pregnant, we have all the men and all the ladies in the staff room for stork tea. And just that be together and the eats and everything just puts us together ... I really think we are a happy lot. When we come back from holiday, it sounds like bizarre the way everybody's just happy to be here (L58-L60); if somebody dies, like one of my teachers, her husband died, and the whole SMT, plus a lot of the teachers were there at the funeral (L62-63).

**SMT 2:** From the ground level, from the ground staff ... everyone is hands on ... we are one big family (L223-224). We support each other in all the aspects of life (L226).

**SMT 4:** strength is the fact that we work together very, very well ... really close-knit family ... I think there's a lot of trust amongst us (L3-4).

The way the school functions is that they are seen as a family unit. This means that not only do they communicate and support each other when it relates to work, but they also communicate and support each other in a personal capacity. If there is a challenge or a success that a teacher experiences, for example, a birth or a death, the staff pulls together and communicates their support and encouragement.

Considering this section, one can see communication is based on an open-door policy. The teachers are able to go and speak to the principal or any of the other SMT members whenever they feel it necessary. This open-door policy extends to when policies are implemented, and the teachers are concerned that they are not sure of what to do. The SMT works on the basis that all of them, the teachers, and SMT members are in the same boat. They feel the teachers understand this, as they see them as colleagues rather than superiors. Some interesting aspects were, however, that some of the SMT members still have a perception of the teachers as being iffy or lazy and not completing their job appropriately. The SMT also mentioned that a downfall they face is that they do not always communicate their ideas or vision appropriately, although it is something that they are working on. Communication forms such an important part of ensuring that a school functions correctly. If staff do not know where they are going, they will not be able to carry out tasks appropriately which in the end will affect the learners negatively.

The principal, as a director of the school, carries the chief responsibility of safeguarding

an effective communication policy within their school environment (Totseva, 2015). Totseva (2015) states that the flexible and autonomous management style of the principal, as well as a positive style of communication, are key aspects to take note of to ensure effective communication. Straightforward principles should be followed when implementing effective communication, as well as vibrant planning of internal communication, expert boldness and prevention of ineffective communication, application of control and the use of encouraging a positive approach in communication (Totseva, 2015).

An SMT cannot arrange the staff, organise, and govern their activities as well as issue responsibilities without effective communication (Akinnubi et al., 2012). Akinnubi et al. (2012) state that communication supports the building of relationships and helps the achievement of goals. Communication is originated from the Latin word “*communicare*” meaning “to share” or “to put in common” (Akinnubi et al., 2012, pg. 105). Continuing from this definition is the input of facts, ideas, feelings and thought for effortless coexistence (Akinnubi et al., 2012). Communication plays a pivotal role in a well-functioning organisation, in well-functioning planning, and in the problem-solving and decision-making process (Akinnubi et al., 2012). This particular school seemed to understand the importance of a positive communication strategy which in turn has had a positive impact on the problem-solving strategies and implementation of policies.

From the preceding discussion, it is evident that a clear distinction between involvement and engagement should be established. I am of the opinion that parents and schools should consequently receive individual training or information detailing expectations.

## **4.3 THEME 2: PROCEDURAL EFFECTIVENESS**

### **4.3.1 Impact of perception**

It seemed to be clear that there is an awareness of the fact that the SMT’s perceptions have a major impact on the teachers.

**SMT 4:** ... and it's more difficult to sell a policy to the staff, if you as an SMT, don't believe in the policy as well (L17).

**SMT 5:** Their perceptions' impact? (L97). I do believe it does. And if your perception of something is positive, that positivity will be carried over (L101-102).

**SMT 5:** I don't believe you can build anything if you negative all the time. So, I do believe that perception and I hope that their perception is of a nature that can make teachers want to do it the way it should be done (L105-107).

**SMT 5:** I do believe perceptions are very important. How they feel is carried over to teachers (L118-119).

**SMT 5:** Mommy and daddy don't fight in front of the children (L103).

**SMT 5:** If I find that they're very negative, or they're not very helpful or there's not a lot ... I would call them in and talk about it (L110-111).

**SMT 5:** To encourage to motivate (L109).

The SMT recognises that you cannot build anything on a negative perception. You also cannot encourage others to buy into a concept if you, as an SMT, have a negative perception of something; in this particular case, it is related to the implementation of the SIAS policy.

**SMT 5:** I also think the demographics ... my school is not seen as one of the smart schools, because we're old we don't have a lot of money (L304). It's not that we're a cheaper school. It's just the perception (L312).

**SMT 5:** Weaknesses – paperwork ... repetition of things and the long time that it takes once you put it down (L281-282). Well we're very positive about it, even with all the paperwork, so I do believe it's being implemented very well (L192).

**SMT 5:** SMT believes in the SIAS (L195).

**SMT 4:** If I've got a negative idea about SIAS, there is no hope that the school will follow SIAS (L99).

**SMT 3:** Teachers are overloaded with admin ... if teachers can teach and stop doing all this nonsense, paperwork (L11). They negative now with the SNA form, it's so many pages and it's such repetition and repetition (L13).

**SMT 4:** *The paper overload the teachers are experiencing, really makes it difficult (L15).*

The perception of outside stakeholders of this particular school has impacted on the demographics of the school, as well as who attends the school. There seems to be a negative perception in the community regarding the view of the school. There is also a contradictory view of SIAS amongst the SMT members. The SMT members seem to believe in its concept and buy into what it aims to achieve, however, some teachers are struggling to buy into it due to the fact that they feel overloaded with the paperwork. As a result, a number of SMT members and teachers have a negative outlook on the paperwork. However, there is still a strong belief that the SIAS policy is being implemented well, even with this perception.

Perception is an important part of everyday life (Suvorova, 2015). The Cognitive Behavioural Therapy (CBT) understanding gives us the perspective that perception directs our behaviour, what we think, and what we feel then has an impact on what we do (Psychology Today, 2020). In this case, the SMT feels that their perceptions have an impact on the teachers they lead. They feel that if their perception of a policy is not positive, they cannot transfer a positive attitude to the teachers. Some of the SMT members noted that a negative perception cannot create a building environment. Negativity causes many issues (Christie, 2010). An interesting aspect of this, however, is that if one looks deeper at the interview transcripts (Appendix B), a few of the SMT members actually had a negative perception with regards to what steps needed to be followed to implement the SIAS policy. They stated that they believed in the fact that SIAS is a helpful tool, but are actually very frustrated with the process. Considering Psychology Today (2020) and Suvorova (2015), there is a view that this negative perception will have an impact on the implementation of the SIAS policy itself. The SMT members stated that SIAS is contributing to teachers being overworked, that the policy has too much paperwork and it involves a lot of repetition. They are aware that they should not carry over their negative perceptions to the teachers below them, however, they seemed to all have the same perspective in this regard. It was also noted by some of the teachers that they are not carrying out the SIAS policy the way they should, as the teachers are

avoiding it because of the amount of paperwork. The SMT's personal perception of the SIAS policy, whether intentionally or unintentionally, seems to be carrying over to the teachers, even though they stated that they see the benefits of the SIAS policy, and are implementing it well.

#### **4.3.2 SMT role**

From the below extract, it was clear that there are key aspects that make the SMT effective. Part of these aspects related to the meetings that are held and open communication in the team itself. How the team goes about its functions, how they implement policy with particular focus on SIAS, and finally, the challenges they face as an SMT and how they deal with them.

***SMT 1:** We all speak from the same mouth, we have our regular meetings. I mean, every morning, we have a meeting (L7). We know exactly what we are talking about because we've already discussed it (L9).*

***SMT 5:** SMT goes to workshops without complaining (L118).*

***SMT 4:** ... a staff meetings is open (L422-423) ... you get teachers that will address issues (L423).*

***SMT 1:** They changed their requirements, then we had to address it with the teachers. So, our implementation is we discuss it, if there is a change, then we have a workshop (L74-75).*

***SMT 5:** We send everybody for training who needs to go, we insist on the paperwork being done (L193).*

The SMT has regular meetings where they communicate positives, negatives, and touch base with one another, and as a consequence, establish unity. Beyond the SMT meetings, the school has used training to support teachers and staff, as well as staff meetings to reinforce the training and the communication of processes and procedures.

***SMT 4:** ... contact time till three o'clock they asked if they could leave on a Monday, every third Monday, they could leave at 2 pm ... We took it to the SMT meeting ... report back ... there is feedback (L415-19). Sometimes they give them no ... but*

*they accept the no, because they know there are times when they get a yes (L421-422).*

**SMT 5:** *We function as a unit I'd like to say (L155).*

**SMT 2:** *You as a leader also you must show initiative in going the extra mile (L135-136).*

**SMT 2:** *From the ground level - from the ground staff, to the top management, we everyone is hands on ... we are one big family (L223-224). We support each other in all the aspects of life (L226).*

**SMT 2:** *The teachers ... we support the teachers on implementing (L247).*

**SMT 1:** *... worked well as a team ... tackle or handle it ... we discuss it with one another (L5-6).*

**SMT 1:** *... top down approach ... Principal goes to her meetings ... principal informs (L183-186) all the relevant stakeholders.*

**SMT 2:** *If the Life Orientation teacher has a challenge in implementing the policy, then we sit down as an HoD you go back to policy (L65-66).*

**SMT 1:** *I do things by the book and they would then in turn do the same thing (L94-95).*

**SMT 1:** *We follow routine and everyone follows that same system, there is no chaos in our system (L101).*

**SMT 4:** *HoDs are on the ball (L89). Our principals got a finger on the pulse (L90). If there is a problem, we address it immediately (L92).*

**SMT 1:** *... with all the educators ... took them step by step through the form (L37). (Shows guidance)*

**SMT 4:** *Strength is the fact that we work together very, very well ... really close-knit family ... I think there's a lot of trust amongst us (L3-4).*

**SMT 5:** *Very little turnover of staff (L112).*

**SMT 2:** *... work together assisting each other (L6) ... they come and help me (L8) ... work with teachers hand in hand (L133).*



The SMT has specific and strict processes in place. There is a clear understanding that there is a procedure to follow with regards to whom teachers report to. The principal employs a top-down leadership model and has conveyed this to the staff. There is unity and cohesion in the team. The perception the staff receives from that is one of the principal having her finger on the pulse and being involved and informed. The SMT makes decisions jointly and they are able to work effectively as a team, conveying a sense of trust and unity to the staff. The staff know that if they are told something by any SMT member, it is the truth and they are being taken seriously. When staff feel safe and taken care of, they do not have the desire to leave or pursue other opportunities, which may be why the school is seeing a low staff turnover rate.

**SMT 2:** *The most important thing is ... for SMTs, to know policy very well (L122).*

**SMT 5:** *You can't memorise everything but you need to know where you can refer to for the information (L75). You know, your department, we overlap a lot (L91).*

**SMT 5:** *We are professionals... all qualified ... (L70).*

**SMT 1:** *We all speak from the same mouth; we have our regular meetings. I mean, every morning, we have a meeting ... so that if any of the other educators come to us to ask us questions ... we know exactly what we are talking about because we've already discussed it (L7-9).*

**SMT 1:** *We each have our own strengths and we work with each of those strengths (L13-14).*

**SMT 2:** *Strength's one thing, it's unity and we work together as ... team (L3) ... one voice (L5).*

**SMT 1:** *If it's in school policies, then first we type out the policy, we have like a draft copy, we read through it staff meeting, we will say listen, this is the new policy that we are implementing at our school, go through it, see if there's certain things you think we should add, certain things you think we should omit, certain things that are good practice, certain things you feel that are outdated. So, once that has been sorted out, they we type it out again, then that's our second draft and then we give it to the educators again (L52-56).*

**SMT 2:** *If there is a challenge, then we ask (L64).*

**SMT 2:** *I must lead by example. I must do things first. Then when you do things right, do things first and right, everybody follows, everybody understands (L448-449).*

The SMT is aware of the fact that they are all professionals, and there is a specific role and responsibility that they need to take on. Part of that is knowing their own departments but also being willing to step in and assist other departments. There needs to be collaboration and support across the roles. Part of knowing their departments as members of an SMT relates to the awareness of policy. As a professional, in their own capacity, they cannot know everything and cannot memorise everything. However, they will know whom to ask and where to find a policy. As a result, they can always clarify issues that are raised.

When it comes to the effective roll-out of policy, they will understand their own role is important, but beyond that, it is important to know what their strengths are and what their colleagues' strengths are. If, as SMT members, they can tap into each other's strengths, it can help the school function more effectively. There needs to be unity when rolling out a policy like SIAS. There are many aspects that are open for interpretation but as an SMT, if a decision is taken on an aspect and the whole team adheres to that decision, this means a consistent and clear message will reach the other stakeholders. What is also interesting about this particular SMT is that they involve the staff in the process of implementing a policy into school policy. This gives teachers autonomy and agency, making them feel responsible and a part of knowing what is best for the learners and for the school itself. Open communication leads to effective follow-through. When the SMT leads by example, the teachers find it easier to carry out and follow the instructions.

**SMT 2:** *... time factor ... department would want something, or that they would want it immediately, or tomorrow ... SMT has to run now to gather all the information (L10-12). If you've got a time frame, then you would know, you would work according to the time frame, and will submit on that particular time (L17-L18); therefore being able to carry out their duties more effectively.*

**SMT 2:** *Parents have to be committed as well (L36) ... challenging factor ... they are not supportive, or they don't accept the condition of their child, then it's a problem (L38-40). ... you send it to district and they approve or district also come back and*

*say give the child some time ... sometimes parents don't accept because you know the stigma attached to it (L41-43).*

**SMT 4:** *... a weakness ... sometimes we've got a plan in our head, but the communication is not always 100% (L6). It is a strength that we realise we've got shortfalls and we, we push through (L8). Teachers that comes back to us with the feedback (L7).*

**SMT 4:** *It's ongoing. You know, as a teacher picks up a problem. We re-train (L63).*

**SMT 1:** *I don't have a register class because of being an HoD (L320-321).*

**SMT 4:** *If there's a problem, we see it as a challenge to see how we can overcome it (L5).*

The SMT sees challenges as an opportunity to which innovative solutions can be found. They are aware of the fact that they are not perfect and that they do possess shortcomings that need to be worked on. Some shortcomings that they mentioned earlier are communication and getting caught up in everyday activities. They also realise that every procedure or policy that they put in place is a work in progress and they need to keep working on it. One of the SMT's most challenging problems is parent commitment and the department's time frames and communication.

Previous sections indicated that to be an effective SMT, you need to have an open-door policy and communicate your vision and give direction to those individuals who work underneath you. This SMT believes they do that through the process of verbal communication to the HoDs, deputy principal and principal. The teachers are given the opportunity to come and discuss their issues with the management at any time, as seen in the section about communication. Communication forms an important part of the leadership role (Mc Lennan & Dale-Jones, 2016). It also forms an important part of rolling out policies (Kor, 2010; Mc Lennan & Dale-Jones, 2016; Sejanane, 2014; Swart & Pettipher, 2016). What is also clear from the above, is that it is important that teachers can communicate their challenges and their feelings (Akinnubi et al., 2012; Christie, 2010, Christie & Lingard, 2001; Roberts & Roach, 2006; Taylor, 2007). We can see that part of the SMT's role is to make sure that resources are appropriately allocated (Mc Lennan &

Dale-Jones, 2016).

When considering the implementation of policies like SIAS, it is important to remember that teachers need appropriate training and information regarding these policies (UNESCO, 2016). The school has put in place the opportunity for teachers to attend workshops, to have discussions and in-house training. The school has tried to allocate resources as appropriately as possible to make sure that the roll-out of the SIAS policy is effective. The SMT noted that it is important to speak from one voice, to work as a team and collaborate not only as an SMT but as a school. Part of what the SMT has done is to make the staff feel like a family; they are supportive of each other and there is a low staff turnover rate at the school. It is vitally important for the SMT to be motivators and encourage the staff who they are responsible for (Christie, 2010; Schuelka, 2018). The general message from the SMT's perspective is that the teachers are happy where they are. The SMT indicated that staff only left for a promotion or if they retired, indicating an effective form of school management.

#### 4.3.3 SIAS policy and procedure

The below section highlights the important elements and factors related to the implementation of the SIAS policy and procedures.

**SMT 1:** *We have workshops, the HoDs have attended workshops with regards to how to implement it. Then we at a staff meeting or a separate special meeting, we have an SBST, or an SAT meeting, where we take the educators step by step (L34-36) ... step by step through the form and how to fill it ... an exemplar form of how a form would be filled in (L37-38). The HoD checks it to see if there's any things that are missing or anything that needs to be added and then from there once everything has been checked, everything has been finalised then it is submitted to the department (L40-41).*

**SMT 3:** *Um yes, we had workshops on how to fill in the SNA form, what to do, with the SNA, but so we had workshops (L22).*

**SMT 1:** *When it comes to the SIAS policies, we do implement according to the way the department has instructed us (L17). Our directive comes from the department (L51).*

**SMT 1:** *SIAS specifically, we discussed ... the HoDs have received training with regards to the exact policy. So they deal with the sections where it applies to the educator and how they are going to implement it because there are certain aspects where the just the HoD has to deal with regards to submission (L61-63). So what's not relevant to them, we do not discuss (L65).*

SMT 3 stated that as an SMT, they had to attend training and felt equipped for that reason to carry it out: *"Well I had to go for how many weeks on a Saturday. Ja so ja"* (L36).

**SMT 1:** *We usually fill in the SIAS document, if we are sending it onto district and we need a LSEN number (L174). The child is still not coping we are now going to fill in the SIAS document to send it to the parents to fill in so that you guys can also see what's going on (L177-178).*

**SMT 3:** *... and then we'll after that try and check and see that the teachers apply whatever policy (L20).*

**SMT 2:** *Implementing the policy, if the teacher maybe sees that there's a challenge from this child and then you refer the child to that particular teacher, they would assess for the emotional behaviour and everything, then they fill out the form, then is it would be appropriate, it's easier, it would be easier (L53-55).*

**SMT 1:** *Once the SIAS forms are filled in, we send it and the psychologist has done the testing and he's recommended that the child be placed in an LSEN class, we send the documentation with the SIAS documents with the report from the psychologist to the district requesting an LSEN number (L268-270).*

**SMT 5:** *We discuss things, we decide on a strategy and then we will implement (L7-8).*

**SMT 5:** *... then we'll start the system with them with SNA 1 and having interviews with parents, getting parents to give us permission to have them tested first by (psychologist name) (L413-414).*

From the above, there is an indication that the process followed when implementing SIAS is as follows: The policy is received from district, the HoDs are then trained in the policy. The policy is discussed in a staff meeting. Teachers are trained in the use of the policy. They are then taken through the policy step by step, including how to complete the forms. The HoD is responsible for inspecting the teachers to make sure they carry out the policy correctly. The SIAS form is then completed, and the form is sent to district. The policy

and procedure are put in place to apply for an LSEN number for learners. There needs to be a clear indication from the history of a learner that they are struggling and are not coping in their current placement. The school also has a psychologist on site and once the district gives the approval, the assessment is administered, and if need be, he can give the recommendation that a learner needs an LSEN number and alternative placement. What is important to note is that this process needs to be done with the support of the parents. The parents will be called in and asked to sign to accept that the child needs an assessment. The final recommendations also need to be signed off by the parents.

**SMT 5:** *And at the end of the day, there is a very good purpose and the amount of paperwork attached to it could be a problem (L16) ... sort of puts people off and I always worry that a teacher who's not fond of paperwork ... might not write down a child with a problem, because SNA 1, SNA 2 and then going further (L17-18). Most policy is that instead of minimising the paperwork, minimising the admin, they actually maximising in most cases and that's what frightens teacher off, the amount of paperwork I have to do, whereas if we could do it less paperwork, and more action (L22-24).*

**SMT 2:** *... and we go into all the challenges that we have in the policy. And if there is a challenge as well that one does not understand, we go to the other one and ask, what does this mean in the policy? (L114-115). ... every teacher in our school to follow policy document. So whereby they have if we have a challenge, then we reflect back to the policy, in setting papers you go back to the policy, also the time to move on (L61-62).*

**SMT 5:** *That to me is policy everything, so policy-driven, that policy gets in the way of the doing (L33). ... problem, but it was initiated because of policy, it was expected in policy (L39). The policy often gets in the way of teaching and learning (L40-41). The expectations are way too high. And we're doing our best, but it is fighting a losing battle (L43).*

**SMT 1:** *The form changed ... what they required from us documentation ... they changed their requirements (L73-74). So you will know exactly what you need to have ready to fill in this document and then in the next breath, hang on a minute, we actually changed it a little bit so now you have to go back (L227-229).*

**SMT 5:** *We will submit to district. They come back then often the LSEN number is assigned to the child and that's when the problems start. Parents talk to other people and they refuse (L417-418).*

**SMT 5:** *It wasn't so done so don't ask me to come down on the child like a ton of bricks ... If you'd followed the process, three years later we would have helped this child (L215-216).*

One of the major challenges that the SMT faces when implementing the SIAS policy and procedure relates to the awareness of the amount of paperwork and time it requires. The feeling of the SMT is that teachers are in a situation where there is a paperwork overload. Some SMT members are therefore concerned that this challenge has the potential to deter teachers from completing the paperwork and having the appropriate track record and support given to a specific learner (which some SMT members have experienced from teachers under them). The feeling is that less paperwork will bring about more action. In the case of the SIAS policy, it is even felt that the policy itself may actually be getting in the way of the actual purpose of the policy, of which the process is to identify, assess and offer mediation for all learners within the schooling system (DoBE, 2014). Additionally, some SMT members stated that the document is constantly changing, leaving the SMT and staff frustrated. They are also given varying interpretations of what is required. There is a breakdown with regards to policy, because parents are not supportive, or teachers do not follow through.

**SMT 5:** *Make sure that they're aware of their policy (L58) ... question policy. You can't just follow everything blindly (L61) ... have training, in service training. We have lots of informal discussions, we have formal discussions (L64-65). We do, I know my policy (L72).*

**SMT 1:** *... and all the educators that are under me or that I deal with know that I do things by the book and they would then in turn do the same thing (L94-95).*

**SMT 5:** *SIAS, we're very ... involved here (L26).*

**SMT 1:** *We have a very positive approach to the whole SIAS thing (L199).*

**SMT 5:** *They know that if a child has a problem and we follow the SIAS process, that there's a very strong chance that that child will be helped (L198-199).*

**SMT 5:** *Strengths are the fact there is a written report of a child's progress, a problem is stated, what could possibly be done and that to me is excellent (L277 - 278).*

**SMT 2:** ... you try and motivate and show the bigger picture (L131-132). The bottom line would be all it starts with a teacher in a classroom. You have this policy, and you discuss the policy, and say, this is how we should implement the policy in a meeting, this is how the policy should be implemented. And these are the things that you need to look at, in every child, especially those who need support. These are the things that you need to get in the particular meeting and then teachers would ask questions. What if the child is behaving like this and that? (L267-271) which relates to open discussion.

The SMT felt what was vital to the effective implementation of the SIAS policy was not following the policy blindly, but rather to include the teachers in open discussions, thus having in-house training and support. It is important to understand that SIAS is a process that requires a great deal of involvement. It is also key that the teachers buy into the process and understand that once the process is followed, the learners will receive the support they need.

**SMT 5:** ... if they give permission. Yeah, we explain the system, explain how it works. And then after that, if we've done all the forms the DBE and SNA forms, we will submit to district. They come back then often the LSEN number is assigned to the child and that's when the problems start. Parents talk to other people and they refuse (L416-418). So that child remains in mainstream (L419). They give us a letter stating that the parents have to sign ... given the opportunity of your child being placed in LSEN ... teachers can't spend all their time on a LSEN learner (L420-422).

**SMT 5:** What's happening with that child in the interim, he's been forced to stay in mainstream (L264-265).

**SMT 1:** The information through, through the department and recommendations made that the child is an LSEN learner or the child needs to go to a school that is not a mainstream school, then we have the struggle, because even though the parents gave us permission for the child to be tested and all those things, when the final results come, they are not really keen to send their child to an LSEN school (L23-26).

**SMT 2:** ... we can call parents, we explain to parents because they don't understand some of the parents the policy ... We sit down and explain every step of what we are going to do and what does an LSEN number mean and how will this help the child (L393-396).

**SMT 5:** ... it's left for nine months but also, I can't do the work, I can't do the work. You know, we ask teachers please don't be horrible, please don't be personal, but



*some teachers do. But some children you don't need to say anything, the fact that you read back your marks to me because we can't always have the book. So, they read back their marks. What do the other children do, they laugh, they mock and it's nine months. It's not the child's fault (L266-269).*

Children are lost in the process because of the delays (i.e., the waiting period associated with getting an LSEN number) and because parents do not always acknowledge the value of putting learners in an LSEN class. As a result, their self-esteem suffers in a mainstream class as the other learners laugh at them because they are not performing optimally.

Policy forms an important part of any structure of the school. There is a requirement to oversee the implementation of policy and focus on the nitty-gritty details of policy (Harvard Graduate School of Education, 2011). The Harvard Graduate School of Education (2011) highlights the importance of implementing a framework for the implementation of policy. Policy by its nature is known as a process of reform and change (Viennet & Pont, 2017). The policies that are implemented within the school revolve around the SMT's personal needs at school, as well as the SIAS policy. These policies have a certain structure and format.

There seems to be some confusion revolving around this policy. It could be related to the fact that different information has been given to the school or the challenges with regards to training. There are aspects of the SIAS policy that have not been clarified by the department, which has filtered down. It influences how the process is being carried out, which is why communication and deliverology are important (Viennet & Pont, 2017). Viennet and Pont (2017) outlined a process that SMTs can use to assist in the process of policy implementation. Firstly, to decide on the goals of a policy and then implement the policy and see what you can learn from the policy, then refine the policy and adapt it where necessary. These last two steps are repeated until the policy achieves its desired result. What is interesting about this approach is that this is not just the view SMTs should have, but also the district. Policy should not be implemented and never be corrected (Viennet & Pont, 2017). Part of policy implementation is the realisation that there are challenges that occur. The main challenges generally revolve around socio-economic aspects, governance and strategies, organisational principles, and operational practices

and procedures (Viennet & Pont, 2017). This is an important aspect to rectify, to make sure that implementation is correct and to ensure the teachers and SMT members know what they are doing, what they need to do and that everybody is on the same page. Part of policy implementation is to involve the stakeholders in a meaningful engagement (Viennet & Pont, 2017).

From the above discussion, it is clear that for the SIAS policy and procedures to have the maximum impact on learners, these need to be understood and accepted by the SMT as their perception influences all the stakeholders in the school.

#### **4.4 THEME 3: SPECIAL NEEDS SUPPORT**

The research process identified the theme of special needs support which revolved around how their context supports LSEN learners. Additionally, participants noted important support details that their school offered to all learners.

**SMT 1:** *It's for everybody ... we found that there are some kids that fall on the wayside so we decided we will do this with the whole class ... literally teaching for ... an extra hour (L154-156) ... gives us time to do the re-teaching (L160) ... our 14:00 to 15:00 programme ... revision work (L287-288). It depends on what the teacher found that the kids do not understand (L290) ... in addition to that extra Maths and extra English books ... designed for kids to do remedial ... things like (L294-295). We also have computer programme. It's reading eggs (L297). You cannot figure out what's going on, so the best way for us to help you, is to help them and to fill out the SIAS (L202-203).*

**SMT 5:** *... spend a bit more time and the problems you find with the whole group (L365). Tuesday, Wednesday and Thursday, we have an extra hour of teaching .... you've got an hour to re-teach (L375-376). As a whole, everybody gets help. The kids have an extra three hours of learning, they are a bit tired, but I think we will find value in that (L388). We don't have every child with their own individual programme (L475).*

**SMT 4:** *We deal with those barriers immediately to the best of our knowledge to the best of our experience, we call in favours from wherever (L106-107). As soon as it comes to the academic side, we analyse the results. And we've got a list of learners that are in danger of failing. ... So, we can track them (L113-114).*

**SMT 1:** *We have parent's mornings for those parents whose children failed that term ... then we have a one on one discussion (L160-162).*

**SMT 5:** *Starting SNA 1 and SNA 2 your DBE ... The teacher picks up the problem. We try and see what we can do to remediate it here, see if it's just maybe a specific learning barrier. We actually start with them in grade one from the first day. Out of our grade ones, let's say out of the 130 children we seem to have on average between 15 and 20 children by the end of their grade one year, that need to repeat the year. So, what we do now is those repeats all get put into the small class and we have a support class teacher, very well qualified and she works with them. The majority of those children go through back to mainstream. They go up to grade two a year after (L405-411).*

**SMT 5:** *We're very involved here, we have a support class, we have an LSEN class, we even have a SID class (L27).*

According to the participants' comments, in their specific school, they believe support is there for everyone. They found that if they only offered support to certain individuals that there would be learners who fall by the wayside and suffer as a result. There is a programme that runs three times a week, where the teachers teach for an extra hour a day to help the learners understand concepts they have not mastered. The SMT found that this strategy has worked well and that the learners are benefiting from it. However, one of the SMT members noted that the learners do get tired, so I question the long-term effects of this programme. SMT 3 noted that this is hard for her as she does not have time to do her admin (Appendix B). The SMT believes that they try their best to identify learners with barriers early so that they can support them to the best of their ability. The SMT then phones the parents of the learners whom they have identified with barriers, and the SIAS document is completed in order for the learner to get the necessary support they need. The school has LSEN, SID and MID classes to try support their learners in the best way.

**SMT 2:** *... the way they behave ... they will stand up and go to bin and throw a paper. After 15 minutes or five minutes, again they go there and sharpen the pencil ... you would see that the child is avoiding to do this work (L148-150).*

**SMT 5:** *There are various ways. A child who has behaviour problems, that is a child that needs help (L121-122). We look at marks ... my teachers are very good that pick up little things (L123). We have interviews with parents ... we find that the child*

*has been very good, all of a sudden changes (L124, 127).*

**SMT 1:** *It's a whole process (L109). There is a learner that is sitting on like for example, with the pass requirements for English, it's 50%. The other subjects it's a 40%. If the learners is on 38 or 39% we would tell the educator, listen, go back and check, see if there's any remarking that needs to be done. And if there is then their mark changes, if not, then it stays there (L112-114). After that is done our schedules are printed out. That gives us an overall view of every learner (L115). We have to provide to the department ... It gives us an overall view of all the learning areas (L118-119). We identify all the kids that have not passed, then we go onto the next part, which is called a tracking sheet (L128-129).*

**SMT 1:** *You have to ensure that there is some support being offered ... the department focuses on a lot on kids who have been progressed and ... retained ... They want to see what support you have done (L142-144). The department wants proof (L148).*

The school considers both how the learners are performing academically and how they are behaving at school. The SMT and the teachers get an overview of how their learners are performing in all the learning areas. If they see that a particular child is failing, their names are put on a tracking sheet. These learners are carefully monitored, and support is provided to them. It is vital for the department to see what support has been provided to these individuals.

**SMT 1:** *We've got a psychologist (L166).*

**SMT 1:** *We do not have the funding (L256) (Therefore, it is hard to connect the learners with the professional help they need, e.g. sending a child to OT).*

**SMT 4:** *They're not prepared to work at a reduced rate. I understand it (L263-264).*

**SMT 5:** *We have a psychologist that the school pays (L129). He would offer counselling (L151).*

**SMT 2:** *We've got health workers that normally come here, almost every time they come to school they check eye sight and hearing and all those kind of ... teeth (L381-382).*

**SMT 3:** *If a child needs specs, we refer them to Spec Savers because they've got that special (L127).*

**SMT 4:** *There is specific Speech Therapist that we refer children to. She gives parents a low rate but it's still pretty pricey (L267-268).*

**SMT 5:** *We do have a working relationship with some child social development, we do have as well. At one stage we had more problems, so we also had what was the clinical ladies clinic, but we don't really deal with them. But social welfare, (hospital name) and the, you know, the folks at (hall name) (L397-399).*

The school understands the value of working with other professionals. However, the financial implication of working with other professionals has a significant impact on the parents, as not all professionals are willing to work for a reduced rate. The school is fortunate to have a psychologist that works on site. He has offered the school a reduced rate and therefore, they are able to support more learners, although the department does not always accept his assessments. There have even been times when he did counselling of his own accord, as he is mainly at the school to do assessments. SMT 5 stated that he is an asset (Appendix B). The school also tries to point the parents to professionals who can offer services for free (i.e., optometrists such as Spec-Savers). They also arrange for the learners to have vision and hearing tests done at school. This helps both the learners and the parents and is vital in offering the learners the support they need. A large number of learning challenges arise as a result of learners not being able to see or hear properly.

**SMT 5:** *Parents talk to other people and they refuse (L418). Parents refusing to put their child in an LSEN class (L419). You might be different, but we all belong to the same human race (L164-165). It's the stigma out there that LSEN is not good (L442). I know many children that come from LSEN schools who've gone ahead and made a very, very great success of their lives (L445). So I'm trying, we are trying our absolute best to try and just change the perception of LSEN being mad children, stupid children, bad children (L433-434). And I believe that is the purpose of SIAS, the purpose of LSEN and the purpose of our special schools (L455-456).*

**SMT 1:** *I would say an LSEN class is for a learner that has a learning barrier ... their learning needs are completely different ... they need special attention they need simplified work (L272-274) ... class is much smaller in size, and they have one on one attention (L276). We have an LSEN senior and we have an LSEN in junior (L280). I think it's 12 in the LSEN senior, and I think 16 learners in junior (L283). I'm not hundred percent sure ... but I think. ... they tailor the lessons to suit the learners that they have (L300-301).*

***SMT 3: Some parents do not want to sign it because they feel if they sign it, they kind of sign their child's life away (L90-91).***

Breaking the negative stigmas associated with special needs is a core aspect of getting the learners the support they need. Parents need to be made aware of the positive aspects that come with placing your child in a special needs class. It gives the learners the opportunity to tap into different skills and make a success of their lives. It is actually something that can propel them forward, rather than it being something that will be detrimental to their lives. Learners who attend LSEN classes have the opportunity to have their work simplified, and to get one-on-one attention and support. It gives them a safe space to learn the way they have been designed to learn and to learn at their own pace.

As mentioned previously, the CBT theory states that what we think and feel influences what we do (Psychology Today, 2020). Therefore, what the parents believe about LSEN and the child being in an LSEN class will directly influence the decisions they make with regards to LSEN placement. If they do not believe in LSEN, they will not be motivated to follow through on the procedure to place their child. This school is not classified as an FSS. They do not have all the resources they need; however, they are making the most of what they do have available and to a large extent, they are implementing inclusivity effectively. As Mariga et al. (2014) states, it is possible to implement inclusive education with limited resources. Improving the access and quality of education that learners are receiving has a positive impact on the learners, parents and teachers (Pillay & di Terlizzi, 2009). If learners are able to attend LSEN classes, they are given the opportunity to access the curriculum, although the socio-economic conditions that the parents and learners find themselves in complicate matters. As they lack access to appropriate health care and services they need, the school sees value in networking and connecting the parents and learners with professionals that can help them. The SMT is aware of the contextual challenges within the system.

The SMT has the essential and pivotal role of bridging the gap between policy and its implementation so that those who need it the most – the learners – are fully supported and receive the help they need to realise their abilities and succeed.

## 4.5 CHAPTER SUMMARY

In Chapter Four, the raw data was analysed and interpreted into comprehensive themes and subthemes and discussed in detail. Each subtheme consisted of a discussion related to specific themes that came from the data from the participants in relation to the specific subtheme. The themes were stakeholder communication, procedural effectiveness, and special needs education.

Stakeholder communication firstly highlighted that there were a number of systemic factors that impacted the parent's involvement and engagement (i.e., socio-economic factors, language barriers etc.). The SMT needs to look at ways of overcoming these challenges in a creative and collaborative way, so that parents are not just involved with what is happening at school, but are actively engaged in their children's lives. Secondly, the district communication needs to improve for policy implementation to be effective. The school felt that there were many miscommunications with regards to time frames and interpretation with regards to the implementation procedures that need to be followed when it comes to the SIAS policy. The school felt it was not supported and that learners were suffering because the system had failed them. Finally, the SMT noted the importance of open-door communication with teachers. The SMT leads from the front and is reliable and transparent. Their discussions and engagement with teachers have created an environment where teachers feel safe, supported, resulting in a low staff turnover rate. The SMT also noted that they are not perfect, and they need to still improve on their communication skills as managers.

Procedural effectiveness firstly highlighted the subtheme of perception and the importance of a positive view of being able to build something effectively. In the case of the school, this related to their ability to carry out policy effectively. It also spoke to the negative perception of the parents on the implementation of the results and recommendations of the SIAS policy. The second subtheme indicated that the SMT is effectively carrying out their job. According to the SMT's perspective, the staff feel safe, like family, and they trust management. The SMT has created this environment through open communication and top-down leadership. The final subtheme in this section led to

the effective implementation of the SIAS policies and procedures. What was interesting to note was that even with limited resources, the school was able to carry out the SIAS policy and train their teachers. The paperwork and the confusion caused by the district not always communicating appropriately and in a timely fashion created challenges. The school, however, seemed to rise above this, even hiring their own psychologist to administer the assessments and get the learners the help they need. What was clear was that even with limited resources, the school was able to achieve elements of the SIAS policy successfully. Policy needs to, however, be reviewed and open discussions need to be had with the department and the school.

The final theme related to the school implementing the SIAS policy and ultimately receiving an LSEN number for the learner that requires support. The school and the SMT are proud of the manner in which they provide support to the LSEN learners. The SMT has turned their school into an inclusive environment with LSEN learners, SID learners and MID learners all within the mainstream environment. They have found ways to support their learners in their context. Instead of having extra-murals after school, they have classes for an hour extra every day. The SMT has also implemented streaming to make sure the learners that need support are supported to the best of the school's ability. They are not seen as an LSEN school or FSS but have found the means and used what little they have to make it work for their learners.

Chapter Five will indicate the final findings of the study, the strength and limitations of the study, as well as areas for future research.



# CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

## 5.1 INTRODUCTION

Having presented an analysis and an interpretation of the raw data in Chapter Four, this chapter will summarise the findings and draw conclusions, acknowledging the strengths and the limitations of the study, as well as make recommendations and mention areas for future research. The purpose of this study was to explore and describe the SMT's perceptions of the implementation of the SIAS process in a mainstream school. The study aimed to explore and describe how the SMT perceived the implementation of the SIAS policy in their mainstream school; the implication of the SIAS policy on the teachers, resources, learners and the school from management's point of view; and the implication of the SIAS policy on managing themselves and how they perceive its implementation in their context.

## 5.2 SUMMARY

### 5.2.1 Motivation and rationale

This study was undertaken to explore and describe the SMT's perceptions of the implementation of the SIAS process in a mainstream school. How effectively a policy is implemented is greatly influenced by the SMT (Mc Lennan & Thurlow, 2003), thus making the SMT a core component to consider. The SMT casts the vision when implementing a policy and they need to ensure that there is open communication between them and the relevant stakeholders. Another vital aspect to this study was taking note of how the teachers were equipped by the SMT members to communicate effectively with the learner's parents. Learners learn more effectively if there is buy-in from their parents (NCCA, 2009). The SMT has the potential to restrict the growth of the teachers, which will have a negative impact on the learners. To prevent ineffective management, the SMT needs to give teachers appropriate resources and support (Jansen, 2016). Moreover, for

effective policy implementation to take place, effective leadership is vital (Chapman et al., 2018; Leo & Barton, 2006). Therefore, taking a look at the SMT's perceptions and how they approached implementing the SIAS policy was important.

Sadly, many schools within the South African context minimise what important role the SMT plays and how much influence they have at the school (Bush, 2008; DoE, 2008). The SIAS policy was intended to be a framework that would standardise the procedures of identifying and assessing learners, as well as providing support to the learners within the school context who experience barriers to learning (DoBE, 2014; 2018; Nel et al., 2016). It is vital that the SMT members understand the purpose and need driving the policy; if this is not the case, the significance of a policy could be lost. It is often found that SMTs who do not effectively implement policies, place the blame on the systems around them instead of looking for ways to overcome the challenges they are facing (Ladbrook, 2009). Understanding the SMT's perceptions will give an indication of how the SIAS policy is being implemented, and whether it is successful or not.

### **5.2.2 Research design and methodology**

My study had an interpretive design and it focused on acquiring an in-depth view of the perceptions of the SMT on the implementation of the SIAS policy in a mainstream school. The research design of this study was a qualitative instrumental case study. The methodology focused on the selection of the research site, the selection of the participants and the processes that would be used to collect and analyse the raw data to answer the research question.

The research site and the SMT members were purposefully sampled. The research was undertaken in a closed system, namely one mainstream school in Gauteng, which functions like an FSS. My research focused on how the SMT perceived the implementation of the SIAS policy at this specific time in their particular school. The SMT sample consisted of five participants, namely the principal, the deputy principal and three HoDs of the school. The five participants had all been working at this school for between 12 and 22 years. Their ages ranged between 45 and 65 years. Their home languages

were Afrikaans, English and Setswana, respectively. The participants were from the African, Indian and White population groups, thus, representative of the general population. The group contained one male and four female participants.

Two methods of data collection were used in this study: (1) semi-structured interviews were conducted with the participants and (2) they were given a questionnaire to complete. The questionnaire gathered both biographical and demographical information. After this was done, I used TCA to analyse the raw data and identify the themes that presented from the data.

Trustworthiness was maintained through the implementation of credibility, transferability, dependability, and confirmability (Devault, 2019; Lincoln & Guba, 1985). For example, the research process was carefully documented, member checking was used, and I analysed the data repeatedly to ensure the data was unbiased and accurate (see Section 3. 7).

## **5.3 SUMMARY OF MAIN FINDINGS FROM THE RESEARCH**

### **5.3.1 Theme 1: Stakeholder communication**

Stakeholder communication is noted as being the communication between the stakeholders within the school context. This theme highlighted the importance of communication – in particular, the communication between the school and the parents; the communication between the SMT and the DoE district office and head office; and lastly the communication between the SMT and the teachers in the school.

Ferlazzo (2011) notes that there is a difference between parent involvement and parent engagement. The difference between involvement and engagement is as follows: involvement directs parents to the completion of a task which is necessary for the school or offered by the school. It may consist of the parents receiving information as part of the service they are paying for; whereas engagement is considered where the school as the leader or role model identifies the vision or a goal and encourages parents to contribute

to that goal. Tasks will then be given to all stakeholders and they will jointly try to achieve the vision (Teach n' Kids Learn [TKL], 2017). Engagement is effective because it forms a genuine partnership with the parents and considers the parents' hopes and dreams (TKL, 2017). This is an important conclusion in relation to this study, as the participants pointed to the fact that the parents are involved and attend events such as parent talks, however, their engagement seems to be lacking.

The Bronfenbrenner bioecological model was used as the theoretical framework. It sees the system as a whole and includes interlinking systems that affect one another. The ecosystemic model caused me to reflect and ask why parental engagement could be such a problem; particularly considering that Gümüş et al. (2013) note that parental engagement is an important aspect that contributes positively to an effective school, to effective teaching, and ultimately to effective learner education. The above answer became clear to me as the participants started to point out socio-economic factors that seem to impact the parents, which in turn affects the ability of the school to communicate appropriately with the parents. Ultimately the socio-economic factors affect the learners. These socio-economic factors related to the parents' level of income and the job sector they found themselves in, the parents' level of education and the living circumstances of the family unit, which included transport and availability of parents.

Gümüş et al. (2013) note that family income and parent education levels could have an impact on parent engagement and that schools need to carefully consider how they are going to combat these challenges. Waterford.org ("How parental involvement", 2018) indicates that schools need to propose strategies to overcome these challenges. Part of this is working in collaboration with the parents and identifying solutions together.

The second subtheme was that of the communication between the SMT and the head office and the district. Interestingly, there was a clear indication that there is a disconnection between the school and the district. The problems related to miscommunications, in particular, focus on the interpretation and instructions related to the implementation of the SIAS policy. Ngozo and Mtantato (2018) highlight the importance of enhancing the equality, effectiveness and efficiency of resources across

the education system, indicating the importance of effective management and leadership. Leadership, however, does not just fall on the SMT. It falls on the powers that are above, being the district and department of education, as well as head office.

What the research indicated was that time frames are not always appropriately communicated, that the interpretation of the SIAS process is not consistent and that it lacks clarity and direction from the district side. Finally, limited access to communication also causes challenges. The SMT suggested solutions in the research which included: working on a time frame; employing more staff which in turn speeds up the LSEN number process; as well as communicating interpretation of research better. They also suggested allowing the school to be more involved with decisions that are in the best interest of the learners, and to be more aware of what is feasible for teachers to implement in a classroom of 40 learners.

Akinnubi et al. (2012) indicates that communication supports the building of relationships and helps the achievement of goals. Communication plays a pivotal role in a well-functioning organisation, in well-functioning planning, and also in the problem solving and decision-making processes (Akinnubi et al. 2012). The district needs to communicate better to its schools' SMTs and needs to be consistent. Of particular importance is the clear communication of the time frame in relation to documentation the district requires.

The final subtheme related to the communication between the SMT and the teachers. The SMT for the most part included and engaged with staff members. SMTs cannot arrange the staff, organise and govern their activities, as well as issue responsibilities without effective communication (Akinnubi et al., 2012). Teachers need to feel accepted and cared for and good communication will help them decrease the teachers stress levels and ultimately stay at the school.

### **5.3.2 Theme 2: Procedural effectiveness**

Procedural effectiveness is of vital importance when implementing the SIAS policy. This theme noted the impact of the SMT's perceptions on the teaching staff. The data pointed

to what makes an effective SMT, as well as what makes for positive policy implementation with particular focus on the SIAS policy, as perception is an important part of everyday life (Suvorova, 2015).

Perceptions direct our behaviour, thinking, feeling and ultimately our actions (Psychology Today, 2020). Negative perceptions are known for causing issues (Christie, 2010). The SMT members commented about their perceptions of the SIAS and the implementation process. What was interesting to note was that they all indicated that they believe in the process and understand the need and reason for the policy. However, what they all seemed to note was negative aspects and perceptions of this policy. SIAS is a helpful tool but is also frustrating (Psychology Today 2020). The negative perceptions that teachers and the SMT seem to have will affect the outcome of the implementation of the policy.

The school where the study was conducted illustrated the way to communicate and be proactive. Communication forms an important part of the leadership role (Mc Lennan & Dale-Jones, 2016). It also forms an important part of rolling out policies (Mc Lennan & Dale-Jones, 2016; Sejanane, 2014; Swart & Pettipher, 2016). Effective SMTs allow the opportunity and space for teachers to communicate their problems as well as their feelings (Akinnubi, et al. 2012; Christie, 2010; Roberts & Roach, 2006; Taylor, 2007).

The SMT's role is made up of providing resources and guiding teachers (Mc Lennan & Dale-Jones, 2016). It is important to remember during the implementation of policies that teachers need appropriate training and information regarding these policies (UNESCO, 2016). It is crucial for the SMTs to be motivators and encourage the staff (Christie, 2010; Schuelka, 2018).

The Harvard Graduate School of Education (2011) notes that the implementation of a framework for the implementation of policy is essential. The concept of policy is known as a process of reform and change (Viennet & Pont, 2017). There are aspects of the SIAS policy that needs to be clarified by the department. Once the department clarifies these aspects SIAS will run smoother on the ground level.

Viennet and Pont (2017) highlighted the deliverology process. They state the outlined procedures for SMTs to assist in the process of policy implementation. Firstly, to decide on the vision of a policy and then implement the policy and determine what can be learnt from the policy. Then, refine the policy and adapt it where necessary. These last two steps are repeated until the policy achieves its desired result. What is interesting about this approach, is that this is not just the view SMTs should have but also the district. Policy implementation should also be a fluid process (Viennet & Pont, 2017).

During policy implementation there is the risk of challenges occurring. From the data, I could conclude that the main challenges in this school related to socio-economic aspects, governance and strategies, organisational principals, and operational practices and procedures (Viennet & Pont, 2017). This is an important aspect to rectify, to make sure that implementation is correct and to make sure the teachers and SMT members know what they are doing, what they need to do and that everybody is on the same page. Part of policy implementation is to involve the stakeholders in meaningful engagement (Viennet & Pont, 2017).

### **5.3.3 Theme 3: Special needs education**

Special needs education was themed because according to the SMT the SIAS policy works hand-in-hand with special needs learners. It was thought-provoking considering how the school looks at the policy and implements it with little guidance. There is a move towards schools being proactive, and this SMT's implementation and usage of appropriate tools is remarkable. They are able to implement the LSEN process and make classes work for their specific context. Inclusive education is an international process (UNICEF, 2003). Many people are of the opinion that they find the implementation of EWP6 and SIAS stressful (Signal & Rouse, 2003). As a school leader and manager, the SMT must manage the dynamic forces of diversity carefully to safeguard a harmonious community encouraging excellence in education (Heystek, 2009; Schermerhorn et al., 2004; van Vuuren et al., 2016).

Special needs support: Participants pointed to the policies and procedures used to

support learners with special needs within their school context, which relates to the SIAS policy. Beyond this, they identified support methods for the LSEN learners in their context. Breaking the negative stigmas associated with special needs is a core aspect in getting the learners the support they need. As mentioned previously, the CBT theory states that what we think and feel influences what we do (Psychology Today, 2020).

From the above it is clear that what parents believe about LSEN and the child being in an LSEN class, will directly influence the decisions they make with regards to LSEN placement. This particular school was not classified as an FSS and they do not have all the resources they need, yet, they are making the most of what they do have. Consequently, to a great extent, they are implementing inclusivity effectively, confirming Mariga et al.'s (2014) view, that it is possible to implement inclusive education with limited resources. Improving the access and quality of education that learners are receiving has a positive impact for the learners, parents and teachers (Pillay & di Terlizzi, 2009).

## **5.4 RECOMMENDATIONS**

### **5.4.1 Recommendations to the Department of Education**

The department may benefit from taking a more hands-on approach to the SIAS Policy. There are steps outlined by Viennet and Pont (2017), namely the deliverology process. This process requires management to get feedback and involve stakeholders in the process of implementing a policy. They recognise the importance of policy implementation as it is continuously changing. Additionally, the department as a manager of schools, need to understand that casting a vision, having open communication and encouraging and motivating is part of their role. They need to be clear about their direction and challenges and have schools buy into the vision. The fact that this school does not feel supported, does not imply they do not trust the department. It indicates that they feel there is no clarity regarding information and feel like resources are not being allocated appropriately. There is potential value in the DoE looking at some of the suggestions that the teachers and SMT have made.



#### **5.4.2 Recommendations to the SMT**

The SMT needs to carefully consider how to improve parent engagement. The SMT and the parents would benefit from finding more effective ways of including the parents in the SIAS process. The SMT needs to help the parents find ways in which they can support the learners to achieve their potential. Calling them just to inform them they need to complete the SIAS document as their child is struggling, does not do this. Parents should be given ownership, be educated and included in the discussions and decisions that involve their children. The school also needs to find creative ways of overcoming the socio-economic challenges that the parents are facing, which needs to be done in a collaborative manner with the parents. They also need to effectively bridge the language barrier, as most of the parents in this particular school speak a different first language and not English. When SMT members explain policies like SIAS and everything that goes around the effective implementation of this policy, it is vital that the SMT makes sure parents really understand what the SIAS process entails and what the benefits are for their child with regards to getting an LSEN number.

Some SMTs in the government school context, state that they are lacking in resources and training (Ally & McLaren, 2016). This affects how they equip their staff body and how they in turn implement policies that are given to them by the government (Ally & McLaren, 2016). The SMT has a responsibility towards the staff body to make sure that they continue to equip them effectively for the implementation of policies, such as SIAS and to guide them in using the resources they have as effectively as possible. The concept of engagement is not only important when it comes to the parents but to the teachers as well. They need to feel part of the process, they need to feel considered, and they need to buy into the vision the SMT's cast. It is important that the teachers understand the purpose behind the policies that need to be implemented. The SMT not only needs to train teachers in the SIAS policy but should also convey why completing the SIAS process is important and how their child can benefit from it to the parents. They need to be aware of the teachers' perceptions. If teachers for example are negative about the amount of paperwork SIAS has, this matter needs to be looked into, in order to make sure that their

negative perceptions do not end up having a negative impact on the learners they teach.

## **5.5 STUDY CONCLUSIONS**

As the SMT manages the system, their processes and their perceptions of a policy like SIAS and its impact, will ultimately define and direct the success or failure of their implementation of the policy (Landsberg, 2016; Pound, 2006; van Vuuren et al., 2016). The SMT's perceptions of their role and how they implement policies, affect how they bridge the policy implementation gap (Ally & McLaren, 2016; Mc Lennan & Thurlow, 2003).

SMTs need to manage the communication and interaction between stakeholders, which will support or detract from policy implementation (Christie, 2010; Jansen, 2016; Nannyonjo, 2017). Policies like SIAS are put in place to support learners and provide better access to the curriculum (IESA, 2017). In the mainstream, the SMT's perceptions of the SIAS policy implementation, impacts directly on how LSEN learners are supported in schools, particularly in FSS in under-resourced communities.

## **5.6 STRENGTHS AND LIMITATIONS OF THE STUDY**

The strength of the study was that it had two forms of data collection, interviews and questionnaires, supplementing one another. The interview questions followed an open-ended structure and were not limited to specific questions. Another strength of the study was that I was able to immerse myself in the study, as well as do the fieldwork. As a result, I was able to gather rich data and understand the perceptions of the SMT with regards to the implementation of the SIAS policy in a mainstream school. A strength is that the data was collected in the participants' natural setting. I was able to invest a lot of time into analysing the data, which gave me a full description of the participants' perceptions. Since the study was limited to one school, a strength is that the potential to cause harm was less.

The limitation of this study was that it was conducted on a small scale. The study was

limited to one year. As a result, there was a limitation with regards to time spent in the field and with the amount of raw data that could be collected. The study was limited to one researcher; therefore, it was reliant on my individual skills. The study had the potential to be more easily altered by my own biases. The study took place in one case site. In addition, the study had limited participants, namely five members of the SMT. As a result, the study only reflects the SMT's view.

## **5.7 AREAS FOR FUTURE RESEARCH**

The following recommendations for future research can be made, based on the findings of the study:

- What are the teachers' perceptions of implementing the SIAS policy?
- Are parents adequately informed with regards to the benefits and disadvantages of their child receiving an LSEN number?
- How do learners feel if they have been given an LSEN number, but have to remain in a mainstream class as a result of their parents not giving permission for them to move?
- How do learners feel who have been placed in an LSEN class?
- What is the department's perception of how the SIAS policy is being implemented?
- What steps can be taken to bridge the gap between head office, the district and the SMT with regards to the implementation of the SIAS policy?
- A further study could be conducted to see if there is a difference with regards to the SMTs' perceptions of the SIAS policy with schools in different demographical locations, i.e. schools in urban versus rural areas.

## **5.8 CONCLUSION**

This study was based on Bronfenbrenner's bioecological model. The model shows us that we need to look at the SIAS policy implementation from a systems level. As an Educational Psychologist, one always has to look at the system in which the learner finds themselves. In the case of the study, the implementation of the SIAS policy is impacted on by the department, the SMT, the teachers and the parents. Each of those stakeholders form a different part of the system, but have an impact on each other. The challenge is getting all of these systems to talk to each other, in a way that will ultimately benefit the learner whom the SIAS policy was designed to support. For me, this research confirmed just what a vital role the SMT plays and how much power they actually have to influence all the stakeholders they come into contact with.

This study indicated that the SMT's perception had an impact on the implementation of the SIAS policy in a mainstream school. It showed that adequate training and clear communication is vital to ensure effective implementation of the SIAS policy. It also showed that SMTs need to be aware of their perceptions; they need to sit back and reflect on their personal beliefs as these are passed on to the teachers, which will, in turn, impact the learners.

### **5.8.1 Personal reflection**

I enjoyed conducting this research and analysing the raw data. Having the interviews with my participants was an enlightening experience as I knew very little about how the SIAS process worked. I was reminded of the fact that if you really want to understand a concept, you need to immerse yourself in it fully. Immersing myself in the SMT's world helped me gain an in-depth understanding of their context and the situation in which they find themselves. The data I got from them told me their narratives. Initially, when I started the decoding process, I worked on my computer, but then quickly found that working on a hard copy would work better for me. After I had gone through the data numerous times and I had to start finding the specific line numbers for concepts I wanted to include in Chapter Four, I moved back onto my electronic copies as I felt this worked better.

Completing this research was one of the most challenging but rewarding things I have ever done. At the beginning of the process, one does not quite realise how much time and effort goes into a study like this. I learnt that one is able to do more than you think you are able to, and I realised how important my support system was.

I was reminded of the fact that when one does testing as an Educational Psychologist, that it is essential to clearly communicate with the parents, school and even the district if necessary. The parents play a crucial role in whether their child gets the support they need, and I believe my role as an Educational Psychologist is to help them understand the benefits of helping their child get the support they need. Psychoeducation plays an integral part in what we do as Educational Psychologists. We need to be change agents and be actively involved with what is going on in the school and communities where we find ourselves.



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## APPENDICES

### APPENDIX A: ETHICAL CONSIDERATION AND PERMISSIONS



# UNIVERSITY OF JOHANNESBURG ETHICAL CLEARANCE

NHREC Registration Number REC-110613-036



Dear Mandi Grobbelaar

**Ethical Clearance Number: Sem 1 2019-092**

**School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School**

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student to submit a new application.
- It remains the student's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

**The Faculty of Education Research Ethics Committee has decided to**

- Grant ethical clearance for the proposed research.  
 Provisionally grant ethical clearance for the proposed research  
 Recommend revision and resubmission of the ethical clearance documents

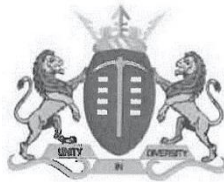
Sincerely,



Dr David Robinson  
**Chair: FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE**

29 July 2019

# CONSENT FROM THE GAUTENG DEPARTMENT OF EDUCATION



## GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

### GDE RESEARCH APPROVAL LETTER

Date:	14 May 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/28
Name of Researcher:	Grobbelaar M
Address of Researcher:	C15A World's View Rockey Drive Northcliff Johannesburg, 2195
Telephone Number:	083 665 8982
Email address:	grobbelaar.mandi@gmail.com
Research Topic:	School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School
Type of qualification	Masters
Number and type of schools:	One Primary Schools
District/s/HO	Ekurhuleni North

#### **Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the

*Making education a societal priority*

#### **Office of the Director: Education Research and Knowledge Management**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

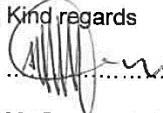
Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni  
Acting Director: Education Research and Knowledge Management

DATE: 14/05/2019



# RESEARCH SITE PERMISSION



## SECTION D: Signatures required for consent/assent

(for all participants, parents, guardians and other stakeholders)

### Informed Consent Form

*Project Title:*

School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School

*Investigator:*

**Mandi Grobbelaar**

*Date:*

26 April 2019

*Please mark the appropriate checkboxes. I hereby:*

- Agree to be involved in the above research project as a participant.
- Agree to be involved in the above research project as an observer to protect the rights of:
  - Children younger than 18 years of age;
  - Children younger than 18 years of age that might be vulnerable\*; and/or
  - Children younger than 18 years of age who are part of a child-headed family.
- Agree that my child, \_\_\_\_\_ may participate in the above research project.
- Agree that my staff may be involved in the above research project as participants.
  
- I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it. I have had the opportunity to ask questions about my involvement in this study. I understand that my personal details (and any identifying data) will be kept strictly confidential. I understand that I may withdraw my consent and participation in this study at any time with no penalty.
  
- Please allow me to review the report prior to publication. I supply my details below for this purpose:
- Please allow me to review the report after publication. I supply my details below for this purpose:
- I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher

Name:

Phone or Cell number:

e-mail address:

Signature:

If applicable:

- I willingly provide my consent/assent for the use of video recording of my/the participant's contributions.
- I willingly provide my consent/assent for the use of photographs in this study.

Signature (and date):

Signature of person taking

# UNIVERSITY OF JOHANNESBURG INFORMED CONSENT/ASSENT FORM



## SECTION C: Information for participants on ethical procedures

(to be used as part of the informed consent process)

### **Faculty of Education - Research Project Information** **School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School**

#### *Background to the study including the nature of the research*

I, Mandi Grobbelaar am doing research on School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School. Research is the process whereby careful and detailed study is done into a specific problem, concern, or issue using different process and guidelines that are based on making sure the research is accurate and adds to the knowledge about the given topic in an appropriate and ethical way. In this study I want to gain an understanding of the School Management Teams' Perception of the Strategy when implementing Screening, Identification, Assessment and Support in a Mainstream School. We are inviting you to participate in this research study. It is hoped that the understanding gained through this study will provide The School Management Team (SMT) and the district with knowledge and information related the implementation of the Screening, Identification, Assessment and Support policy in a Mainstream School It is also envisaged that such knowledge will help to improve the implementation of the SIAS policy and allow for development in the future. There are currently very few studies that look at School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School and it is hoped this study could guide future studies in this respect.

#### *Intention of the project*

Research associated with this project attempts to:

The purpose of this study is to explore and describe the School Management Teams' perception of the implementation of the SIAS process in a Mainstream School.

#### *Procedures involved in the research*

This study is a qualitative, case study as it is aimed at describing an in-depth analyses of a single element, in this case the teachers' perceptions. This study is mainly exploratory and descriptive in nature. Case studies are seen as exploring a closed system in depth focusing on elements like an activity, event, a process or an individual. This case study will only focus on the perceptions of the School Management Teams' when implementing the SIAS process in a mainstream, primary school.

Purposive sampling is used in qualitative research to help understand a phenomenon under study (Creswell, 2014) and was, therefore, the most suitable sampling method for the current study which attempted to explore and understand SMT's perceptions of the implementation of the SIAS Policy.

The SMT will be purposively selected to participate in the study as the study aims to understand the influence of their perceptions. The SMT consists of the principal, the deputy principal and the HoDs of the school.

Gauteng was selected as the primary province for this research. The Gauteng province has the most mainstream schools functioning as FSS (Statistics South Africa, 2016). From these mainstream schools in Gauteng, one school was selected purposively to be the focus of the study.

#### *Selection of participants*

Purposive sampling will be used. This sampling method is suitable to use when attempting to explore and understand School Management Teams' perceptions of the Screening, Identification, Assessment and Support process in a Mainstream School.

There is one principal in the school who will be interviewed, there is one deputy and there are 4 HoDs all of them will be interviewed as they all form part of the school management team.

All research must abide by guidelines of ethical standards that need to be practised in order for professional and academic communities to keep to their responsibilities as researchers. Researcher should attempt to address the following ethical issues in the planning and completion of the study, namely informed consent; ensuring confidentiality, privacy and anonymity of the participants; and allowing for voluntary participation and withdrawal without penalty (Creswell, 2007; Vosloo, 2014; Scott & Morrison, 2005; de Vos, Strydom, Fouché, & Delpont, 2011; Saunders, Lewis, & Thornhill, 2015; Creswell, 2014; McMillan & Schumacher, 2014; Yin, 2011).



## SECTION C: Information for participants on ethical procedures

(to be used as part of the informed consent process)

### *Privacy*

Participants will be assured of their privacy. All interviewees will be given labels so as not to identify the participant. The researcher will ensure that no identifiers for these participants will be located on any of the data sources or analyses.

### *Voluntary*

All Participants were invited to participate voluntarily. They will be provided with detailed information regarding the study beforehand to ensure that the process is transparent and clearly outlined to them. They will be given the option of withdrawing their participation at any time without fear of any consequence or penalty.

### *Consent*

Consent will be informed at all times. Consent to complete the study at this private institution was negotiated with the school board through the principal of the school. All the participants will be provided with a detailed description of what the research aims at, what their roles and responsibilities are with regards to gathering data as well as what their rights are with regard to the research. This will be achieved by way of a formal letter of consent which describes the study as well as the responsibilities and rights they had as participants.

### *Confidentiality*

All the participants names and titles will be excluded from all documents, analyses and reports on the analyses. This includes the name of the school as well as the names and titles of the SMT. All names and identifiers will be replaced with codes, mainly letters and labels. The information of all involved was protected from the start of the research to its conclusion and will be kept at the University of Johannesburg for safekeeping.

### *No Harm*

The participants will be protected from any embarrassment, stress or discomfort. Their well-being is a priority. Any incidents occurring which causes pain or harm to any participants will immediately be referred to an Educational Psychologist for counselling.

### *Potential Risks*

It is unlikely that there will be any harm or discomfort associated with participation in this study. While participants might feel uncomfortable, anxious or stressful, there are minimal risks involved in participating in this study. If anyone from the SMT feels stressed or anxious, counselling will be made available to them to talk through any feelings or emotions that the study may bring to the fore. This is highly unlikely. Voluntary participants also have the option to withdraw at any point.

### *Potential Benefits*

This study was undertaken to explore and describe School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School. Subsequently, the SMT will gain more insight into the use of the SIAS Policy and the influence and impact their perceptions have on the implementation of this policy. This will help SMTs get much needed knowledge and information to feel more confident in the use of the SIAS Policy and it will guide the department in identifying ways of how to better support SMT in the implementation of the SIAS policy. This in turn will benefit the learners on the ground who are impacted on a daily basis by the implementation of the SIAS Policy.

### *Informed consent*

We recognise that participants are not capable of consent unless "informed". Therefore, the nature of the research will be disclosed as well as the aims, the duration, the risks and benefits, the nature of interventions throughout the study, researcher details, and details of the ethical review process. Where appropriate, communities, employers, departments and other instances are also part of the informed consent process.



## SECTION C: Information for participants on ethical procedures

(to be used as part of the informed consent process)

### *Confidentiality*

Every effort will be made to protect the participants confidentiality and privacy. The researcher will not use participants names or any information that would allow participants to be identified. In addition, all data collected will be anonymous and only the researchers will have access to the data that will be securely stored for no longer than 2 years after publication of research reports, or papers. Thereafter, all collected data will be destroyed. Participants must, however, be aware that there is always the risk of group or cohort identification in research reports, but their personal identity will always remain confidential. Participants must also be aware if information the participants have provided is requested by legal authorities the researcher may be required to comply.

### *Participation and Withdrawal*

Participation in this study is voluntary. Participants may withdraw their consent to participate in the project at any time during the project. If a participant decides to withdraw, there will be no consequences to them. Participants decision whether or not to be part of the study will not affect their continuing access to any services that might be part of this study.

### *Future interest and Feedback*

You may contact the researcher (see below) at any time during or after the study for additional information, or if you have questions related to the findings of the study. You may indicate your need to see the findings of the research in the attached consent form.

**Mandi Grobbelaar**

Researcher  
083 665 8982

**Dr. Jean Fourie**

Research Supervisor  
011 559 2526

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26 April 2019



SECTION D: Signatures required for consent/assent

(for all participants, parents, guardians and other stakeholders)

Informed Consent/Assent Form

Project Title:

School Management Teams' Perception of the Strategy of Screening, Identification, Assessment and Support in a Mainstream School

Investigator:

Mandi Grobbelaar

Date:

26 April 2019

Please mark the appropriate checkboxes. I hereby:

- Agree to be involved in the above research project as a participant.
Agree to be involved in the above research project as an observer to protect the rights of:
Children younger than 18 years of age;
Children younger than 18 years of age that might be vulnerable\*; and/or
Children younger than 18 years of age who are part of a child-headed family.
Agree that my child, \_\_\_\_\_ may participate in the above research project.
Agree that my staff may be involved in the above research project as participants.
I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it. I have had the opportunity to ask questions about my involvement in this study. I understand that my personal details (and any identifying data) will be kept strictly confidential. I understand that I may withdraw my consent and participation in this study at any time with no penalty.
Please allow me to review the report prior to publication. I supply my details below for this purpose:
Please allow me to review the report after publication. I supply my details below for this purpose:
I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher

Name: \_\_\_\_\_

Phone or Cell number: \_\_\_\_\_

e-mail address: \_\_\_\_\_

Signature: \_\_\_\_\_

If applicable:

- I willingly provide my consent/assent for using audio recording of my/the participant's contributions.
I willingly provide my consent/assent for using video recording of my/the participant's contributions.
I willingly provide my consent/assent for the use of photographs in this study.

Signature (and date): \_\_\_\_\_

Signature of person taking the consent (and date) \_\_\_\_\_

**APPENDIX B: DATA COLLECTION AND ANALYSIS EXAMPLES**



## SEMI-STRUCTURED INTERVIEW SCHEDULE QUESTIONS PROMPT SHEET

### SMT's Perception

- What are the strengths and weaknesses of this school's SMT?
- How do your perceptions and experiences as a member of the SMT impact on the staff, specifically those who work under you? If so, what are the impacts you see?
- What influence does the SMT's perception of SIAS have on the implementation of SIAS?
- As part of the SMT, what do you think needs to be done to improve the implementation of the SIAS process?
- Do you see the SMTs' perception of the SIAS policy impacting the staff body?
- Does the SMT feel they are equipped to roll out policies like the SIAS? If not, what do they need to be more effective?
- According to you what are the strengths and weakness of the implementation of the SIAS process within the school environment?

### Policy Implementation

- Are there aspects that make it more difficult for the SMT to roll out policies like SIAS effectively?
- What process does the SMT use to roll out policies, like SIAS?
- How does the SMT go about encouraging and enforcing policy usage with the staff? Do you feel that training is enough?

### General School Information

- How does your school function with regards to LSEN learners?
- Would you say that your school is diverse?
- How does record keeping work at your school with regards to LSEN learners?

### Collaboration

- How does the school involve parents who have children with barriers to learning?
- How does the school collaborate with other professionals?
- How often does the SMT meet?

### Learner Support

- How do you identify learners who require support?
- How does the process of getting an LSEN number work?
- Do you have Individual Education Plan's (IEP) for learners who are struggling?

# BLANK QUESTIONNAIRE

2019/04/26, 09:22

UJ Research Project on Special Needs Education in Gauteng schools

2019/04/26, 09:22

UJ Research Project on Special Needs Education in Gauteng schools

## UJ Research Project on Special Needs Education in Gauteng schools

This research is being conducted by the Department of Educational Psychology in the Faculty of Education. This questionnaire is designed for school principals and educators to complete regarding the education of learners with special needs in Gauteng schools. The form should take about 30 minutes to complete. The Masters in Educational Psychology students are acting as field workers to facilitate gathering data. Ethical clearance to conduct the research has been obtained from the Faculty of Education Research Ethics Committee (Clearance Number: 2017-023). This project is supported through an earmarked grant allocated as part of the Teaching and Learning Development Capacity Improvement Programme (TUDCIP), a partnership between the Department of Higher Education and Training and the European Union.

Should you have any queries please contact the lead researchers: Dr Helen Dunbar-Krige [helenk@uj.ac.za](mailto:helenk@uj.ac.za) and Dr Jean Fourie [jeanf@uj.ac.za](mailto:jeanf@uj.ac.za)

1. Email address \*



2. What is the name and contact details of the UJ field worker who is facilitating the completion of this questionnaire?

3. What type of school is this?

Check all that apply.

- Primary school
- High school
- Gauteng Department of Education
- Independent Education Board
- Special Needs school
- Remedial school
- Full Service School
- Resource Centre
- Other:

4. What best describes your role in the school?

Check all that apply.

- Teacher
- Head of Department
- School Principal
- Learning Support Educator
- Therapist
- School Based Support Team
- School Management Team
- Parent
- Caregiver
- Classroom Assistant
- Other:

<https://docs.google.com/forms/d/15JrP5ba0r720hLgga0UjWixYDyixY206akbLrWZ50j0r/ntform>

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<https://docs.google.com/forms/d/15JrP5ba0r720hLgga0UjWixYDyixY206akbLrWZ50j0r/ntform>

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5. What quintile does the school fall in?  
*Mark only one oval.*

- Quintile 1 - non fee paying
- Quintile 2 - non fee paying
- Quintile 3 - non fee paying
- Quintile 4
- Quintile 5
- Other: \_\_\_\_\_

6. How many teachers on the staff? \_\_\_\_\_

7. What is the language of teaching and learning in this school? \_\_\_\_\_

8. What are the home languages of the learners in the school?

*Check all that apply.*

- English
- Afrikaans
- isiZulu
- Xhosa
- Sotho
- Ndebele
- Venda
- Tswana
- Swati
- Tsonga
- other African language
- Eastern language
- European language
- Indian language
- Other: \_\_\_\_\_

9. How many years of teaching experience do you have?  
*Mark only one oval.*

- 1 - 5 years
- 6 - 10 years
- 11-15 years
- 16 - 20 years
- < 20 years
- Other: \_\_\_\_\_

10. What teaching qualifications do you have? \_\_\_\_\_

11. What qualifications do you have in special needs education? \_\_\_\_\_

12. How many years have you taught in special needs education?

*Mark only one oval.*

- none
- 1-2 years
- 3-5 years
- < 5 years
- Other: \_\_\_\_\_

13. What is your gender?

*Mark only one oval.*

- Female
- Male
- Prefer not to say
- Other: \_\_\_\_\_

14. How would you rate your teaching competence?

*Mark only one oval.*

- 1      2      3      4      5
- Exceptionally skilled teacher                  Novice teacher

15. How many learners in this school? \_\_\_\_\_



16. How many learners in these ethnic groups approximately?  
Check all that apply.

	0-50	51-100	100-200	200-500	more than 500
African	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coloured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What statement best matches your sentiment?

Check all that apply.

- Learners with disabilities have difficulty integrating in this school
- Learners with impairments can be accommodated in this school
- Learners with impairments are welcome and accepted in this school
- Learners with disabilities should be in special schools which cater for their unique needs
- Learners with special needs are placed in a special class in this school
- Other: \_\_\_\_\_

18. How many learners with special needs are in the school?

Mark only one oval per row.

	none	1-10	11-20	21-50	more than 50
Attention difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autism spectrum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual deficit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auditory impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic health conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Who are the members of the School Based Support Team?

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20. How often does the School Based Support Team meet?

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21. What training have you had in the policy of 'Screening, Identification, Assessment and Support'?

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22. How does the school implement the 'SIA'S' policy?

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23. How does the school involve parents of learners with special needs?

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24. Describe the behavioural challenges of the special needs learners in the school.

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25. Give examples of intervention strategies used in the school to assist special needs learners.

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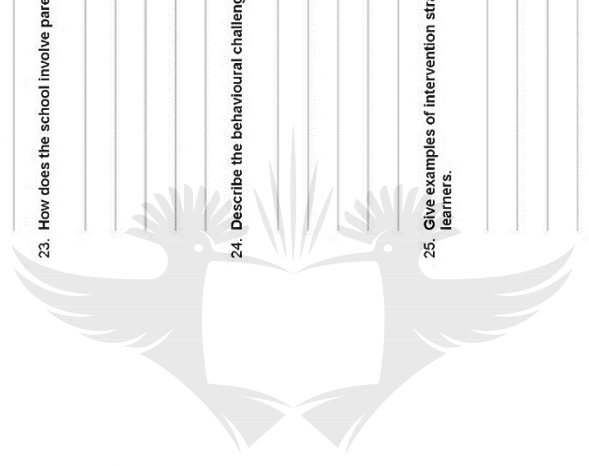
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26. What assessment accommodations are done in this school?  
Check all that apply.

	never	seldom	often	all the time
Extra time for tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing tests and exams in a separate venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a person read the tests and exams to the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a person write or scribe the answers for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typing the answers into a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having the test questions recorded for the learner to listen to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. What instructional interventions are implemented for learners with special needs in this school?

Check all that apply

- Curriculum Differentiation
- Straddling
- Backtracking
- Individual Education Plans
- Diagnostic Screening Tests
- Support needs Analysis
- Remedial Therapy
- Occupational Therapy
- Counselling
- Physiotherapy
- Language enrichment
- Mobility orientation
- Other: \_\_\_\_\_

28. What other information would you like to share regarding this school and special needs learners?

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29. Mark only one oval.

Option 1

Thank you for completing this questionnaire.



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## PARTICIPANT CODES

Participant 1 - SMT 1

Participant 2 - SMT 2

Participant 3 - SMT 3

Participant 4 - SMT 4

Participant 5 - SMT 5



## INTERVIEW TRANSCRIPTIONS

Line No.	Speaker	Conversation
1	R	<b>Okay, thank you for participating in the research, I appreciate it.</b>
2		<b>I just wanted to know, what would you consider are the strengths and the weaknesses of the SMT.</b>
3	SMT 1	The strengths of an SMT are that we are able, are you talking about the current this school's SMT
4	R	<b>Yes</b>
5		We <b>worked well as a team</b> and if there's a problem or an issue, we, <b>if we are on our own,</b>
6		<b>not able to tackle or handle it, then we work together as a group,</b> we discuss it with one another.
7		We all <b>speak from the same mouth,</b> we have our <b>regular meetings.</b> I mean, every morning, we have a meeting
8		so we discuss what is going to happen during the course of the day so that if any of the other educators
9	SMT 1	come to us to ask us questions, <b>we know exactly what we are talking</b> about because we've already discussed it.
10		At the moment, I don't think there is much of a weakness at the only weakness I would say it's not exactly
11		a weakness is that we have a new member on our SMT and, but we are working together with him
12		and we do explain to him and guiding him, but it's not really I wouldn't consider it actually a weakness. So at
13		the moment, I don't think there is a weakness, a because <b>we each have our own strengths and we work</b>
14		<b>with each of those strengths and we work together as a group</b>
15	R	<b>Okay, within the team. Okay? Are there certain aspects that you think make it difficult for the SMT,</b>
16		<b>to roll out policies, um specifically policies like SIAS?</b>
17		When it comes to the <b>SIAS policies,</b> we do <b>implement according to the way the department has instructed us.</b>
18		So we <b>call the parents</b> we explained to them, this is exactly what we are doing, we fill in the documentation and
19		things like that. From there sometimes you don't always find out all the information you need to about the children
20		or the <b>parents because they are not so forthcoming</b> so that sometimes is a <b>barrier,</b> because you as a teacher
21		experience the child in a <b>certain way, in school, and at home,</b> the parents experience a child in a different way.
22	SMT 1	So sometimes we <b>don't always have the full picture of the child that we are dealing with.</b> Then when we do send
23		the information through, through the department and recommendations made that the child is an LSEN learner or
24		the <b>child needs to go to a school that is not a mainstream school,</b> then we have the <b>struggle,</b> because even though
25		the parents gave us permission for the child to be tested and all those things, when the <b>final results come, they are not</b>
26		<b>really keen to send their child to an LSEN school</b> because they feel that they are <b>disadvantaging their child</b>
27		and our problem is, is explaining to the parents, it's for in the <b>child's best interests</b> that they send their child
28		to the school. So that is our problems that we experience from that point of view.
29	R	<b>Okay, so you think that's the biggest challenge with regards to roll out of the SIAS</b>
30	SMT 1	Ja getting the cooperation <b>not all parents</b> um are <b>refuse</b> the idea of sending the children to LSEN school, but if I have to think about it
31		in percentage wise, <b>70% of the parents are against it 30% are for it.</b>
32	R	<b>Yeah, it's quite a big, big number, who's actually against it. Okay, um what process does the SMT use</b>
33		<b>to roll out SIAS?</b>
34		We have <b>workshops,</b> the <b>HODs</b> have attended workshops with regards to how to implement it. Then we at a
35	SMT 1	<b>staff meeting</b> or a separate special meeting, we have an <b>SBST, or an SAT meeting,</b> where <b>we take the educators step</b>
36		<b>by step</b> like we've done it last year, the educator that was HoD, that was at our school, she's now retired
37		had a workshop with all the educators and took them step by step through the form and how to fill it. She also

38		had an exemplar form of how a form would be filled in if she was filling it for someone and then we implement
39		the SAIS by giving it to the teachers and telling them listen for these kids a form needs to be filled in the teachers fill it in
40		and give it in to the HoD. The HoD checks it to see if there's any things that are missing or anything that needs to be added and then
41		from there once everything has been checked, everything has been finalised then it is submitted to the department.
42	R	<b>Okay, perfect.</b>
43	SMT 1	Oh sorry prior before it is submitted parents are, obviously contacted, the form is signed stuff like that
44	R	<b>to say that you are now going to actually submit to the department. Okay, perfect.</b>
45	SMT 1	Ja
46	R	<b>How does management go about encouraging, encouraging and enforcing the policy?</b>
47	SMT 1	The SIAS policy?
48	R	<b>Yes</b>
49	SMT 1	Okay
50	R	<b>or any other policy</b>
51		Any other policies, um our directive comes from the department with regards to certain
52		policy, if it's in school policies, then first we type out the policy, we have like a draft copy, we read through it staff
53		meeting, we will say listen, this is the new policy that we are implementing at our school, go through it, see if
54		there's certain things you think we should add, certain things you think we should omit, certain things that are
55	SMT 1	good practice, certain things you feel that are outdated. So once that has been sorted out, they we type it out
56		again, then that's our second draft and then we give it to the educators again, we have a look at it. SMT, looks at it one
57		final time and then it becomes policy and then we have a policy file in our staff room and every educator
58		has their own file with all the schools policies, some department policies that they keep in their files that they
59		can refer to
60	R	<b>Okay, perfect. And then with the SIAS, you would do it, how would you do it with the SAIS specifically?</b>
61		SIAS specifically, we discussed the we the HoDs have received training with regards to the exact policy.
62	SMT 1	So they deal with the sections where it applies to the educator and how they are going to implement it
63		because there are certain aspects where the just the HoD has to deal with regards to submission
64	R	<b>So is not relevant to them</b>
65	SMT 1	exactly so what's not relevant to them, we do not discuss what is relevant to them we discussed with them
66	R	<b>Okay, perfect. Do you think that the training you've given is effective?</b>
67		In the beginning, it was a little bit of a challenge, because it was new to us as well. So it took time for us to
68		understand exactly what the department had needed and required, because sometimes, the explanations were
69		not as clear as it should have been, but once we've established exactly what they wanted, then we would
70		explain to the teachers that is the reason why we had a workshop last year to explain once this is exactly
71	SMT 1	what they need, because it was just a starting thing um they hadn't it wasn't being implemented from like
72		10 years or seven years ago so they as well as they went along they also implemented certain
73		changes, the form changed, the format of this, the format of that, what they required from us documentation so
74		as they changed their requirements, then we had to address it with the teachers. So our implementation is we
75		discuss it, if there is a change, then we have a workshop.
76	R	<b>So do you discuss it as the SMT or as a staff body?</b>
77	SMT 1	First we discuss it as the SMT and then we have a staff meeting, or we have an SBST, or a SAT
78		meeting, where we get everyone together and we say listen these are the changes that we made or

79		these are the new implementations, and then we <a href="#">inform the staff</a>
80	R	<b>then you give it over to everybody else</b>
		<b>Okay, perfect. Do you believe as a member of the SMT that your perception and experiences impact on the rest of the staff?</b>
81	SMT 1	<a href="#">Yes</a> . I've been teaching for many, many years and throughout those years, I can say that <a href="#">whatever I have learned</a>
82		<a href="#">in my teaching experience has impacted on the type of HoD I am</a> , whether it was with regards to discipline
83		with its regards to implementation of policy, the teaching on the subject and subject policies, it has made a big
84		difference because <a href="#">as an HoD, you need to be aware of policies, you need to be aware of the various functions</a>
85		of the HoD how to implement things, <a href="#">how to speak to your colleagues how to deal with your colleagues</a>
86		So all of that prepares you for becoming an HoD and it is an invaluable experience. If
87		you start as a post level one teacher and then work your way up to an HoD because you had all those
88		experiences to work from.
89	R	<b>And now if you look at yourself personally, so the way you your belief about discipline,</b>
90		<b>or your perception of SIAS, or your perception of the bullying policy at school, how do you think what you</b>
91		<b>believe influences the rest of the staff, as a HoD</b>
92	SMT 1	Okay, with regards to <a href="#">following procedure</a> , I am a firm believer that if you follow procedure,
93		and you do things according to the way it has been set out, that thing makes life easier for you as a HoD and as an educator,
94		and all the educators that are under me or that I deal with <a href="#">know that I do things by the book and they would then in turn</a>
95		<a href="#">do the same thing and with regards to discipline as well</a> , I also have certain <a href="#">set rules in place</a> , and the other
96		educators and in fact, <a href="#">all of us follow the same thing</a> . So that is a child that has a problem. There is a child that
97		a teacher has a problem with and the child says but Miss Y says I can do this and his speaking to Miss X then our rule is
98		Miss X, goes to Miss Y with the child and say, listen, did you actually say this
99		or do that? Because in that way, the child could be lying, maybe not, but in front of the adult and with the child,
100		we can resolve the problem. So that's how I as an HoD work and the other HoDs as well, who follow procedure,
101		<a href="#">we follow routine and everyone follows that same system, there is no chaos in our system</a>
102	R	<b>And because of that you believes they buy into it more? because they see you are also doing that?</b>
103	SMT 1	<a href="#">Ja</a>
104	R	<b>Okay</b>
105		<b>So your perceptions, then has an impact on them? How you do things? Would you say that?</b>
106	SMT 1	<a href="#">Ja</a>
107	R	<b>Okay</b>
108		<b>How do you identify learners who require support?</b>
109	SMT 1	It's a <a href="#">whole process</a> that's carried out um at the end of every term in the last week before the reports are
110		printed out all the marks have already been loaded onto our school system. So what happens is the mark
111		sheets are printed out, the educators have a look at the marks the HoDs also have a look at the marks. If
112		there is a learner that is sitting on like for example, with the <a href="#">pass requirements</a> for English, it's 50%.
113		The other subjects it's a 40%. If the learners is on 38 or 39% we would tell the educator, <a href="#">listen, go back and check, see</a>
114		<a href="#">if there's any remarking that needs to be done</a> . And if there is then their mark changes, if not, then it stays there.
115		Then after that is done our schedules are printed out. That gives us an overall view of every learner from grade four
116		to seven. So each HoD takes a grade and goes through the learners who have not achieved that
117	R	<b>So what with the schedule be sorry, is that just the report basically?</b>
118	SMT 1	No, a <a href="#">schedule is departmental documents</a> that we have to <a href="#">provide to the department</a> .

119		It gives us an overall view of all the learning areas that the child the six learning areas in Grade four to six, seven
120		learning areas in Grade, sorry, the nine learning areas in Grade seven. So it gives us an overall view of how the
121		child has performed in every subject so what we do is we check every child and all the subjects across the
122		board. And then we see if the child has, if a child has failed, we check to see where the child has failed, and what
123		the marks look like. So that's what we do, then we go back to the grade heads, and we tell them listen, this child is
124		sitting on a 49% here and a 39% there, please ask the educator to go back and check there any marks to be found, because at
125		the moment, the district feels that if a child's on the 39% or 49%, the you can go back and check and
126		remark .
127	R	<b>It's close enough</b>
128		It's close enough. So that's what we do and then after that we identify all the kids that
129		have not passed, then we go onto the next part, which is called a tracking sheet. That's a new document that's
130		been introduced by department. A tracking sheet is the list of learners in every Grade in every class that has failed
131		that term. So that now we checking how the child has progressed. So if I failed Afrikaans in Term 1, but I passed it in
132		Terms 2 it needs to be recorded, because during that time period, I failed or if I passed in Term 1 but failed in Grade
133	SMT 1	2, Term 2 that also needs to be recorded. So when the department comes, they have a look at the
134		schedule, they have a look at the tracking sheets, they have a look at the information of kids, who were repeating
135		the Grade, and kids who were progressed to the Grade. So that's how we keep track of that and then next month in
136		September, sorry, in September, not next month, in September, we now have to have a list of the learners that
137		we have identified as possible failures, it doesn't mean that they will fail at the end of the year, but they are in
138		danger of failure. So we required to have those that on a separate list and we have to have those learners books ready
139		to see what support to offer them in class and things like that. I don't know if I'm going on to another question
140	R	<b>No, no, this is perfect</b>
141		<b>it's all part of how you get to giving them the support that they need</b>
142		So those kids that I have been identified as failing, if the child is a repeat, you have to ensure that there is
143		some support being offered. If the child was progressed again, the department focuses on a lot on kids who
144	SMT 1	have been progressed and kids who have been retained. They want to see what support you have done. So at our
145		school, if I have assisted a child and explain something to them, we use a yellow highlighter, or we write TA
146		which means teacher assistance and that's our proof or we writing the books
147	R	<b>in their books?</b>
148		in the books because the department wants proof
149		or if we find that the child is really struggling and there is not we cannot offer as
150	SMT 1	much assistance in class because we teach a class of about 40 then we will also tell the parents
151		listen, your child needs to attend extra classes. Now our school has closes from at two, at three o'clock from
152		Tuesday to Thursday so from two to three, everyone of us does extra remedial classes with our kids in every learning area
153	R	<b>Are those just the kids that need support or all the kids?</b>
154		It's for everybody. We tried to separate that, but then
155	SMT 1	we found that there are some kids that fall on the wayside so we decided we will do this with the whole class.
156		So it's like literally teaching for an hour, an extra hour, but we are doing extra lessons where we found that a child was
157		struggling something, the class was struggling
158	R	<b>And then you focus on that specific content</b>
159	SMT 1	Ja



160		So that gives us time to do the <b>re-teaching</b> . And then we have parents mornings for
161		those parents whose children failed that term. So they are required to come and see us on the <b>first Saturday</b> of when
162		<b>school opens for the term</b> and then we have a <b>one on one discussion</b> . And we tell them listen, these are the
163		areas your child was struggling in, this is what you need to do to support your child.
164	R	<b>Okay. And then from there how does it go to getting the SIAS process, when does that come into place?</b>
165		Okay, if a child has repeated the grade, and he's still failing, then there is something wrong, there is a learning barrier.
166		So what we do is we've got a <b>Psychologist that comes maybe like once a month or twice a month</b> ,
167		we have a form that the parents fill in giving us <b>permission</b> to have the child tested, but what we do is sometimes
168		the parents morning when while the parent is there then we tell them listen, I think it's a good idea for us have your
169		child tested because we were concerned with them they still not coping, even though they are repeating the grade.
170		So then the parents fill in the form, then he comes in, he does his different tests and then he contacts the parents
171		and <b>he provides him with the result</b> . He provides a school with a result as well. So there are <b>various</b>
172	SMT 1	<b>recommendations</b> and <b>depending on those recommendations, we will speak to the parents</b> , sometimes
173		it's <b>LSEN placement</b> , sometimes it's <b>Panorama</b> , sometimes it's just <b>basical remedial education</b> , and things like
174		that. So <b>we only fill we usually fill in the SIAS document, if we are sending it onto district and we need a LSEN number</b> , but
175		if it's like remedial education and things like that we don't do the SIAS document, because it is up to the parents to send for remedial education,
176		<b>but if the parents have not followed those recommendations by the psychologist then we contact the department and say listen this was</b>
177		<b>recommended the child is still not coping we are now going to fill in the SIAS document to send it to the parents to fill in so that you</b>
178		<b>guys can also see what's going on</b>
179		<b>whats actually happening. Okay perfect. If you could just explain to me briefly like how does your school function? How does it</b>
180	R	<b>work?</b>
181	SMT 1	With regards to?
182	R	<b>Just general aspects</b>
183		It's a <b>top down approach. Principal goes to her meetings</b>
184		and then has <b>meetings with the SMT</b> then the <b>SMT either meets with their grade</b> , or they meet
185	SMT 1	<b>people</b> that they are in charge of and we go in that manner. If it is with regards to administrative issues um
186		our <b>principal informs the HoDs or informs the deputy principal, the deputy principal informs the HoDs, the HoDs informs</b>
187		<b>the grade heads and then the grade heads inform their teachers</b>
188	R	<b>Okay. Do you have like HOD, like phase meetings with your specific people?</b>
189		Ja um we go for HoD meetings once every term and whatever feedback we get from there then we have the
190		meetings with our specific grades or the specific subjects and then we have phase meetings, we have phase
191		meetings when there are certain important issues we need to discuss, usually it's like supposed to be once
192	SMT 1	a term and subject meetings also, if there's changes or other discussions that we need to have then we
193		will have it once a term, it's not always planned for certain days, because sometimes you may just get
194		information from the departments without any warning and then you have to meet with your people,
195		the people that you are in charge of
196	R	<b>Okay so it is as the need arises that there needs to be communication or whatever. Okay.</b>
197	SMT 1	Yes
198	R	<b>What influence does the SMTs perception of SIAS have on the implementation of it?</b>
199	SMT 1	Um, we have a <b>very positive approach to the whole SIAS thing</b> , because at the end of the day, it's to <b>benefit to the child</b>
200		it's to the <b>best interest of the child</b> so that's the message that we have given to the educators as well,

201		because we've, we've said that you <b>do not want to be frustrated</b> with the learner that you trying to help, but you
202		you cannot figure out what's going on, so the <b>best way for us to help you, is to help them and to fill out the</b>
203		<b>SIAS</b> to get the SIAS from filled in and get the ball rolling, so someone can give us clarity, this is the exact problem
204		the child has and this is how you can handle the problem. So we are looking it, looking at it as a <b>tool in helping</b>
205		<b>the teachers to help the child</b> to improve or to support the child the best that they can
206	R	<b>Yeah. So you said you're trying to convey it in a positive way?</b>
207	SMT 1	Yes
208	R	<b>So you're doing that because you think then they'll catch onto it more because they believe you and maybe you are believing in it</b>
209	SMT 1	Yes, ja it <b>doesn't help to be negative</b> about this, because if you portray a negative impression of it, <b>everyone's</b> going to
210		have think it's a <b>burden to implement</b> . So that's the reason why
211	R	<b>Okay perfect. So as part of the School Management Team, what do you believe needs to be done to improve the SIAS process?</b>
212		Um, there are certain aspects of the actual <b>filling of the form that I think is repetitive</b> , they need to streamline it.
213		There sometimes the are <b>questions that a teacher can't really answer</b> as clearly, you know, with regards to their home
214		environment and things, because you're not really sure about the home environment. And also, I know
215	SMT 1	they are, are <b>overwhelmed in department with the number of forms</b> that are being sent through and asking
216		for assistance that they do on their side, <b>employing more people</b> that will be able to assist with getting these
217		forms <b>processes as quickly as possible</b> , because sometimes you have to <b>wait like three to four months</b> to get
218		a reply and in the meantime, here's this child, that you do not know how exactly to assist the child and the <b>child is</b>
219		<b>getting lost in the system</b> . So that's the main thing.
220	R	<b>Okay, you feel that you that needs to be improved</b>
221	SMT 1	Ja, that I feel needs to be improved
222	R	<b>Okay, perfect. Do you believe, I think you have answered, but just, do you believe that your perception of SIAS impacts</b>
223		<b>on the staff as a SMT members</b>
224	SMT 1	Yes
225	R	<b>Okay. According to you what are the strengths and the weaknesses of the implementation of the SIAS process within your school environment?</b>
226		The strengths are that we <b>do understand the reasons</b> the reasoning <b>why they want these forms filled in</b> . The weaknesses
227		I feel are the fact that it keeps, <b>the forms constantly changing</b> so you will know exactly what you need to
228		have ready to fill in this document and then in the next breath, hang on a minute, we actually changed it a
229	SMT 1	little bit so now you have to go back. Sometimes, <b>you don't always have the cooperation from the parents</b> with
230		regards to getting information. Sometimes it's a bit <b>difficult to express exactly</b> what you feel or exactly
231		<b>the problems</b> you're experiencing with the child. But the strengths also, <b>when you are filling in this form</b> , you also
232		<b>realise</b> that you actually <b>the different things that you need to help the child</b> with you actually stating it there so you
233		<b>can see exactly where you stand with this child</b>
234	R	<b>So it gives you some focus</b>
235	SMT 1	Ja
236	R	<b>Okay, perfect. Would you say that your school is diverse?</b>
237	SMT 1	With regards to?
238	R	<b>The learners and the staff?</b>
239	SMT 1	Yes, completely
240	R	<b>Okay. Okay.</b>
241		<b>How does your school involve parents?</b>

242	SMT 1	We have <b>parents mornings</b> . We have <b>school concerts</b> , parenting involvement is a problem. We there are <b>some</b>
243		<b>parents</b> that are <b>fully involved</b> , majority are not. A lot of them come from the <b>working-class environment</b>
244		where they work, <b>night shifts</b> , and things like that so <b>we don't always think have parents cooperation</b> . The <b>only</b>
245		<b>time</b> we do get to see <b>parents</b> is if <b>we call them in</b> or if they have an <b>issue with something</b> and if they do have an
246		issue with something they do come in, it's generally the teachers calling the parent and tell them listen
247		you need to come in and see me. That is our <b>biggest problem</b> , <b>parental involvement</b> , <b>we don't have as much</b>
248	R	<b>Okay, perfect, can I just go back to the diversity question again? You said your school is diverse according to you what makes it diverse?</b>
249	SMT 1	We have <b>all the race groups with regards to out teachers</b> and we have <b>all the race groups with</b>
250		<b>regards to the learners</b> , um <b>languages</b> as well, there's <b>numerous languages</b> being spoken amongst the learners as
251		well as the educators. Like <b>male and female</b> I think we've got, we've got <b>fewer males</b> that's the usual
252		in a primary school. We have more female. And ja, it's ja <b>we completely integrated</b>
253	R	<b>Okay, perfect I just wanted to just explore a little bit on that um how does the school collaborate with like</b>
254		<b>doctors/Speeches/OTs?</b>
255	SMT 1	The only um we've <b>got a Educational Psychologist</b> with regards to OTs and things like that
256		<b>we do not have the funding</b> for that so we don't we don't have any input from that field
257	R	<b>Okay, so let's say a child, you pick up the have a speech problem. How do you how would you address that?</b>
258	SMT 1	We would <b>call the parents</b> in we will <b>have a meeting</b> , we will say I'm <b>concerned</b> about the child's <b>speech</b> ,
259		I think you need to take your child to Speech Therapist or something, we <b>for a diagnosis</b> because we do not
260		diagnose the child, we just see that they are hear that there is a problem and then we recommend that maybe
261		we need to take your child which was Speech Therapist <b>it up to the parents whether they want to or not</b>
262	R	<b>Okay, perfect. How often does the SMT meet?</b>
263	SMT 1	<b>Everyday</b>
264	R	<b>When do you meet?</b>
265	SMT 1	Quarter past 7 till a half past seven because that's when we meet with to do our staff meeting
266	R	<b>Okay, so before the staff meeting everyday. Okay, perfect. And how does the process work of getting an</b>
267		<b>LSEN number?</b>
268	SMT 1	<b>Once the SIAS forms are filled in</b> , we send it and the <b>psychologist has done the</b>
269		<b>testing and he's recommended that the child be placed in an LSEN class</b> , we <b>send the documentation with</b>
270		<b>the SIAS documents with the report from the psychologist to the district requesting an LSEN number</b>
271	R	<b>Okay. Okay and then how if you had to explain LSEN class to me, how would you explain it?</b>
272	SMT 1	I would say an <b>LSEN class</b> is <b>for a learner that has a learning barrier</b> . They are <b>not able to function</b>
273		in a <b>mainstream school or in mainstream class</b> because their <b>learning needs are completely different</b> to a
274		learner in a mainstream class, they need <b>special attention</b> they need <b>simplified work</b> , they need to have work
275		that is based on the <b>level</b> so if the <b>child</b> on Grade 1 level and is in a Grade 4 class, they need to they are
276		functioning on Grade 1 level. So that <b>class is much smaller in size</b> , and they have <b>one on one attention</b>
277		compared not, ja no more on a greater basis compared to having 40 kids to one educator. And there each
278	lesson is designed for them in a specific way for them to cope with whatever they need to	
279	R	<b>And then the LSEN classes how many teachers are in those classes? Is it also just one?</b>
280	SMT 1	We have an <b>LSEN senior</b> and we have an <b>LSEN in junior</b>
281	R	<b>Okay</b>
282	SMT 1	and I think it's I stand corrected on this

283		I think it's 12 in the LSEN senior, and I think 16 learners in junior,
284	R	Okay with one teacher?
285	SMT 1	Yes, with one teacher
286	R	Okay, perfect. And then do you have Individual Education Plan for the learners who are struggling?
287	SMT 1	As um our 14:00 to 15:00 programme... So what we do is that our
288		extra classes our revision work. So it depends on what the teacher at that, at that time of teaching a certain
289		topic, the teacher will know, okay, I need to focus on division, or I need to focus we don't have a specific plan
290		in place. It depends on what the teacher found that the kids do not understand, then that would be there revision
291	R	So they look at it as a unit, so lets say Grade 4 struggled with this, we need to work on this?
292	SMT 1	Yes
293	R	Okay
294	SMT 1	We also had, have in addition to that extra Maths and extra English books that are it's designed for
295		kids to do remedial classes and things like
296	R	Okay that you can use
297	SMT 1	And sorry. And we also have computer programme. It's reading eggs. I mean, the kids do that. That's also our revision
298	R	Okay, perfect. And then for example, like with the curriculum in the LSEN class, would it be the same curriculum
299		as in the mainstream school? Or how?
300	SMT 1	I'm not hundred percent sure about that, but I think they keep they tailor
301		the lessons to suit the learners that they have, so I'm not really familiar 100% right, exactly how they do it
302	R	That's perfect. And how does record keeping work?
303	SMT 1	With regards to?
304	R	Like, marks, over all or any kind of record keeping
305	SMT 1	Okay, we record our marks on a computer printed mark sheet
306	R	Okay
307	SMT 1	We give it into our school secretary and then she loads the marks onto the system. And then at the end of the when
308		she's done at the before the end of the term she gives us our printouts for us to check to see if there's any problems
309		or the input of the marks, we're done incorrectly
310	R	Okay, and then the record keeping of SAIS?
311	SMT 1	the guidance HoD keeps everything on file
312	R	Okay, so everything goes to him
313	SMT 1	And if we do get um ag whats this
314		reports back from the Educational Psychologist, he makes a copy, he keeps a copy, and then gives the
315		copy to the educator and tells him to place it in the child's learner profile, and copy and then we make an
316		appointment for the parents to come in to say, listen, we've also read the results. This is what's been
317		recommended and type of discussion
318	R	And then you said you learner files, how do you store those where are they kept?
319	SMT 1	Learner profiles are kept you in a specific office. It's in the front where the gate is,
320		each educator has their own cabinet with all there, there classes, profiles in it. So if I, I don't have a register
321		class because of being an HoD, but if I need to find out about a learner, I can go in there and access
322		those documents
323	R	and what goes in there? like their ...?

324	SMT 1	It's um it's <b>everything</b> . It's from the time they entered our school
325	R	<b>so their application form there reports</b>
326	SMT 1	Ja, the reports, if there was any <b>psychological counseling, medical notes</b> , we also report
327		about the what type of child we are, what type of child we are dealing with, or, like at the end of the year, I would write
328		<b>a little report about the child and say...</b> he is a very friendly child, very easygoing, works hard. So when the next
329		teacher inherits that child, they go to the back of the learner profile, which they can see. So that's what we tell all
330		the educators to do when you get your class in the new year, go through the learner profile, because last year,
331		it could be a case where a child has lost a sibling or lost a parent and you need to be aware of it, because this
332		child may have not gotten over that. So you need to be aware of it. So we always make it imperative that every
333		teacher reads the profile of all the children that they have in the class is a registered teacher so that they can
334	be more familiar with the type of child that they have	
335	R	<b>Ja and then who makes that note? You said now you make the note? Is it the HoD or the register teacher?</b>
336	SMT 1	It's the <b>register teacher</b> so if I have a register class at the end of the year,
337		or maybe during the year, something happens. I just make a note.
338	R	<b>Okay, perfect. Thank you so much. That's all my questions. I really appreciate your time.</b>
339		<b>Thank you have a lovely day. Bye.</b>
340	SMT 1	Thanks you too



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Line No.	Speaker	Conversation
1	R	<b>Okay, so thank you so much for being willing to be part of like the research, I really appreciate it. And so</b>
2		<b>I wanted to know, what do you think are the strengths and the weaknesses of the SMT at your school?</b>
3	SMT 2	Well, let me start with the strengths one thing, it's <b>unity and we work together as as team</b> , and prepare everything
4		before we go and present it to the staff, then we have to <b>analyse it first</b> . Is it fair? Is it feasible? Is it ok will the
5		teachers accept it? Is it going to be possible and we call them and speak as <b>one voice</b> . That's the strength.
6		as well as running the school we we <b>work together assisting each other</b> . <b>All the departments</b> , one would be an example
7		I'm a life orientation technology in natural sciences HoD, but now they are also SMT members whereby,
8		if I need something then I could go there and get help and and <b>they come and help me</b> .
9		So it's one of the strengths. Weaknesses?
10		Well, it's not really a weakness, but that would be a <b>time factor</b> ; whereby it won't be a fault from our side,
11		but you find that the <b>department would want something, or that they would want it immediately, or tomorrow,</b>
12		and it's a lot of work to compile it. So also, the <b>SMT has to run now to gather all the information</b> from the teacher.
13		And when the teachers are, even if we have the management plan, some of the things they are urgent matters. So
14		from the <b>teacher's perspective</b> , also would be that it's a <b>weakness</b> , because now <b>they wouldn't know</b>
15		<b>when did we receive the message</b> and it could look like <b>poor planning, but it's not like that</b> .
16		It's because if they want something ... they give us a day but they say we want this at a certain time.
17		But I'm going to find they had <b>asked for it earlier</b> , if you've got a <b>timeframe</b> , then you would know, you would work
18		according to the time frame, and will submit on that particular time, that particular day.
19	R	<b>And you feel that puts pressure on the SMT as well?</b>
20	SMT 2	It does in some instances, but not a lot? It does. The question would be or, yes, the question would
21		be that you have to <b>run and look for this and look for that</b> . And sometimes also, it would be <b>like poor</b>
22		<b>planning from the SMT when you submit documents to department, and they got lost</b> . And now if you don't
23		have copy, its a , its a problem. So what we normally do, we <b>keep copies</b> . So if they come and say sign this
24		then you have to go, maybe an example you did not put it where you were suppose to, you just put it aside,
25		then you have to go and look for it. And now it can look like rush rush rush work, where you are running
26		around looking for it, but we do have all the documetsn in order. And and sometimes the people that you're
27		dealing with as well, from the <b>departmental side</b> , if you are dealing with people who are <b>fault finders</b> then
28		they make you look like a redundant person whereby you are not doing your work at all, only to find that
29		you know how people are, they would look for certain things at, you have different types of school.
30		So, if your school is been classified as the <b>performing school</b> , they will look for <b>everything from scratch</b> ,
31		everything has to be <b>perfect</b> . But comparing to then when it comes back to the school or to them, they will
32		<b>present it as if we are not actually working according to plan</b> . But yes comparing us with other schools,
33		<b>we are the best SMT</b>
34		R
35	SMT 2	In short, time, the <b>time factor</b> would be and when you run these particular policy you need to have time.
36		You need to have the <b>parents to be committed as well, and learners need to be committed as</b>
37		well. So when you have to sit down, you fill out the policy, you go according to it you screen a child, it has to
38		go to the <b>psychologist and also the psychologist to bring the report</b> . Sometimes the most <b>challenging factor</b>
39		will be <b>parents</b> , whereby they will <b>never be they are not supportive, or they don't accept the condition</b> of their
40		child, then it's a problem. Because if you have ... if then you did fill out the policy form, the SNA form,

41		one, two and you send it to <a href="#">district and they approve</a> or <a href="#">district also come back and say give</a>
42		<a href="#">the child some time</a> . We have <a href="#">special classes</a> here at school, sometimes <a href="#">parents don't accept</a> because you
43		know the <a href="#">stigma attached to it</a> . So that would be like children who are not performing well, or who are weak or
44		suddenly, they would <a href="#">classify them as stupid children you know how children are</a> ,
45		so some of them would never go those particular classes. But the <a href="#">policy itself it needs time</a> . It needs time
46		to be implemented, you need to <a href="#">sit down and do that</a> . And <a href="#">have time with the child one on one</a> ,
47		in order for you to <a href="#">understand the strengths and the weaknesses</a> for the child and the <a href="#">emotional behavior</a> as
48		well. And we are here from half past seven, quarter past seven, until three. And all the time you are here
49		it's <a href="#">contact time</a> . So <a href="#">for you to have</a> a special child, which is a <a href="#">special time with the child, you</a>
50		<a href="#">need to do it during break, you need to do it sometimes during the activity, periods</a> all those things, and
51		you have some other activities that you have to do. <a href="#">Time factor</a> is the most important thing. Unless if they
52		say, <a href="#">we've got a teacher, special teacher in the school who deals with that, then that won't be a challenge</a> .
53		<a href="#">Implementing the policy</a> , if the <a href="#">teacher maybe sees</a> that there's a <a href="#">challenge</a> from this child, and then you
54		<a href="#">refer the child to that particular teacher</a> , they would <a href="#">assess for the emotional behaviour and everything</a> , then
55		they <a href="#">fill out the form</a> then it would be appropriate, <a href="#">it's easier</a> , it would be easier.
56	R	<b>How does the management at your school go about encouraging and enforcing policy?</b>
57		Most of the most important thing, we <a href="#">believe that ... what we we have, what has been given to us we follow</a>
58		<a href="#">that</a> . And in most cases we ... what is not of policy? Because sometimes we get things which are
59		not of policy, of which some the department want us to do, but we <a href="#">encourage teachers to follow it because it gives</a>
60		you a <a href="#">breakdown</a> of what it is you need to teach and time and percentage as well. And we encourage each and
61		every teacher in our school to follow policy document. So whereby they have <a href="#">if we have a challenge</a> , then
62	SMT 2	we <a href="#">reflect back to the policy</a> , in setting papers you go back to the policy, also the time to move on, it's
63		according to policy, the strength and the percentage you need to set for a teacher. We give it to teachers
64		and if there's one thing that we normally do, if there's a <a href="#">challenge</a> , <a href="#">then we ask we have each</a>
65		<a href="#">other in our school</a> , for example, if the <a href="#">Life Orientation teacher</a> has a challenge in <a href="#">implementing the policy</a> ,
66		<a href="#">then we sit down, as an HoD you go back to policy and you say, (name of teacher), according to policy then this and this</a>
67		and this and this has to be done. If it's not done we help on how to implement it, we <a href="#">find the easier way of implementing policy</a>
68	R	<b>Okay. And with Sias specifically, how did you encourage the Sias policy?</b>
69		What we had a <a href="#">staff meeting, discuss it, how should it be implemented and how should you screen a</a>
70		<a href="#">child</a> also because in Sias it's in two ways. You have to look at the <a href="#">emotional behaviour</a> , you have to
71		also to look at the <a href="#">academic performance</a> . So you <a href="#">don't only implement it in academic but also</a>
72		<a href="#">emotional</a> . So what causes this, are these the extrinsic or intrinsic factors, and also academic, you need to
73		look at challenge. So we have a meeting on how to implement it. It <a href="#">starts from grade one</a> . Grade one, if the
74		<a href="#">child is being assessed</a> , you look at <a href="#">you fill up the form</a> . Then from there you look, <a href="#">it goes to grade 2</a> . If the
75	SMT 2	<a href="#">problem continues</a> , we have <a href="#">only one form from grade one to grade seven</a> . Yeah. So you look at the policy,
76		<a href="#">is this ...</a> for the child to perform like this is this <a href="#">emotional or is this an academic behaviour</a> . If it's an
77		emotional behaviour, sometimes we <a href="#">refer the child to a school psychologist</a> . If the parents <a href="#">cannot afford</a> a school
78		psychologist, then we have other psychologists which are being <a href="#">provided by the government</a> . And
79		also we <a href="#">call parents, in implementing</a> we call parents and we <a href="#">discuss, this is the policy. This is what needs to</a>
80		<a href="#">happen</a> . This is what we've seen from your child. This and this behaviour, we think it's because of this,
81		but we need a specialist who gets swift and then from there, we <a href="#">take it to the specialist</a> . Then when the

82		report comes, in most cases it is relevant to what the teacher has suspected. Then we give it to them, we have a
83		meeting with parents on that, we discuss it, we refer the children. If they have to go, they have to get the
84		LSEN number where they would go to special school. We do that while we apply for an LSEN number. But in other cases,
85		you'll find that parents do not agree with the psychologist or they believe that the child can perform well, yes they've
86		got a right to do that. Yeah. All that we have to do is to support the child in all aspect. If I'm in class,
87		then we know that you've got a special child, this particular child must be supported in all learning areas,
88		so teaching also and also the level of questioning, it should be different. If you are giving them same question
89		paper, but that particular child, if it's an academic problem, in implementing the policy, you simplify the
90		questions, or you explain more, is what we call amanuensis is when you can read for the child, and the child will
91		add concessions
92	R	<b>Do you do concessions in the main stream classes?</b>
93	SMT 2	Sometimes, yeah, sometimes we do that. We do that. I think we applied for one this year. Okay. Yes.
94	R	<b>Ok so it has been done? And and do you feel that the training of staff is getting on the policies is sufficient?</b>
95		It is challenging, be also the time. Yeah, you see. We do. And also we've got some informal training as well.
96		Because a teacher might come and sit here and then we explain it, is it also it is informal or teachers sitting in
97		a staff room talking about a how to fill up and the behavior and performing and all those things. It's an informal one.
98		It happens in a formal meeting, where we explain also if after the meeting someone has a challenge is
99		ended to explain again, we do informally and formally and it takes time. It takes time to understand.
100		One of the most challenging thing that when the policy was created, it was they emphasised
101		more on academic than emotional, but the policy states that it's about emotional and academic, but when
102		training was done, it was more on academic and the emotional part they did just to touch it here and there.
103	SMT 2	So then it comes back to the school scenario, most of the time you'll find the teachers would concentrate more on academic
104		because these are the results that we have to see. They concentrate more
105		on academic. Then from there they have to ... if it is an emotional behaviour, now, you look at this
106		child ... the child might perform well in class academically, but only to find there's an emotional behaviour in this
107		particular child. So all the things that you have to do to implement the policy you follow all the structures
108		in the rules of emotional behaviour. Yes, you're going to fill up the academic behaviour, excellent, can read, can
109		write well, can do whatever, but the emotion part of it. So the policy concentrated mostly on the academic
110		part. And, and later then it's whereby as time goes on, you realise that after the training after everything, but also
111		the emotional behaviour, it's very much important.
112	R	<b>Okay, so do you feel that the SMT is equipped to roll out policies like SIAS?</b>
113		Yes. It is, one thing the SMT ... Okay, let me speak about our school then, that we will read the policy,
114		and we go into all the challenges that we have in the policy. And if there is a challenge as well that one does
115		not understand, we go to the other one and ask, what does this mean in the policy? And also, before ...
116		in any other thing, we seek clarity first. And we go through the policy, you need to understand actually,
117	SMT 2	what does this mean? What is it that the department as well, expects? Because, in my experience, what I've learned
118		is, that sometimes people are giving you they are asking you something that they do not know. Yes. And when
119		you submit things that they do not know, you give them what you know, they are expecting you to submit something
120		that is different from what you are submitting. But if you are equipped then you know, what does the policy say about this?
121		Whether they are asking something that is out of the policy, but referred to policy, but policy says this and that, you can stand on the
122		policy. The most important thing is for educators, sorry for SMTs, to know policy very well. And if you know



123		it to roll it out in our school, it's very simple. Because , you know what you are doing, and you know where it comes from
124		and we refer to policy. Good.
125	R	<b>Do you believe as a member of the SMT that your perception and experiences has an impact on the staff?</b>
126		<b>So for example, the way you feel about SIAS do you think it influences the staff?</b>
127	SMT 2	Different opinions, different staff members. One would be ... yes on my side, it helps me to understand actually
128		what we dealing with in our school. But in staff members, some would look at it as it's extra work, you
129		know, it's extra work. I must teach, I must mark, I must do, I must sign the book, I must write comments and all those
130		other things and from there, I must also fill out this paper work and whether this paperwork will work or not and
131		send it and submit it. Now if you have people like those and you try and motivate and show the bigger
132		picture of it. And also as SMT member, you need to understand this, where, where are they coming from, to
133		come to this, and you need to work with teachers hand in hand, we need to understand you should be asking them
134		it should be, all of us, we are in this together. For us to be successful, we need to work together. And in cases
135		whereby there are challenges, one of the staff members has a challenge in doing that, you as a leader also you
136		must show initiative in going the extra mile and help. In that way they would acknowledge and when they
137		acknowledge they know that we are not different. The only thing, it's the office that we are holding but all of us
138		we are in the same boat together. And when we work with them like that, you wouldn't have a challenge at
139		all. In my case, I speak to everyone. I help even though it's not even my part, when somebody comes in, am I
140		asking for this and that, you need help with this, I don't understand. If I don't know, then I go and ask someone
141		who knows. I went the extra mile and then I report back to the particular person. So that makes the relationship
142		very much good. And the relationship it's formal and informal as well. That's why you should not, they don't look at you as a
143		leader, but they look at you as a colleague. And when you are the colleague then you can share things. What
144		they don't understand you help them, what ... sometimes there are things that you don't understand yourself
145	and then when you go to them it's the easiest ways to do this. It shows also good relationship at the work place.	
146	R	<b>Okay how do you identify learners who require support in school?</b>
147	SMT2	Different ways. One, just repeat the question. How do you identify the learner who requires support?
148		Behaviour. When you're in class, some children, the way they behave in attendance, you give them an activity,
149		they will stand up and go to bin and throw a paper. After 15 minutes or five minutes, again they go there and sharpen the pencil.
150		And now you would see that the child is avoiding to do this work, because there's a challenge, immediately
151		when the child is doing that. You don't have to embarrass the child in front of class. Come here, come with your book here.
152		Then you look. Oh, now I see where the challenge is. You start explaining the questions in a simplified way.
153		Then when you explain the question, you simplify, do you see the child by sitting down and writing now? Okay,
154		this one needs support, doesn't understand the question or how to start this, number one. Number two, others
155		when they give you ... if you are a teacher whose committed, who's reading the books, you will see that this child did
156		not understand what he has done, what I was talking about here. Then you call the child in a class environment
157		if you don't have time to do that later, in the class environment. Call the child. Can you explain to me what do you
158		understand by this? Separately. Just in three ways. Yes. Just, tell me do you understand this, Yes? What is it that you
159		understand here? Just give me 2 points. If the child ums and ahs, then you realise that now you've got a challenge.
160		How do you do this? By reading what a child, it will tell you exactly there, then you try, then you start explaining. And you see
161		that there's a challenge here, the child cannot comprehend what you said. The last one would be in reading,
162		as well. Ah this one can read, but cannot comprehend what he has read, in his mind. After he has read about five
163		sentences ask a question. What do you understand about what you've just read? And he will be quiet and looking at this

164		and then you see. Oh okay now there's a challenge this one cannot read. Others they have to read it more than
165		five times in order for them to understand, then you look at it and you grade the level. Okay, after reading this one 5%
166		comprehension she's very much low, then you see that this <b>child needs support</b> in reading. This one needs
167		support in writing, this one needs support also, in answering the question. Questions are different, they mean one thing,
168		some might ask define, some might ask explain, the wording as well, it makes a great difference. So when we look at all, this one, the
169		challenge would be, cannot understand the question, can read, but cannot understand. This one can read the question,
170		but it cannot answer the question. The other one can read but cannot comprehend on a level <b>support in different levels</b> .
171	R	<b>And then what do you do with that information, now you know they have these challenges? And let's say it continues</b>
172		<b>for a while? What's the next thing?</b>
173		You know what you're dealing with now, what will be the next step. If you are in a class, when you are
174		teaching them you also <b>include them</b> , whereby they should not be left behind in your teaching. When you teach
175		example, those who cannot read those who cannot understand, you go to one explain to the other class, when you
176		look when you go to the direction, and you explain the very same thing that you have, in the level that the child
177		understands. Yes, in reading as well, you do that banner, the most sensitive things that we should realise as a teacher,
178		<b>we should not embarrass them</b> in class. Because now if they do that in class, now they won't, they will feel embarrassed
179		and also now because there friends are there, they will have a sense of belonging, so it's very much important.
180		If you have that and you understand, as a teacher, make sure that before they leave the class, or, you have a special
181		time with them, fortunately, we've got classes, extra classes from two to three. In that particular time that we have, you'd
182		you'd be able to identify, you'd call these children for five minutes, you call this one five minutes, you explain, you <b>reteach</b> in a
183	SMT 2	simplified way. You give me the other one, you call and reteach again that particular thing. You've got the information
184		reteach in a simplified way. What do you do as well, you write in diary at home, mom, page 72 on his book,
185		please do this and read for the child, let the child read for you and read the questions and then from there try and help
186		the child to answer. And after realising that, the first thing that you need to do is <b>inform the parents</b> . So parents should
187		be involved, yes, yes, they should be involved and they should understand where you are
188		going with this. If the parents ... some times, you call them, you come and they sit in your office like this,
189		and you talk to them, and we explain the challenge. And this is what I need from you, this is what I can do.
190		Because sometimes I might not reteach but I've seen this problem, so please help. And in most cases,
191		when you explain this <b>parents are aware of it, most of the time</b> , they are aware of what is happening, and you hear them
192		say oh, that's why my child behaves like. And then you have help at home and you also here at school, it should be
193		a triangle thing, <b>teacher learner parent</b> . Yeah, in that way, after you've identified a problem inform the parents and everything
194	R	<b>And how long do you wait before you start the SIAS Process when you see now a learner is struggling?</b>
195	SMT 2	We actually when you pick it up <b>immediately, immediately you start with it</b> because it is like a
196		continuous thing, it's not a day thing, it's a <b>continuous thing</b>
197	R	<b>So you track, all that information</b>
198		All of that, you need to have that you need to <b>work with the policy on a daily basis</b> . If you realize that there's a
199		reading problem, then there's a document or you can have <b>your own script</b> like your own book where you fill in: challenges with
200		reading, cannot comprehend what has read, language barrier maybe, language barrier. Okay? Then from there, you
201	SMT 2	look at it, okay, it's a barrier, so this child needs to read more. What I normally do that if I realise a child has got a
202		challenge in reading, I <b>go back to grade 1</b> . I get grade one book. Child is in grade seven, take this booklet and read it for me,
203		oh no the level is higher. Take this one grade 2. I can do that for three weeks. Oh now I realise, okay, the level
204		of reading is between grade four and grade five. Then from there, you take those particular ... or you concentrate

205		on grade four and five, john was excited before you go to grade six. We've got also extra books that I normally use.
206		If I realise there's a challenge, speak to parents, I want to give your child this book. Please let the child read for you every day.
207		And your child should explain what it is they have read. When you do that you give the book. I need
208		the book in 2 days. Explain to me what is the book all about? Then they'll ... even if I haven't read the book myself, explain to me then
209		I read the introduction, I read the last page and I say oh, this is all about this. Okay, explain what is the book
210		all about? The challenging thing also would be implementing the policy as well, especially at home. Find that
211		child stays with the granny, granny cannot read, granny cannot write. How do parents help at home? There's no support
212		at home. Also, child stays with mother and father, mother, not educated, mother and father not educated. How
213		are they going to support the child in that. You have a very serious challenge on that one. Oh, also, parents are
214		working and they come home late. It is the only time they will see ... they will see the child will be weekend. Weekends
215		they've got commitments, they've got things to do that will tell the child straight. This is your school work, do
216		your school work. So that is a challenge at home. If we could get support from home, then that is good.
217		Sometimes you find the teachers are becoming parents of which teachers are supposed
218		to be teachers. And some cases you find that parents are becoming teachers of which parents are supposed to become
219		parents. And some times we as teachers as well and parents we want to study for them and we can't do that. It is
220		their own responsibility to study, their own responsibility to read and try and comprehend whatever. That is a serious
221		challenge. But above all if everyone is on board, yes, it makes a great difference
222	R	<b>How does your school function?</b>
223		Very sharp. Very well. Very good, excellently so. It is from the ground level – from the ground staff, to the top management
224		we everyone is hands on. Yes, everyone is hands on. I normally use these words we are one big family.
225		We understand from the ground staff up until top there, the head of the school. We are really one big family.
226		We support each other in all the aspects of life whether it be socially, whether it is bereavement, whether it's emotionally and
227		all those things. We are one and that will help us in functioning of the school. Classes are normally on time. You
228		wouldn't find us ... even if sometimes you feel that you know today i just wish teachers would just allow these children
229		to go outside, we don't allow that. We teach until a day before we close. on the last day it's not, that's the time
230		that we don't teach because we hand out reports. It's for us normally teach normal and for us normally
231	SMT 2	teach normal, it's not abnormal. We start here at half past seven until three. Very rare that you find a school doing
232		that. And we are mostly sporty, academic, high academic. We are one of the achieve ... we achieve
233		well in comparing to other schools. We have, I wanted to be honest with you, would find that we've got our
234		average learners but we tend to be above average, because of their commitment because of the time that you put in, in
235		them, because of also the support that we have. Because sometimes, we not only support Indian learners,
236		you find out we support parents at home. In all the schools like normally we say
237		teachers, they fall under all aspects, investigators, social workers, health workers, all counselors, marriage
238		counselors. And the family, when there's a bereavement in the family also, you need to counsel the child we do
239		that and we function well
240	R	<b>Okay, what influence do you think that SMTs perception of SIAS has on the implementation of SIAS? So the</b>
241		<b>perception of the SMT? So the way that SMT feels about SIAS? How do you think that impacts how it's being</b>
242		<b>implemented in the school?</b>
243	SMT 2	SMT understands all the basic function of it, we need to understand that every child in the school is important
244		every child in this school is unique. So, we need to support, that is the basic need, to support each and every
245		child in the school. When it comes to the learners as well, repeat the second one there were two parts

246	R	<b>How does it affect how the teachers implement SIAS?</b>
247	SMT 2	And also we, the teachers, we support the teachers on implementing it. In making the work easy for them,
248		because to look, when you look at this, it starts at the beginning. But towards the end it's then that you
249		realise that you've done a lot of work towards the end of the year. When you pick the problem up,
250		some become so fortunate that during the first three days, you see there is a challenge, then,
251		as teachers, after we've been doing this for some time now. At first, when we introducing this, it was a bit
252		of a challenge because some would not understand how to implement the answer. And some would think that this is
253		really it's a lot of work for them. But as teachers now, as we continue, now this has been on for more than three
254		years now. So running this for three years, now, it becomes an easier to tool use in order to assess the children .
255		One of the things that I do in order to assess. Beginning of the year, you ask them to write a note about
256		themselves. And you start just half a page, you read through that, you'd see that now there's a challenge,
257		also, there's a language barrier here. As a teacher, it's really much easier for you to analyse, okay, there's a
258		learner with a language barrier here, then you put them aside, okay, when you continue, you concentrate
259		on the ones that you see now. Communicate with teachers in a staff meeting, upon this child, maybe the child
260		is from grade 4, in a staff meeting, there's this child I think there is a language barrier. You know the grade 4 teachers will
261		come now. Yes, this child has got a language barrier this started in grade 3. Then, to implement that it's easy
262		because now we've got a history of ... and the good thing is is that we sit together. And it's not such a burden to a
263		teacher. When we implement the policy, it's per grade. The grade teachers who are
264	teaching that particular child who will see and discuss and say, Okay, go ahead.	
265	R	<b>So like, you feel that because you support the teachers, and you give them that guidance, they are more willing</b>
266		<b>to implement it, because they know they can come to you and ask for help</b>
267	SMT 2	Yes. And also, they feel that, because now, the bottom line would be it all starts with a teacher
268		in a classroom. You have the policy, and you discuss the policy, and say, this is how we should implement the
269		policy in a meeting, this is how the policy should be implemented. And these are the things that you need to look
270		at, in every child, especially those who need support. These are the things that you need to get in the particular
271		meeting and then teachers would ask questions. What if the child is behaving like this and that you know that?
272		one down, and we've got the history of the child. We have what we call a learner profile as well. And then a profile
273		will give you the information on how the child was behaving or their academic how the child performs academically.
274		It goes back to ... when you give them something to do, teachers sit as a grade. And when they see there's a thing they
275		discuss it first. How do we how can we implement this? And if there's a challenge that comes on the grade, it comes
276		back to you. Yes, now we do see this, we've got a challenge of this and this and that. Now how do we do that? When
277		And when you do that, when they come to you, then you sit down. Okay, let's look at now let's work together as a team,
278		how do we implement it? Sometimes they come up with something that is very simple thing. Sometimes
279		they come to you because they need clarity. And you need to be as the leader, you need to be well inclined with
280		the policy, you need to know the policy very well. If you don't know, and you've got a problem with that,
281		it's easy. You go back to the policy document, you refer, there's nothing wrong with that one. You
282		refer you call teachers, let's look at the policy, what does the policy say. We sit or we read but the policy
283		says this and that and, and this means this, then they go back and teach and implementing the policy
284	as well and identifying children with barriers. It's, it's not an individual teacher, but it's equality . Because	
285	qualitative, you have different ideas, and others how they see things that sometimes you might not have seen,	
286	or sometimes you'll find that the child is performing well, in your ... is performing well in other classes,	

287		but in this particular teacher, there is a child now, it's not the policy thing now, we need to look at what is the problem
288		here. It might be the teacher might be the child dislikes the teacher. You know, implementing the policy
289		and trying to assess every child it's not that relevant, unless, when you come to academic performance, or when you
290		come to a repeated one, the emotional beat is very safe. That is a problem.
291	R	<b>So what i hear you saying is that there's a lot of discussion, there's a lot of collaboration, you know,</b>
292		<b>between doing the whole thing, what do you think needs to be improved with regard to the implementation of</b>
293		<b>SIAS as a school, or just SIAS as a whole?</b>
294	SMT 2	As a school, I think also, the department is not available to the school. In some certain things
295		whereby we will find out that we need ... there's a child whereby we need assistance, they are not available at
296		that particular time that you need them. And now, you as a teacher, also you are remaining by this particular
297		child whereby you need an assessment or you need a verification from the department, then that
298		would be one of the challenges that we have. They slow the process down, also now as what can be improved
299		it's to simplify it. Yes, its to simplify because when you look at it speak, in some instances, you look at it, but
300		there's a repetition of one thing . It needs to be simplified. And I think also now , they should be an
301		annexure in the policy as well, whereby if you have to as an educator as well, where you have to put something
302		that is not even stated in the policy there. Yes, additional notes where they say your remarks as an
303		educator, how do you feel about this? Or you as a school? How do you feel about this particularly? I think that
304		could be one of the most important and also for the department to respond in time. Not at the end of the year
305	because most of the time they respond at the end of the year	
306	R	<b>Okay. So I think you've answered this, but do you believe that the SMTs perception of policy has an</b>
307		<b>influence on the staff? So, what you believe about policy? Do you think it impacts on the staff, do you believe it's good,</b>
308		<b>do you believe it's bad?</b>
309	SMT 2	It's good, because where there is no law there is nothing there to work according to plan. So if we go
310		according to ... we've got our own school policy, and the school policies derived also from the department, policy
311	R	<b>So you say you have a school policy, you as a SMT member, if you think your school policy is good, and you're</b>
312		<b>happy with the school policy, do you think your staff members will think it's good or do you think they'll think it's bad.</b>
313	SMT 2	The good thing about it is that we know after three years or four years, we sit down we look at the policy,
314		the school policy. Yes, there's a lot of, is this relevant? Yes. An example of what we've got what we call an honours
315		policy, where we give awards to learners at the end of the year. But we I think last year was it last year, when
316		we sat down and said let's review the policy now, is it still necessary like before, should we make changes
317		here, should we add something to just come up with ideas, but we feel this is relevant this is
318		not relevant and we think this good in that one. We look at our own policy, what
319		should we add from that, but also our policy, it's based on a departmental policy, sometimes you will find it
320		to be honest, if you are doing a department health policy whereas you are not aware that this is what policy
321		says we should do, you should do as as an educator. But as an SMT team, a member, you are aware there is
322		business needs to be done. This needs to be handed in time was also in the department health policy,
323		there's a time frame, you need to adhere, as an SMT you need to make sure the staff adheres to time frame. Now
324		you can what we can do, or as what we normally do, is that if the Department Health policy says something
325		has to be in next week friday, then in our own policy we will say it should be in this week Friday, give ... so that
326		the SMT team, yes yes has time to look at it. If there are changes then because before it goes there, it needs
327		to be looked at. Somebody needs to sit and check for all of them if there are mistakes. If there are mistakes

328		they can be changed next week before it goes to the department. Yes.
329	R	<b>Okay. If you think of SIAS what would you say are the strengths of SIAS? And what would you say are the weaknesses of SIAS?</b>
330	SMT 2	Strengths, it's a wonderful thing that they came up with. It has helped most of the learners to
331		identify their potential, their ability. The good thing is that some of the learners that we have, you know,
332		the system that we have, you have people – everybody has to read, everybody has to understand, everybody
333		has write, not all learners can read not all learners can understand. Some give them something to do with
334		their own hands. It's so wonderful. And also you've got a school here where we are the feeder it's a
335		(name of school) and it's an Lsen school. Now SIAS has helped us a lot whereby we identify, oh the strength of this one,
336		it's not about reading, it's about handy work. And then in that way, the policy is so excellent, whereby it gives children an
337		opportunity of what they have to be and what they can do, and what they would be able to perform better
338		in that particular area. The good thing also you will be able to tap into family scenarios at home because
339		automatically when we implement a policy parents should be involved. And in most cases, you'll find out that you
340		know more about the learners background. Even though you cannot help them in all the things, but for them to
341		know that we ... I've got someone that I can talk to, someone who could, I've got emotional issues here, someone
342		that I can relate to, and I can share this, and someone who is willing to give me support, yes, then it helps a
343		lot. The bad part. Paper work, paper work. That would be better, but everything you need to have a track record.
344		I mean, if there was a way that this could be simplified. I believe in electronical things, if there was a way,
345		if this could be simplified, you get guidelines on how to, not the workshop that you went to three years
346		back and you're still implementing that, but every time when something new comes there are guidelines that
347		could be sent to schools as a refresher or a simplified way of doing it. It's good. I like what UJ has done. They came up with
348		this policy that is very much simplified. So with them, it's the same as this one, but is not approved to be
349		used at school, but it's a simplified way whereby they cut a lot of stories that we have to write in, and concentrated
350		on only two aspect, that extra societal and societal, they call it the community, the societal thing, whatever they
351		call it, the community comes up with what up on the way. And also now they speak about the intrinsic thing,
352		which I have been, inside the family, the family aspect, and the aspect of the society. And also the
353		academic aspect, and there is the school environment, the family environment and the community environment,
354		simplify that. It gives a very huge background, the policy can be very simplified, or even a booklet that talks
355		about ... it's more than 30 pages, but talks about almost the same thing, then that would be easier that would be better
356		R
357	SMT 2	Yes it is a diverse school but we look at the number of the ethnic group and ethnicity in our ordniary colour .
358		We 98% if I'm not mistaken they fall under black, so we've got different kinds of ethnic groups as well. And also
359		our school diversity in education as well. It's very much good because we've got different kind of classes that
360		serve different kinds of level of education from the severe MID, SID and LSEN Juniouir and senior. And also
361		I think inclusive education in general in our school is implemented. The staff yes is different. We've got
362		blacks we got whites, Indians in our staffroom. And the way that the staffroom is communicating the way that even
363		people, you won't realize when you come to this staffroom, that you think how do these people behave
364		like this? Everyone's talking to one another, we don't have groups whereby you find if you go to other
365		schools, you know that, okay, the Indians sit one side, the coloured one side, white one side. No, in our school it's a
366		diverse school, we are mixed. Everybody speaks to anyone, everyone helps anyone. Academical inclusion
367		at its best
368	R	<b>How do you involve the parents at school?</b>

369	SMT 2	One we communicate via newsletters, okay, number two we have <b>parents morning</b> were they come and we speak to them also about
370		about several things, <b>academic</b> , and also the emotional and also the <b>finances of this school</b> as well. And we also
371		communicate with them via telephone, if we have something that we need to convey to a few, not all, to a few
372		parents, we call them. And we have also sometimes we have what we call the meeting the <b>general Meeting</b> where
373		all the parents are involved. I mostly have <b>one on one with the parent</b> , whether it's academically whether it's emotionally or
374		emotionally, some if it's financially they come and speak to the finance person here. You speak, you call in each one
375		communication very much.
376	R	<b>And then how do you collaborate with doctors speech therapists OTs at your school?</b>
377	SMT 2	<b>Our principal is very much hands on.</b> She's got a very <b>good relationship with the Department of Education</b> ,
378		of which they've got people who specialise in that. If you've got such a case, then we take it to the deputy principal
379		and the deputy will take it to the principal or take it to the deputy and you go with the deputy and present to the principal. The principal
380		would ask request from the people from the department and they <b>would come and help the children</b> in any aspect that the child is
381		suffering from. We've got health workers that normally come here, almost every time they <b>come to school they check eye sight and hearing</b>
382		and all those kind of ... <b>teeth and they health</b> everything. Yes we've got those kind of people they come and check the children from
383		the hall. And also you've got a school psychologist who is here <b>every Friday and the school psychologist</b> will assess
384		the children. And the good thing is that it's not only about (cough) but if <b>it's a severe case and the school will refer this</b>
385		<b>child to the psychologist and the school will pay</b> for the child and the psychologist will assess
386		and we'll get a report from the psychologist or the psychologist himself will say let me just do this for free. And
387		if then there's more referral that needs to be done then they will comment that they should go to <b>public</b>
388		<b>institution</b> where they've got those kind of people to freely help the learners
389	R	<b>How does the process work of getting a LSEN number?</b>
390	SMT 2	<b>It starts in the classroom, you identify, you screen and identify, you investigate</b>
391		what is the problem, then you <b>fill out a form. The form comes to the HoD. The HoD then then sit with the SMT, SMT</b>
392		<b>they come up with remedial action. If it doesn't work then fill up another form together now with the learner profile,</b>
393		<b>information of the parents</b> and everyone. <b>Fill up all the forms, send the forms home,</b> parents must read, we
394		can <b>call parents, we explain</b> to parents because they don't understand some of the parents the policy. We sit
395		down and explain every step of what we are going to do and what does an LSEN number mean and how will this
396		help the child. Then from there <b>combine everything together the form send it to department. Department they send</b>
397		<b>someone come an assess</b> the children, here at school they will come and assess and after there's a form
398		also they have to <b>fill in SNA 3 form</b> and then after they filled in the SNA 3 form, they come and <b>sit down with a child</b>
399		<b>and assess the child.</b> It is then that they will give the child a LSEN number. <b>If they</b> feel that the child will perform on
400		the mainstream but with support, they would recommend that for that particular year. The following year
401		again you apply. The child, let's say the child is in grade six and a child cannot get an LSEN number in
402		grade 6, but they'll come and assess and if they feel that the child needs an <b>extra year</b> and can cope and the extra year
403		will work for him or her, then <b>they would recommend</b> that. If not then they give the child LSEN number, from there the age of ...
404		now it was 13, but they changed it to age 14 they go to an LSEN school. Yes that's where they
405		start working according to their fields.
406		R
407	SMT 2	We do, but also it has to be the <b>responsibility of the educator.</b> Simplified questions sometimes. You know in ... the
408		<b>challenging factor</b> would be the exam, writing an <b>examination.</b> Examination would be one question paper where everybody
409		has to write. We don't have a question paper whereby we give it to a specific child that is simplified.

410		But in the class environment you simplify things. You explain. You have a way of structuring some question
411		paper or some activities for the child to understand. Also if you're not concentrating also on the one who
412		are not performing well, we also concentrate on the ones who are performing above
413		average or excellent and then also structure the questions according to the level of understanding. From there when it
414		comes to the examination, you understand that this one cannot read cannot comprehend, then that's where
415		many wins come in, the child will come will sit there and write. I will read the question paper. It doesn't matter how
416		many times that the child asks the question, please read, you can read it more than 15 times until the child
417		understands or in the case whereby you have a child who's injured as well. You can work as a scribe, you as an educator
418		or their child can or some they cannot read they can read and understand but they cannot write, we also work
419		as a scribe because we do that. Then you write for the child. Everything that the child says. Whether its am um ah it does not
420		matter you must write it as well. Yeah, we cover almost all the bases even though this is
421		not a special school we we cover all the bases
422	R	I have two more questions for you. How does recordkeeping work at your school?
423		Wow. Excellent. Adhere to timeframes and we've got a reminder as well. We have the five minutes meeting eight
424		in the morning. If something is due maybe next week Monday will remind today, remind tomorrow and Monday we don't
425		start the meeting later than 8 am, simply means when we say Monday by eight o'clock it should be in the office and
426		teachers that we have here at our school here, teachers adhere to time frames. In writing tests, in submitting marks
427	SMT 2	in submitting plans and no matter how hard or how congested it is but we stick to time frames hence we are one of the
428		several schools which submits its reports at the end of every term. It doesn't matter how many, whether we write two
429		days before the school closes. We can write today and schools are closing next week monday but by monday
430		learners are going to have the report and also teachers in our school they're willing to work, they're willing to go
431		an extra mile, even after six. If you ask them that we are going to get reports today, we are saving because the
432		system works well. We are going to save marks up until something like 5pm so please bear with us, teachers will wait.
433	R	Why do you think they're willing?
434		It's a matter of cooperation, it's a matter of understanding, it's a matter of a having one goal. it's a matter of
435		sharing the vision with them. So if you are a leader and you've got a vision and you share the
436		vision and people understand your vision they extended their support. If they don't understand your vision they
437		will think that now you are blackmailing them or some they would call it abuse, but the vision of the
438		schools that we need to and we understand, that we need to give children reports. One of the good things if you look at
439		it as well, it lifts up the shoulders, some from the shoulders of the teachers, it releases some burdens on
440		them. Why? If you raise the reports now, during the holidays you have nothing to stress about. When you come
441		back you start afresh. If you did not release at the end and when we come back you are still stuck with the work you are doing.
442	SMT 2	And now before you could start, you need to go back and finish there. How many days it takes you a week, some it
443		takes two weeks. Then from after taking two weeks you give them reports. Now you have the parents as well after they
444		give them reports, they ask why is the child failing. They sit down, talk to you, now you've lost three weeks of teaching.
445		But if you hand in, you work hard and you relax when you go home, you are relaxed you are planning three days
446		to come, you plan for the next 10 then it makes a great difference. Most important thing you need to have a
447		leader who's more advanced and a leader whose got a vision, a leader who'll say that, this is what
448		I'm expecting from my educators. Now I must lead by example. I must do things first. Then when you do things
449		right, do things first and right, everybody follows, everybody understands, because you know our
450		school out in, even if the principal is not here, you will never see that. Even if the DP, or two or three SMT



451		members or four members are not here. <b>You would never realise</b> that. Why? Because its in the system
452		of our teachers that they must open class and go to teach. I <b>must go to class and work</b> . If a teacher has that in mind
453		and in the system then the school runs itself. All that we have to do is just to shape up everything or this
454		one now we have been lenient on this one day, you come put on focus. Hence all the staff are
455		supportive Support Division.
456	R	<b>How would you describe the leadership of the principal and the leadership of SMT?</b>
457		<b>The principal has an open door policy</b> . Anything that you you struggling with, open door policy. Also when teachers,
458		personnel staff go to the principal will advice what to do and you'll never hear anyone talking about it. <b>You will never hear</b>
459		<b>anyone talking about</b> it. Open door policy, <b>supportive</b> of their management, SMT, HoD, deputy principal
460		The principal will support you. SMT open door policy. One if also you are a teacher, you're struggling. An example maybe
461		teacher struggling with filing. As an HoD, come with your file, come lets work with your file. Let's see what do you need?
462	SMT 2	Or you need this and this. I have here and I'm going to make copies, put in the file there. Support the teachers.
463		The teacher is struggling because of personal stuff and other things. Sit down now, okay, it's fine. Let's work on this one.
464		when we have time. Give me this one. Then I can do this one for you and go and file it. Make copies and you have it.
465		After doing that, then you come back so let's check the file. Everything is perfect. <b>We work together</b> and
466		we are <b>open to suggestions</b> . We understand how teachers sometimes a simple person or a teacher will
467		<b>come up with something that the SMT didn't see at all</b> and you <b>accept that and you acknowledge</b> that, and you thank the
468		person for coming that particular suggestion, if it works for all of us we implement it
469	R	<b>Thank you so much for your time.</b>

Line No.	Speaker	Conversation
1	R	<b>Okay, so I just like to know, what do you think are the strengths and the weaknesses of the SMT?</b>
2	SMT 3	Um the strengths is that we, we do <b>work together as a team</b> and we kind of
3		the HoDs kind of <b>protect each other</b> , you know, we <b>there for each other</b> , and especially when there's lots of
4		pressure, then we'll sort of help each other even though it's not something that that I need to do.
5		weaknesses?
6		at the moment, we have extra classes till three o'clock and because for me, I've got a full-time class.
7		So, I'm in my class, till three.
8		um that causes a problem because I should have used that time to do admin. So that is a weakness that I found
9		for myself. Other than that I cant think of anything
10	R	<b>What aspects if there are any, do you think make it difficult for a SMT, to roll out policies like SIAS?</b>
11	SMT 3	Teachers are <b>overloaded with admin</b> and if teachers can teach and stop doing all this <b>nonsense, paperwork</b> it will,
12		everything will get better the paperwork, the the teachers are fed up with all the paperwork, so it causes a problem
13		because they negative now with the <b>SNA form, it's so many pages</b> , and it's such <b>repetition</b> and repetition and
14		repetition that you must fill in and they the teachers kind of feel, is this really necessary? Who's gonna ever look at
15		this? And, you know, so they took away the 450 forms, and now they just bring one that's 10 times worse than that.
16		So so that causes I think that the fact that the <b>teachers are overworked</b> that causes a problem
17	R	<b>Okay, what processes does an SMT use to roll out policies?</b>
18	SMT 3	Well, we have our <b>SMT meetings</b> , ag our <b>staff meetings</b> , and we'll we'll first discuss it in our SMT meetings
19		and then we've got it in a staff meeting, and then we will discuss it and add like a <b>workshop sort of scenario</b> that we'll
20		and then we'll after that <b>try and check and see that the teachers apply</b> whatever policy
21	R	<b>and when you implemented SAIS, did you follow the same strategy?</b>
22	SMT 3	Um yes, we had <b>workshops</b> on how to <b>fill in the SNA form</b> , what to do, with the SNA, but so we had workshops
23		for them to to sort of with the previous guidance head we had it.
24	R	<b>Okay, so how does management go about encouraging and enforcing policy with the staff?</b>
25	SMT 3	I don't think we really have a big problem for them to do it, you know, they do it, some of them will just moan moan
26		moan do it, but it gets done. It's never been that somebody wilfully refusing to do it. So I think <b>we just work</b>
27		<b>together</b> as a team, you know, they know that <b>there are times when we expect them to do something</b> , even
28		though <b>we</b> personally <b>also feel it's stupid</b> and whatever, but it unfortunately has to get done. We just the messengers
29		So they do accepted, although they moan.
30	R	<b>So they'll do it in the end</b>
31	SMT 3	They do it, so I don't really have a problem forcing them to do
32	R	<b>Do you feel that the SMT is equipped to roll out policies?</b>
33	SMT 3	To a degree? Um , because normally, if they bring <b>new policies, they will first have meetings with the management</b>
34		<b>and HoD meetings</b> and tell us there what to do. So I do think we are <b>reasonably equipped</b> to to do it
35	R	<b>And according to you do you feel that you are equipped to roll out SIAS?</b>
36	SMT 3	Well I I had to go for how many weeks on a Saturday. Ja so ja
37	R	<b>Do you believe as a SMT member that your perception and experiences impact the staff?</b>
38	SMT 3	<b>Yes</b>

39	R	<b>Can you elaborate a little bit?</b>
40	SMT 3	Um if you are negative... It makes them negative it definitely does and, um negativity can go into the class and eventually
41		goes through to sift through to the children and then you've got chaos. But if you say I know, but let's just do it and what
42		you know then try and see some positive in it and encourage and motivate the staff and appreciate what they doing
43		um then I think they stand behind you
44	R	<b>Okay. How do you identify learners who need support?</b>
45	SMT 3	Through their, um iether through their behaviour... If it's emotional or behavior, we can identify them like that if a teacher
46		comes to me with a child that's got a problem because they there's the line of command that they must bring them to me
47		then to the grade head to me and like that. So and other than that, if a child fails, and we know there's a problem.
48		and we try and support them if they fail, and sometimes they just need a little bit extra, but others if they fail
49		hopelessly, we there's nothing we can do then, you know, we'll try we'll support but you can't make brains
50	R	<b>Okay, how does your school function?</b>
51	SMT 3	I think we function well. I always look at it this way that we function well, because our turnover of staff is very low
52		And those that leave, left for promotion at another school so I think we function quite well
53	R	<b>Okay. What do you think you say function well, and the staff turn over rate is low, is there anything else that you think</b>
54	SMT 3	you do, or what else do you do that makes it function well?
55		Um number the principal has an open-door policy, you can go and chat to her, she doesn't bear grudges
56		she'll crap you out today, if you did something that doesn't appeal to her and she'll, that's, that's it, you'll be reprimanded
57		and that's it, it's not that makes even with a staff, it's not something that a grudge baring, you know that against you.
58		and when we have, for instance, if somebody is pregnant, we have all the men and all the ladies will be in the staff
59		room for stork tea. And just that be together and the eats and everything just puts us together in a you know, I really think we
60		are a happy lot. When we come back from holiday, it sounds like bizarre the way everybody's just happy to be here
61		And there's one specific teacher I think the longest she was at a school or something like six months, a few schools
62		and she's been here a number of years already. It's just like, we we just a family if if somebody dies, like one of my
63		teachers, her husband died, and the whole SMT, plus a lot of the teachers were there at the funeral. And if somebody
64		of the even the ground staff dies somebody dies, a whole lot of teachers will go to the funeral even though
65		they did not know the person just to support that person. And, and and those kind of thing things puts us together
66		in a family unit
67	R	<b>What influence does the SMTs perception of SIAS have on the implementation of it?</b>
68	SMT 3	Well, we know it has to be done and if a child needs to go to LSEN school, he cannot go if hasn't got a SIAS form
69		So we now try to do it from Grade one. If the child fails first term, we start filling it in and getting the detail
70		so if the child further on, in Grade 2 or Grade 3, toatally falls out of the bus, because sometimes they'll fail and the
71		next year they will pass, and but then they suddenly fall out, then it's already there and then we've recorded what we've
72		observed in the lower grades that's just, we know it has to be done although it's a shlep
73	R	<b>Ja and do you try to encourage the staff to do it?</b>
74	SMT 3	Yes, yes, they know um even if we know this child is like, I've got a few in Grade 1 that I know, next year,
75		they're going to bloom, they just now not ready immature, playful, whatever, especially the boys
76		and the next year, they just ready. And so I know, it's not a case that is not brains it's a case that they're not ready
77		for formal schooing. And but we filling in a SNA form them, because they failing, there will be a SNA form

78		We started it this year that even though they they just failed the first term, we've already started with the SNA
79	R	<b>As part of the SMT do you believe, what do you believe needs to be done to improve the implementation of SIAS?</b>
80	SMT 3	I think there are lots of questions that for me are a <b>repetition</b> , you know, it shouldn't be so much as <b>such a lot of things</b> ,
81		<b>repeat, repeat, repeat</b> . You know, it's, that's all I find it's a lot of <b>repetition</b> through the form and <b>it takes quite a while to</b>
82		<b>sit and to do that form</b> it's not just 1 2 3 and it's done it's <b>quite a bit of thinking</b> that goes into it
83	R	And what do you think that department can do to improve implementation?
84	SMT 3	Um I don't know
85	R	<b>Do you believe that the SMTs perception of SIAS impacts the staff body?</b>
86	SMT 3	Yes
87	R	<b>According to you, what are the strengths and what are the weaknesses of the implementation of the</b>
88		<b>SIAS process in your school?</b>
89	SMT 3	Strengthes is that we we now do it if a child fails, regardless if we feel he's not going to fail again, or whatever,
90		<b>we started it in any case</b> , and <b>weaknesses</b> are that some <b>parents do not want to sign it</b>
91		because they feel if they sign it, they kind of <b>sign their childs life away</b> , you know, and you explain that this is not it just
92		they need to give consent that the child be tested if needed or whatever, but they... I had a parent last year that said no, he's
93		not gonna sign it. And the child was extremely weak there was no ways so, but he was just didn't want to sign. So even
94		though you you point out everything that is that is a problem. And other weaknesses I can't really think of
95		except that it's time consuming.
96	R	<b>Ja, that's perfect. Would you say your schools diverse is?</b>
97	SMT 3	Yes
98	R	<b>Okay, so both the staff body and the learner body?</b>
99	SMT 3	No learner body not, we've got very limited white leanmers maybe 5 or even less than that
100		we've got its majority African children, a few Indian children, not many a few coloureds , but we not that diverse
101	R	<b>How does your school involve parents?</b>
102	SMT 3	We'e got parents mornings once a term. We send out 2 weekly newsletter. And some of the lower grades has
103		WhatsApp groups that we send messages to when necessary, we've got message books, that <b>we involve the parents in</b>
104		<b>everything</b> , like their assessment plans or things like that, is put in the message book their merits and demerits, is in the
105		message book, <b>everything</b> so with that, I think all those things help to get the parents involved, and we we have
106		meetings with them. If there's a problem, we will phone them and get them in to come and see us
107	R	<b>With parent involvement, what do you think some of the limitations are?</b>
108	SMT 3	Limitations is that some <b>parents do not really understand fully</b> , some do not read with understanding like the
109		newsletter, you will specifically say that the children can come on Friday to school with civvies
110		and the next day the child will arrive with civvies because the parent does not really understand the language fully English,
111		because with lots of them, they foreigners and don't always understand so that is that is quite a problem.
112		The other thing that is a problem to get them fully involved is the fact that mommys needs to work
113		and <b>they leave home at five o'clock in the morning and the child gets on the taxi</b> , their tansport their school transport,
114		and mommy comes home tonight at seven eight o'clock so <b>there's not really much time for the</b>
115		<b>parents to be involved</b> with the child. <b>Not that they don't want to it's just the circumstances</b> are just like that
116		so it's not always easy

117	R	<b>Ja, doesn't always allow them to give the support they'd like</b>
118	SMT 3	They would like to give it, but their circumstances, they have to leave so early
119		and because of public public transport, they <b>get home so late</b> . So I think it's very difficult these days,
120		because which mother can afford it? You see, to stay at home? Unless they can't find a job, but most of them are working
121		because they have to
122	R	<b>Okay, how does your school collaborate with other professionals like a doctor, Speech Therapist, OT?</b>
123	SMT 3	<b>We've got a psychologist that comes in and he tests our children</b> and has if they have problems, emotional
124		so he will have sessions with the child and we've got, <b>through him we've got an OT that we can refer the children to</b> , if it's
125		necessary, just find out <b>parents think that OT must be a once off thing and they don't they don't see it as a long term</b>
126		treatment so that because it's pricey, that's that's the problem and um we've got the clinic that comes and assist us and
127		we've got the um if a child needs specs, we refer them to <b>Spec Savers</b> because they've got that special where if the child is
128		under 12... ja, I think we with those that we can work with, we try to use them
129	R	<b>Okay, how often does the SMT meet?</b>
130	SMT 3	<b>Every morning</b> and then when needed it. We've got a meeting from quarter past seven to half past in the mornings
131		and then if it crops up we'll have a meeting on a Wednesday afternoon. If it's necessary
132	R	<b>Okay. How does the process of getting anLSEN number work?</b>
133	SMT 3	I just know it's a big story, Mrs. I don't really deal with that the child must be tested and then we have them
134		tested by the our psychologists and then often they must be tested again by the department and whatever
135		they do. So I don't work with those things really, so I'm not exactly sure, 100% but it's not just a case of overnight
136		<b>It's a long process</b> and it's they must make sure that they do the right thing.
137	R	<b>And do you have an Individual Education Plan for learners who are struggling?</b>
138	SMT 3	We've got books that we use, <b>remedial books</b> , in English and in Maths and um we try, you know, incorporate those
139		because they very simple and to try and help children with those. And we've got at the moment, Tuesdays,
140		Wednesdays and Thursdays, they've got extra English and Maths classes
141	R	<b>How does record keeping work at your school?</b>
142	SMT 3	In general?
143	R	<b>In general, ja</b>
144	SMT 3	Well, we've got our <b>assessment files</b> , we've got our <b>personal files</b> . So we've got all our systems
145		according to what the teachers must keep
146	R	<b>And SIAS how does that record keeping work?</b>
147	SMT 3	The <b>SIAS form will go to the guidance head and at the end of the year, it comes back to the teacher</b> and the teacher
148		must file it in the childs profile
149	R	<b>Okay and then it stays there?</b>
150	SMT 3	It stays there and if the next teacher needs to carry on working on it she'll
151		take it out and carry on and <b>it's recorded in the in the profile</b> that this learner has got to SAIS form and it's important
152	R	<b>Okay. And then how would you describe the leadership at your school? So the principal you as the SMT?</b>
153	SMT 3	I think we good, <b>well functioning</b> , <b>we working together</b>
154	R	<b>What type of leadership style do you think is being used?</b>
155	SMT 3	I won't be able to give it a word, a name

156	R	Okay, so you said you working, you work well. What are some of the strengths? What makes your leadership as a
157		team... Why do you think it's good?
158	SMT 3	I think there's good guidance from the top. In what to do and you know how to approach a teacher what to do
159		with them and there's enough guidance to sort of lead a HoD to do the work
160	R	Thank you so much for your time
161	SMT 3	I hope there is something you can use
162	R	Ja, no definetly



Line No.	Speaker	Conversation
1	R	Thank you so much for your time and for being willing to be part of my research. I really appreciate it.
2		Okay, so I just wanted to know what you would consider the strengths and weaknesses of your SMT.
3	SMT 4	I think <b>strength</b> is the fact that <b>we work together</b> very, very well, we've got a really <b>close-knit family</b> .
4		And I think there's a lot of <b>trust</b> amongst us. And a lot of many of us on the SMT <b>sees challenges</b> ,
5		not problems. So if there's a problem, we see it as a challenge to see how we can overcome it.
6		And a weakness is that sometimes we've got a plan with in our head, but the <b>communication is not always 100%</b> .
7		clear. And we are working on it. And we've got first of all, teachers that comes back to us with the feedback and, and
8		that's, again, is a strength that we <b>realise we've got shortfalls</b> and we; we push through. And people are <b>dedicated</b> ,
9		the SMT members are generally dedicated. And even if some of them don't like change, and they don't like
10		what's happening, they will give it a go. And eventually we take hands and we go forward.
11	R	<b>Okay, great. The other aspects that you think make it more difficult for the SMT to roll out policies, for example,</b>
12		<b>policies, like SIAS,</b>
13	SMT 4	<b>time constraint, personalities</b> , of teachers that just feel they hate change. A lot of people
14		feel that we <b>doing it for 20 years</b> like this why change it now? And then just <b>general negativity</b>
15		And the <b>paper overload</b> the teachers are experiencing, really makes it difficult. If you have
16		something a model that is working, or in their view is working it becomes very difficult
17		and it's more difficult to <b>sell a policy to the staff, if you as an SMT, don't believe in the policy as well.</b>
18		<b>if you trust you trust the policy, if I can buy into the policy myself, I can</b>
19		sell it to them, I could roll it out. And we can make it positive and we can make it work. But I doubt the <b>validity</b>
20		or the <b>necessity</b> , then it becomes very difficult, because then you have to take your <b>personal view out of it</b> . And grow
21		SIAS I feel <b>can really work. But there is a lot of duplication</b> that people did not think about it. In the big picture. You
22		<b>sit with 40 children in a class of those 40 all 40 has a problem.</b> Here and there, and then you get <b>district officials,</b>
23		that also they're <b>not 100% okay with what is actually required.</b> And they force you to do something that
24		is actually not feasible in a class situation. For instance, one of the things that we heard was,
25		<b>we should not complete the SNA forms in grade 1, after term 1, only at the end of the year. And that doesn't work.</b>
26		Because if a child has a problem, and you can realize the end of term one, if you can complete that SNA form, even if
27		the child passes, but three years down the line, he realized theres a problem. And you can see a certain pattern.
28		And that is what gets to me that I look at the policy Now see, this is what I want. But we work
29		<b>against district officials that I think they run their own agenda</b>
30	R	<b>So I feel there's a lack of communication between what's happening they and what's happening.</b>
31	SMT 4	I think between district I think the interpretation from <b>head office to district to schools are left open to</b>
32		<b>interpretation.</b> And what works in <b>my district is not implemented the same way in other districts</b> and teachers talk
33		to one another.
34	R	<b>So it is not consistency.</b>
35	SMT 4	there is <b>no consistency whatsoever.</b>

36	R	<b>who is head office</b>
37	SMT 4	head office is Pretoria. That is government. And then our departments, each district. That is the specific schools
38		We for instance, are in ekureleni north . Yeah, so Mrs. N is our the district director she gets that and she will interperate
39		that and she will interpret it her way and put it through to her subordinates who interpreted it in their way and then
40		send it through to the schools and make as if, as if it is policy. And there is a problem. And then
41		also that you get from different district officials, different instructions on the same thing. So the one
42		will say, have to complete it for every child every year .The next one, for instance, will say only for children that are
43		progressed so forget about the new learners that come in that have that cant read 2 words . You only do it for progress
44		learners. The next person will say maths is very important. It must be completed only Maths of English. And they forget
45		about the emotional and everything else.
46	R	<b>What processes does the SMT used to roll out policies like SIAS.</b>
47	SMT 4	We do we normally send one or two, it depends on what the department asked with the department or with SIAS
48		they asked for a certain number of teachers to be trained. So as an SMT, we looked at where the strengths are with our
49		human resources were. And we nominated and spoke to the teachers and asked them if they would run with it.
50		So they went for training
51	R	<b>so was it it teachers and HoDs or just teachers.</b>
52	SMT 4	it was teachers and HoDs
53		Mrs. L myself did SIAS training through NAPOSA and not through the district. So we were trained on SIAS and
54		what SIAS stands for, before it was rolled out for training. So then they HoDS and teachers that we
55		nominated, they went, and when they came back, they rolled it out, it started it to the rest of the staff
56	R	<b>How many staff went for this training</b>
57	SMT 4	it think 8 people
58	R	<b>how many are you on the staff body</b>
59	SMT 4	42 Im not 100% sure I can check that up but I know we looked at each grade, or each phase that we had so many
60		It could be it could be more we could actually have been in the region of 10 or 12 that went
61		Because I know that in foundation phase, we trained one per grade or 2 per grade
62	R	<b>so they went for training and they reported that backto staff</b>
63	SMT 4	And it's ongoing. You know, as a teacher picks up a problem. We re-train, we actually had a training session. In the
64		last term again, not just on how to complete the SNA form. But also what do you look at what just little pointers,
65		how do you do intervention? When do you complete this? You referred back?
66	R	<b>Okay? And do you feel that that training that you giving the stuff isn't enough?</b>
67	SMT 4	don't think Training is ever enough, it comes to to this. And that was one of
68		my big problems in the beginning with SIAS is that they asked us to write all of these reports. And if you glance
69		through the questions, they look as if they want the same thing on three different places. So for teacher to sit and.
70		identify our biggest problem is actually the fact that she's not eating in the mornings. But But I fall asleep in class.
71		So isn't medical? Yeah. Is it because I'm not eating? Or is it because I just don't have the ability for these are
72		emotional. And that is a tough thing for a teacher of 40 kids to establish,
73	R	<b>actually pinpoint what is the real reason.</b>
74	SMT 4	And it feels as if SAIS is trying to make teachers into therapists and give them that responsibility to say the chance
75		struggling with addition. Because that I have another concept And that is dangerous.



76		Especially if you are inexperienced. If you've been teaching for 30 or 40 years, you get a feel for it. You can't say
77		why you don't know, you don't have a piece of paper to say this is a problem. But you get the feel for it of recap trends
78		or you can pick up you've done it so many years. But if you first, second or third year teacher with a young
79		person, they it's difficult for them. And if you don't have this staff that supports one another, especially with an
80		action phase where they don't see other teachers, it must be hell for those new girls that are here 22 years old,
81	R	<b>have never done it before</b>
82	SMT 4	I've never done it.
83	R	<b>how does the management go about encouraging and influencing policy is at school</b>
84		checks, balances, verification, it filters through from the top
85	SMT 4	to the HoDs have to check in the departments and staff meetings
86		and the internet. Again, we do this, all of you bring your SAIS policy, and we read through it. And but it's
87		basically monitoring. And check, check, check, check and
88	R	<b>do you fel its effective the way that you do it</b>
89		to extent you always have somebody that falls through the cracks. And HoDs are one the ball. And they are really
90		into and our principals got a finger on the pulse. She's not one of those principal that sits in the office and
91	SMT 4	lets, you know, in afrikaans they say Gods water oor Gods akker, she not like that at all. She wants to know why.
92		And then what is also important is if there is a problem, we address it immediately. It's not always reprimanding
93		some person needs assistance, I need to know what went wrong. So we've tried to correct the problem as soon
94		as we find it is
95	R	<b>okay when you become aware of it. Do you believe as a SMT member, that your</b>
96		<b>perception and experiences have an impact on the staff.</b>
97		Absolutely. I think that's what I answered earlier as
98		well. If I have bought into something, it's easy to sell it. But if I've got a negative idea about SAIS, there is no hope
99	SMT 4	that the school will follow SAIS. And it's not because I'm that important. It's because you give it through to staff. And
100		it's very easy to feed on negativity. It's far more difficult to feed off somebody's positivity than negativity. So
101		definitely if you negative will impact
102	R	<b>how do you identify learners who require support,</b>
103		we've got various ways of doing it.
104		We have teachers, we encourage children to speak to them specially in the foundation phase, and they
105		very open and they report very quickly to either their HoD, guidance teacher or to myself or to the principal. And
106		so we deal with those barriers immediately to the best of our knowledge to the best of our experience,
107		we call in favors from wherever will in fact we will speak to mr x who use to be an iss for systems where he deals with
108		emotional due to sexual abuse or whatever. And then we also talked to one another in the SMTr, for instance,
109	SMT 4	there is a case where we one of our colleagues have adopted hers late brothers child. And this child is giving her
110		all her days. And she's been called in for parent interviews. And I heard that she's saying she's sending this Child
111		back to the rural area. To his other granny. So we spoke to her as SMT together to see what what kind
112		of assistance Can we give her what ideas can we give her? Who can we refer to so so we it's not just one person
113		that's running with it. That's the emotional side. As soon as it comes to the academic side, we analyse
114		the results. And we've got a list of learners that are in danger of failing all the tracking. So, we can track them. If a
115		child appears to have an academic problem in term onethe SNA is completed immediately, and support is given.
116		If it assists that SNA form lies over for whenever it is needed again, if not, we start building up

117		evidence of what we have done. So that a professional person can say, Okay, you've done this, this this, this is
118		the next thing. We don't have to reinvent the wheel every year
119	R	<b>to try consistently apply that across the board for all the grades</b>
120	SMT 4	for all the grades from grade on right through. I have even our in our LSEN children, the support
121		class, and even some of our housing children. Because we have had children in the SID with a SID number
122		that is moved back over to a MID Number because the Child got assistance I kept perfect. But then we also
123		had children with mid numbers that we applied for SID numbers
124		Because we cant assit
125	R	<b>you need to support whichever best way you can.</b>
126	SMT 4	Absolutely. Can you?
127	R	<b>Um, how does it feel to explain to me how ur School functions.</b>
128	SMT 4	I'm very proud to be here. Because I believe we were the only school in this area that functions the way we do.
129		We an ordinary primary school from grade r to grade seven. And a few years ago, when I started here, 12 years ago,
130		there was a need for the olden days, they used to call it the intensive remedial classes. So I made a few phone calls,
131		we got the ok and we started our support class. So those are normally for children with learning barriers, a child that
132		can 99.9% of the time, they go back to mainstream, it's normally a language barrier, or a mathematical barrier.
133		So those are normally your grade ones and twos and they spent between six months of two years in that class.
134		And then they get placed back into mainstream. The graade where they fits and I'm very proud about the way we've
135		put the back is they go back from eight to 10 for the first two, three weeks, until they feel comfortable to leave
136		there teacher, then they get to 12 so they still see their teacher at then full
137		<b>time that we find good beta, then they point blank, move them back</b>
138	R	<b>to make the adjustment easy</b>
139	SMT 4	yes you keep on giving them that little net so they feel safe. Okay. Then from the
140		sometimes it happens that a child's not that is not a learning barrier that it is a learning disability, or
141		other children in the grades, we pick up learning disabilities and we get children from other schools, we
142		have 2 LSEN classes for children with MID numbers. We've got a junior class and a senior class. And then
143		we have now for the last three years, I think we've had also have an SID classes, where will take children
144		that are basically waiting for space in economore. So there we've got autistic, low functioning autistic children,
145		we have down syndrome, we've got severely intellectually disabled just purely low level. And we also have to not
146		one dwarf that's also mentally impaired. So it's a very widespread and they vary from six to 12 their ages.
147		And I'm so proud of that teacher, she does the most beautiful work. And we also have two or three Down
148		syndrome, children Nina. But we also have in our LSEN Junior, we've got high functioning autistic learners.
149		The spectrum is the spectrum. So they used to be the old they would have been classified as Aspergers.
150		So they very high functioning very low social skills, especially the one boy,
151	R	<b>Academically</b>
152	SMT 4	cn not read no can read cant not write, strange things. And I find it extremely interesting to work with these learners.
153		And and it's worth more than my salary when you get a letter from a parent to say, my child made eye contact.
154		Tell you teachers, thank you now, you know, it makes it worth it
155	R	yeah, that's a big thing for them. Yeah. Okay.
156		Okay, so what else I want to know is what influenced does the school management perception on the implementation
157		specifically of SAIS

158	SMT 4	Just repeat it.
159	<b>R</b>	<b>So what influence does the SMT's perception of SIAS have on how its implemented?</b>
160	SMT 4	I think, because we've got a <b>positive outlook</b> on this. And we see this as an opportunity to assist I really
161		think it has influenced our school positively. The teachers are majority of the time and majority of the teachers are <b>on board</b> ,
162		you always have one that you <b>have to sort of pull up</b> . And that happens in society. But generally, I think we one
163		of the few schools where teachers <b>don't</b> look at SIAS documents that needs to be <b>completed as this big headache</b> that
164		at the end of the year I <b>cram quickly complete</b>
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175		that they tell us we can use the schoo Economore or we can use the therapists.
176		you know what you get you know, what you get when you take a child for speech therapy, the child gets two sessions.
177		for a stutter what can you do with <b>two sessions?</b>
178	<b>R</b>	<b>its not enough</b>
179	SMT 4	absolutely. A waste of time. Because the child does not cannot be helped in 2 sessions. And those poor people are so
180		overwhelmed.
181		You know, this,
182		<b>this works beautifully on paper, we sell it as much as we can do staff. But if the parents don't have the money</b>
183		<b>to take the job further, if you don't get somebody that will do it for the school for free. Its not really helping</b>
184		<b>at lease we are identifying them now</b>
185	<b>R</b>	<b>yes that's a good, at least is a process in place and something is happening. And I think the fact</b>
186		<b>that like you said, you're trying to carry it over, for example, see it in a positive light, like so you can see that</b>
187		<b>it's impacting your staff.</b>
188	SMT 4	Yes,
189	<b>R</b>	<b>that is that they see it as a good thing,</b>
190	SMT 4	that at least if nothing else comes from this. I know for a fact that our teachers are <b>more sympathetic</b> .
191		They don't just look at a <b>child like this way</b> . Yes, he's punished. He needs the punishment. But it's not a
192		case of everybody walks past. He's the naughty one. He's the naughty one. everybody walks past and sees that
193		he's been punished knows something has happened again, because they know, there is a reason behind the behaviour
194	<b>R</b>	<b>circumstances. Yeah. Okay.</b>
195		<b>And so as part of the SMT team what do you believe needs to be done to improve the implementation of SIAS</b>
196	SMT 4	just told you <b>more money more time more expertise</b> .
197		The, the absolute, ittopia, which is just pie in the sky is if we could have <b>our own speech therapist, own OT,</b>
198		<b>our own psychologist or welfare worker, somebody that can, can assist.</b>

199		Or another thing that is a major problem is our parents don't know how
200		to parent. So we need to teach our parents how to parent and parents are open for it. Our parents if we had
201		the parents' forum, and we said we are going to talk about nutrition they here and listen, they lap it up That's
202		where it stops, unfortunately. So they don't carry it through because they've have now done their bit. That and
203		the fact that teachers as well as parents need to know that once you've done a psychological assessment,
204		that's not the cure. .
205	R	lots of hard work that still needs to happen
206		parent will tell you the child is tested now he's better now , no man I tell them you
207	SMT 4	Have your eyes tested, the optometrist tells you you need glasses, the test alone is not going to help you need
208		to have the glasses. And if we can have parents that push through on their own
209		professional recommendations, that will make the will make the world of change.
210	R	Okay, do you believe and you have answered this so you don't have to answer it again , but it's again, that thing of just
211		the SMTs perception impacts the Staff body
212	SMT 4	100%.
213	R	And according to you, what are the strengths and the weaknesses of the implementation of SIAS within
214		your school?
215		Okay, strength is that we are positive about that is definitely, definitely a strength. The weaknesses is
216		that we still have teachers that falter, children that still fall through the cracks. Another weakness with
217		it is that it is open. A lot of it is open to our interpretation. I believe our interpretation is fine. Because as we
218	SMT 4	send the documents through to district, we've never had a query, but it's also not, maybe there's a
219		better way of doing it. You know, we're trying to find an easier way to make it easier for the teachers and
220		to ensure that the learners are all get thesupport they need. So a weakness is definitely that we don't have the
221		financial resources to give the child all the support they need. But again, we can only work within what
222		we've got, and the framework within. So weakness extenuating circumstances
223	R	which is out of your control
224	SMT 4	Absolutely. And then sometimes the teachers are a bit iffy about it,
225	R	and with regard to the district,
226		I know now that LST numbers are now issued and and I know SIAS is not only about LSEN numbers, but a lot of it is about
227		the LSEN number. I know that our district no longer issues LSEN number this must go to head office they are
228		understaffed in the ss unit and overworked. So it can mean that a child that needs to be placed in an
229		LSEN class, where we can support him better takes up to 18 months before the child lands there because of
230		everything that needs to be in place. And that kills me that I know I cannot help this child. The child sits in
231	SMT 4	grade seven with an IQ of 75. We have done everything and all we get from district is the mother
232		refuses keep the child in mainstream sorry, it takes too long to place the child inanother school
233		set with the little girl in grade seven. Who is I've never in my life seen a child that is she's got dysgraphia here as well as
234		ill get to the name just now. And there is no space and school of achievement for
235		and I know our district's trying. But I wish they could try harder because this child would definitely benefit
236		from going to school and school of achievement, but this one school of achievement
237	R	so there's not space where
238	SMT 4	there's no space.
239	R	So I issue in the LSEN class her or in mainstream

240		mainstream but we've got <b>concessions</b> for her but not to have a girl of that age 13 years old in a mainstream class
241		and now I have to <b>read the stuff</b> too her because she cannot she reads like a grade one child maybe I think her reading age is
242	SMT 4	but now she's a bright girl you read the question to her and you <b>scribe for her a other Children</b>
243		<b>immediately oh she gets special treatment</b>
244		and it breaks down her self esteem.
245	R	<b>so it has a negative impact on her either way she that she loses</b>
246		absolutely But if you don't read it too She fluncks So you have to play with very carefully.
247	SMT 4	And then we don't always have the <b>manpower</b> to say go to the office let somebody read it to you
248		we don't have that. So we try and do what we can in class to assist her but that that flattens my tires really
249	R	<b>ultimately shes the one that suffers</b>
250	SMT 4	she's the one that suffering which she really a bright little girl, <b>IQ is above average</b>
251	R	<b>would you say that your school is diverse</b>
252	SMT 4	yes we are not as much as I would have liked to but we but we are diverse
253		you talk about diversity now you talk about the population
254	R	<b>and the staff body</b>
255		<b>staff body we are more diverse</b> this but I would like to have more English mother tounge speakers at school I
256		would like it and no population is <b>80% percent African children but we have about 95% African children</b> A few Indian children
257	SMT 4	there are three white kids and a few colour children
258		so I would have liked it to be more diverse. But this is what we've got. <b>Staff we have pretty much diverse</b>
259		we even have a quite a <b>number of males</b>
260	R	<b>Okay ya that's rare,</b>
261		<b>so how does the school collaborate with little doctors speeches OTS</b>
262		we've got an <b>education psychologist</b> who's a friend of mine, and he comes to school and he works here at
263		ver very reasonable <b>rate for the school</b> . I've tried to build up the <b>same relationship with the specie</b> they're not
264		prepared to work at a reduced rate I understand it
265		The same with OT, the optometrists we use the free of <b>optometrists services spec savers</b>
266	SMT 4	but if we really have a problem that we call <b>connermores therapists</b> but as I said, it is such a shame
267		because there is a <b>handful of them</b> . There is specific Speech Therapist that we refer children to. She gives parents a low
268		rate but it's still pretty pricey. We had tried to set up that with speech comes to school.
269		She charges the parents five hundred a month. <b>Parents are not prepared by that</b> , that then speech therapy
270		is two sessions, my child must be better like remedial teachers same thing I also have a <b>specific remedial</b>
271		teacher that we refer children to and that also give the parents privately
272	R	<b>Yeah, you're so and I think that's the hardest thing wherethere isnt the finances , there isnt everything you need,</b>
273		<b>which makes it challenging.</b>
274		We also use Isabella clinic, which is the municipal clinic.
275		As long as the hospitail, we use them as well. It's becoming harder and
276		harder to get the children assisted at hospital, much <b>harder than it use to be five years ago</b> , but we still
277	SMT 4	go the route that I know. I've spoken to a sister there years ago, when I was teaching. So we still
278		have a number. I still use her name and the letters, we write <b>letters we asked</b> . we say the child was assessed by
279		schools psychologist, the schools paid for it. And we write out the full court of what we have.
280		And all we donte, is you don't, have learned, you don't give them an instruction. You ask if they can assist you.

281		with anything, and a few of our children actually going to hospital
282		For therapy, and a few of them go to Tara
283	R	<b>do they do therapy there as well.</b>
284	SMT 4	they do Therapy there ya.
285	R	<b>How often doesthe SMT meet?</b>
286		We meet daily, daily,
287	SMT 4	we meet <b>daily for short meetings</b> . And then if the need arises, we have a long session, but we meet every
288		morning for <b>15 minutes</b> .
289	R	<b>And how does the process work of getting an LSEN number?</b>
290		okay we go through the whole spiel at school, which I've explained to you now, we monitor, monitor and <b>monitors and</b>
291		<b>support</b> and, and then we get to a point where we feel we don't know any further, we've then asked the school psychologist
292		to do an <b>IQ test to do the assessment</b> for he will be making a recommendation. And if what we have seen as well as
293		his recommendation is LSEN, then the LSEN forms will be processed the <b>SNA forms</b> and will be processed to go
294	SMT 4	through to district office. So then that after the <b>parents have signed</b> ,because the whole process involves the
295		parent helping us out so the whole thing is in place, then that with the school psychologist
296		recommendation, we send that throughn to district . Now. Last year, all of a sudden, they didn't except he's
297		testing with children then had to be <b>reassessed by one</b> of the psychologists. and they were understaffed
298		So you waited for yonks. And then from the we normally get accepted
299	R	<b>how did you get his assessments accepted</b>
300		I just kept on sending it through and at one stage I <b>wrote a letter</b> to Dr. L and I said to her
301		The school is forking out this money to get him to <b>assist us and them</b> . Because we offen assess the child and you say
302		andhe offen says it poor teaching has taken place
303	SMT 4	This child doesn't know how to do a comprehension test. It's not poor comprehension, its a lack of teaching. And he is
304		blatantly honest about it. And we take it from him. And we really try to implement what he says. And I said to her that means
305		we are wasting our time. It's a resource that we could have used for something else. And she said, but they got it from head
306		office. Yeah, because some schools just use a psychologist that just <b>point blank says LSEN</b>
307	R	<b>I think it's for protection.</b>
308		So I think what has happened is that they've seen that their testing and he's testing comes out the same
309		recommendations are the same. And I think it's a trust that's built up between him and them that they they go with that
310		Every now and again. I'll still get it queried to say something doesn't look right. Theres specific Child LSEN senior at the
311		moment, the Childs IQ test exceptionally low as a limited, but we requested a MID Number not a SID Number
312	SMT 4	And when they asked why I said, because there's something that's not right
313		with this Child. We cannot pinpoint it. Psychologist, said to me as well. The one thing he is seems, if you talk to the child,
314		and you look at the way he wrights, he looks like MID child, but he performs like SID child. And
315		he said the child might be scared of him. There's lots of things. Yeah, so let's rather go for a MID number
316		he doesn't cope, then <b>eaiser to put him into SID</b> . So that was queried and they send somebody out to observe
317		the child who agreed that he acts like a MID child
318	R	<b>so it was confirmed,</b>
319		but still tests like a SID child
320	SMT 4	And it's a new child to this school, he was in the private school. Where he was top of his class
321		obtained 70% Plus, in one of these <b>mushroom products</b> .

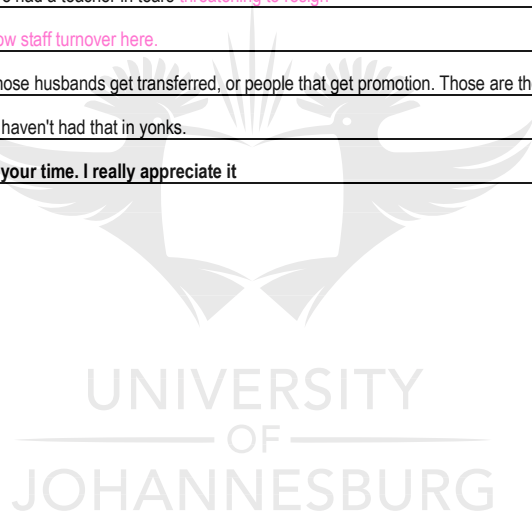
322	R	<b>so so it's not an accurate representation</b>
323	SMT 4	no
324	R	<b>do you have an Individual Education Plan for Learners who are struggling?</b>
325	SMT 4	no
326	R	<b>Okay, so how do you do it.</b>
327	SMT 4	that is something on SIAS that we do not implement,
328		because of the enormity of the job, because of the number of children with problems. So what we do in our
329		LSEN classes is we adapt the syllabus for the whole they grouped, it will be level ones, and twos and threes. So we
330		adapt the assessment. But it's not personal. It's for little groups. And we we do that the LSEN,
331	R	<b>so per grade class,</b>
332	SMT 4	they do it per level, because they've got level ones, which is doing more or less grade one.
333	R	<b>So with in grade one, there'll be a level one, level two, level three</b>
334	SMT 4	yees And they adjust that according to what the mainstream classes are doing. they doing
335		that their support class, it that's it, because they she's got a for instance, grade ones and twos, where they do mainstream
336		work because they go back to mainstream, but this assessment is adjusted in that she will read it in shorter bursts, she will
337		help them to plan. So shell break it completely. And where way because most of them have got problems with
338		language, she'll explain what is expected, she wont just read the instruction, she'll explain the instruction. So that is adapted
339		in the mainstream. I'm going to get trouble for this. We stream our classes. And I've been getting away with it for the past
340		seven years. Because the reason we stream our classes is that we adapt the way we teach not the curriculum, but we adapt
341		the way we teach for the different classes.
342		So we've got a stronger class, we can do more extension work, we could do more critical thinking and develop that a bit,
343		then we've got an average, which in the last two years, actually also weak class where we we do more drill work where we
344		go back to the basics, where he'll explain it in depth, and you'll do it again and again. And again. And then we've got the
345		weak class where there are fewer learners in the clas:s will have 42/40 and 32. That's what we've been trying to, and in that
346		class, we teach as if you're doing remedial teaching,
347	R	<b>but it's still mainstream</b>
348	SMT 4	mainstream. Children are not aware of it, we try and keep it away from them.
349		But we teach in a different way. In grade seven manipulative. When I do
350		a math lesson where the other two classes will get exercise 18.2 number one to eight, that class will do number one, a to 2b
351		c3, and we will do two, three of them and we'll drill more with them and majority
352	R	<b>so adapted a little bit</b>
353	SMT 4	yes adapted a little bit but not individual
354	R	<b>but per group</b>
355	SMT 4	yeah
356	R	<b>How does your record keeping work. So for example, just general record keeping and then specifically related to SIAS</b>
357	SMT 4	the record keeping the HoD of guidance, he uses the list that is generated
358		from the rest of the HoDs myself with
359		regards to who are the children that should have the SIAS forms completed. So the teachers have got a checklist and he will
360		a list and it will Check up and see that the all there the teachers make the box available to us. We also use SASAMs to

361		generate the list of learners where there are problems, because you can lift it up very easily. So we Check from there
362		every term, I wish we had time to check it more regularly. What support was given what the outcome is?
363	R	<b>And you said we checked it 'we?'</b>
364	SMT 4	HoDs and myself,the SMTS
365	R	<b>you sit together and analisys</b>
366		we sit together and then and anaylisis and check we also
367		have meetings but really with the the fact Well, they do the teachers do that first per grade, they will sit together and say
368		problem, blah,blah, blah.But majority of the time they talk amongs one another on the corridors so its informal but it
369		happens. And then they'll grab either Mrx or me. On the corridor and say I've got this problem. And
370		we'll talk about it. And that's this is the way we function little conglomeration and we talk about it give ideas from our side
371		and then tomorrow morning , that problem will be discussing the SMT meeting and we throw it around and say
372		This is something else, and we report back. So that's how we
373	SMT 4	monitor more than record keeping of what is happening with these children. And in there lives, but once it we analyze, we
374		as a tema analyze and go back to see Wow, this child has made progress. Since we've had it now for the last two years, our
375		school finishes at three o'clock, not two o'clock,
376		from two to three children with problems could have extra classes, extracumcular everything. And
377		this term what we are doing is that we have limited the sport as a eleven children take part in sport. And 8 teachers are
378		with 11 children. And it's just not viable. So after that previous terms report cards and we looked at the marks and the
379		analysis of the results we now now have three days a week that we offer extra classes to every child in the school. So we
380		don't lift at you weak. So you will stay here
381	R	<b>is compulsory,</b>
382		compulsory, everybody attends from two to three. And it's under
383	SMT 4	rotational basis So Monday you go to English Tuesday, you go maths Wednesday will go to ss because we look also
384		at wheres the problems and then it rotates. And it was English afrikaans for grade seven English, Afrikaans, maths and ss,
385		and then they rotate. So, you know,
386	R	<b>one day , one day</b>
387		one day one day one day, and they just came on, and then we can reteach. So
388		when the the weaker of class because they're actually all the problem, children are basically in that part of class,
389	SMT 4	we can teach in such a fashion that it is absolutely support, because we work to the problem. And then what goes over and
390		above that is that. I'm the Maths teacher, I've analyzed my exam paper, I've seen where the problems are. So the teacher, that
391		teachers that maths, knows where the problems are. And those are the areas that will be adopted and teachers again,
392	R	<b>I wanted to ask you like, what is your perception of how the school gets managed, like a the leadership of the school</b>
393		The principles differently. She's the one that carries the can its her school
394		There's no two ways about it. She's not giving overpower, because she is very easygoing, she's extremely easy.
395	SMT 4	There's a very close relationship between her and myself with the problems and the running the day to day running.
396		Ultimately, she takes the decision, but she's open to our input. The HoDs generally will come to me, and they'll ask or
397		give input. And I'll carry it to her, but they're not scared to carry to her. They know because we've got such a close
398		relationship, we not just colleagues we are friends changes set



399		up. But majority will come to me because and then and
400	R	<b>I bounce it off you first</b>
401	SMT 4	find out and I'll say today, today's a bad day. don't go today,
402		or look at this and this, this, change it before you go to her. Because you also know the manager, you know, what
403		they open and what they're not open to . And if you just change it a little bit your idea, then you'll
404		run with it, otherwise, it's going to get shut down. But she will also think about something and come back and
405		say to the whole SMT. <b>Let's discuss it lets see</b> so I think our policy. Sorry, there is no, it's autocratic. That is policy. You don't,
406		there's no reason to discuss it. But the rest of the
407		things the way to implement those things. She's <b>open to discussion</b> . And I really hope to see me
408		<b>also open to discussion</b> . And then we the biggest thing is that when we walk out that door, even if we have a shouting match
409		at one another, when we walk out that door, <b>we talk from one voice</b> ; the staff sees a united front.
410		Hope they see
411	R	<b>So that's what you try that we are united as is invitation as principal as deputy principal, we work together</b>
412		<b>and you see that there is power in that</b>
413	SMT 4	I believe so . And but we also open for them for input.
414		So if a teacher will come with input, we will take it to the SMT meeting and we will report back, for instance, there was a
415		request because they teach it's not just babysitting, they <b>contact time till three o'clock</b> they asked if they could leave on a
416		Monday, every third Monday, they could leave at 2pm It was a request. We took it to the SMT meeting. And last week, Monday
417		her report back was after the request The request from staff teachers may be excused at 2.20pm
418		or whatever the time was.
419		So there is <b>feedback</b> . <b>So, they see that what they ask for actually is considered</b>
420	R	<b>like they're heard as well.</b>
421	SMT 4	Yes. Just it's not just always a no. Yeah. Sometimes they give them no, no,
422		but they accept the no, because they know there are times when they get a yes. And a staff meetings
423		is open, and you get teachers that will address issues that I sometimes feel Wow, I wouldn't have had the guts when I
424		was that young to say that to address the problem. And the fact that they feel free enough to do it
425		tells me that they <b>feel safe</b> .
426	R	<b>Which is good. I think it's positive.</b>
427	SMT 4	And if they don't, we also look at personalities,
428		some of them will relate easier. We have a male on the SMT. The males <b>obviously relate better to him</b> , you know,
429		then to female. And then also know who to ask for
430	R	<b>what when you've been here a long time you become clear like that</b>
431	SMT 4	They know who to ask they will come and ask me , for instance if they
432	SMT 4	can leave early and open to let it go early if their works done to principal
433		But if they want to spend money, they'll get a yes so I got a standard answer so yeah. Give me three quotes. And
434		then we'll think about it next year. So that's my, that's my standard answer if they want to spend money. So they'll go to her
435		because they feel like they going to get
436	R	<b>But then do you then as a SMT discuss?</b>
437	SMT 4	oh yes oh yes

438	R	<b>So even though they think they got you there is still unity in the SMT</b>
439	SMT 4	Absolutely.
440		I'll give you a silly example. We've got <b>Electric gates up</b> now I've been asking for these electric gates for the last nine years.
441		And remember, I don't like spending money. Principal kept saying no, there's no money. It's a luxury. And the teachers kept
442		saying to me that don't feel safe. Can we have electric gates? And I kept on saying to them im working on it and they
443		trust me if I say im working on it
444		so incident and we decided to put up the electric gates In the SMT meeting she got up and said the electric gates
445		were installed over the holidays thank deputy because ive been saying no for the last 7 or 8 years immediately they see that
446		they saw yes she was the one that said no and she said bcause I still believe it is a luxury agh but its nice but she
447		acknowledges where it came from. And they see that I was not lying when I said I've been working on it for seven years
448		and that is important that the <b>trust very</b> much let them know that. We don't
449		discuss staff members with
450		problems. That's part of our jobs or jobs. And, and we call them in and we speak to them. But I've never had I can't think in
451		the last 5/6/7 years that we've had a teacher in tears <b>threatening to resign</b>
452		And we've got a very, very <b>low staff turnover here.</b>
453		People that retire, people whose husbands get transferred, or people that get promotion. Those are the ones leaving. we
454		just have people just leaing haven't had that in yonks.
455	R	<b>So thank you so much for your time. I really appreciate it</b>



Line no.	Speaker	Conversation
1	R	<b>Okay, so thank you so much that we can do research. Yeah, I really appreciate it. And I can say I wanted to know</b>
2		<b>what you would consider the strengths and weaknesses of your SMT</b>
3	SMT 5	My strengths are number one, our strength that we <b>work together</b> very well as a team We have a lot of <b>respect for each</b>
4		other. We're <b>very open</b> . And we all have the <b>interest of the school at heart</b> and we <b>very, very loyal</b> every single one of them.
5		I will not ever wonder about their loyalty to the school.
6	R	<b>and weaknesses</b>
7	SMT 5	Weaknesses, I would say that sometimes <b>we're a bit casual</b> with regard to – we <b>discuss things, we decide on a strategy</b>
8		and then <b>we will implement</b> , but we need to <b>work harder on our monitoring on the implementation of our strategies</b> .
9	R	<b>So you feel often you have good ideas but</b>
10	SMT 5	Good ideas, we start them and they just <b>get lost in the every day running of the school</b>
11	R	<b>Okay, perfect. Okay, are there aspects that make it more difficult for the SMT to roll out policies, like for example, the</b>
12		<b>SIAS , what aspects make it difficult?</b>
13	SMT 5	You know it's not. One of the problems is the perception of what SIAS is about. That people, that initial perception that
14		SIAS is just more work.
15	R	<b>Okay.</b>
16	SMT 5	And <b>at the end of the day, there is a very good purpose</b> and the <b>amount of paperwork attached to it could be a problem</b>
17		because that sort of <b>puts people off</b> and I always worry that a teacher who's <b>not fond of paperwork</b> , and there are
18		many of them, <b>might not write down a child with a problem</b> , because <b>SNA 1, SNA 2</b> and then going further
19		and doing all the interviews with the parents, etc. I'm worried that the paperwork attached to it <b>might allow for a teacher</b>
20		not to do it and then the <b>child suffers</b> for that
21	R	<b>and they don't get the help they need?</b>
22	SMT 5	and <b>they don't get the help they need</b> . That is my biggest problem with ... and <b>most policy is that instead of</b>
23		<b>minimising the paperwork</b> , minimising the admin, <b>they actually maximising</b> in most cases and that's what frightens <b>teacher</b>
24		<b>off</b> , the amount of paperwork I have to do, whereas if we could do it <b>less paperwork, and more action,</b>
25	R	<b>it would be more effective</b>
26	SMT 5	ya even enough if, now you said <b>SIAS, we're very very involved here</b> .
27		We're very involved here we have a <b>support class</b> we have an <b>LSEN class</b> , we even have a <b>SID class</b> . And we pick up problems.
28		The <b>fact that head office</b> , for example, will <b>decide whether the child gets an LSEN number</b> , it's not even done at district. <b>We do the</b>
29		testing but <b>head office make the decision</b> . If a child is at a LSEN school, we know this is a LSEN child , it's got an LSEN number,
30		head office and Dr. * at head office will make the decision of whether that child may be placed in a LSEN
31		school in an LSEN class. It's <b>taken out of our hands</b> . We work with the child , <b>we know the child</b> we know the circumstances, we
32		know is it a barrier? We know is it just personal circumstances that can be assisted with psychotherapy, with therapy
33		just with counseling for the family. <b>That to me is policy everything, so policy-driven that policy gets in the way of the doing.</b>
34	R	<b>Of actually helping</b>
35	SMT 5	Absolutely. I mean, <b>CAPS</b> even. At the moment they are having a <b>review</b> of CAPS and we keep
36		<b>getting told you have it your results are good reasons why and the bad result is honestly</b>
37		<b>it is the consequence</b> of CAPS. Of just <b>putting so much</b> work in it we cannot reinforce,
38		nothing can be internalised by our grade 1s. And the same happens in grade two. And by the time they get to grade
39		by four, five and six is a problem, but it was <b>initiated because of policy, it was expected in policy</b> which is not grass roots

40		its not possible. The powers that be sit in their glasshouse and sorry, yeah. The policy often gets in the way of teaching
41		and learning.
42	R	<b>Yeah. And there's a discrepancy what's happening at school in the classroom versus what they see in expectations</b>
43	SMT 5	The expectations are way too high. And we're doing our best but it is fighting a losing battle.
44		And you know, I'm on my way out so I, I have always been very vocal.
45		I still am. There's this big meeting with my school next week Tuesday with all the principals to discuss. The director started
46		blaming us. Don't blame the schools, find out what the problems are. So they are having a big meeting here to find out what
47		are the problems in policy in CAPS that can be adjusted, that can be spoken to, that can be adapted to make it easier for
48		teaching and learning to take place.
49	R	<b>Ultimately that should be the end thing</b>
50	SMT 5	All they doing is they're checking up on us, they're monitoring us, then we have to give proof we are helping
51		the child. But at the end of the day, if you're giving a child medication
52		that's going to make it sicker, don't blame the person giving the medication when the child gets sick.
53	R	<b>Yea , look at look at the source.</b>
54	SMT 5	Look at look at the source.
55	R	<b>Yeah, that's very true</b>
56	SMT 5	My analogy is awful ...
57	R	<b>How does management go about encouraging and enforcing policies that the staff need to use?</b>
58	SMT 5	Well, we make sure that they're aware of their policy, we make sure
59		that they all have their policy. And then we also make sure that they they learn and they know, so that when they go to
60		meetings, and they get told things that are not in policy that they can question policy, because that's the first thing you
61		have to do is you have to question policy. You can't just follow everything blindly. But we do have, we have meetings,
62		we have staff meetings, we have in house training, we make sure that they sit in grades, and that when they set the
63		exams or the tests, that they have their policy, that they follow what they should be testing. We have an ATP
64		from district, but we also make sure that it falls in line with the ATP that's in CAPS. So we do have training, in
65		service training. We have lots of informal discussions, we have formal discussions as well.
66	R	<b>And according to you, do you feel that that's enough for the staff? Do you feel you've given them the skills that they need</b>
67		<b>to be able to carry on?</b>
68	SMT 5	Yes,
69		because there are professionals. I expect them to have learnt and I expect them to go further and do reading on there own
70		as well, because we are all adults and we are professionals, and we are all qualified. So I do expect that,
71		but they're always welcome to come and ask for more help. But then again, if the policy is not 100% viable,
72		then there will be gaps, children are going to fall through the gaps. But we do, I know my policy, but still
73		even now if I'm not teaching .... and I'm not sure I will just go and open it
74	R	<b>You can open it</b>
75	SMT 5	You cant memorise everything but you need to know where you can refer to for the information
76	R	<b>Ya and do the teachers have those policies - physical or on the teacher server</b>
77	SMT 5	They have physical hard copy files there are master files , there should be master files - I havent seen them for a while
78		but there were master files, they get changed , they are also documents that are not cast in stone,
79		so there are master files, but every teacher has in their subject file their policy, and they have the school policy , and the CAPS,
80		our policies and the finance policy, all the ones that they need.

81	R	<b>Yeah so its relevant to them.</b>
82	SMT 5	Yeah about once a <b>year once every 18 months</b> , we say bring all your files down lets see what's <b>obsolete and what has to</b>
83		<b>change</b> and if we have revised any policies, take the old one out to put this page in. So we try and keep up.
84	R	<b>Okay, perfect. Do you think the SMT feels they are equipped to handle or to roll out policies?</b>
85	SMT 5	I should <b>hope so</b> because they <b>haven't come to me and said they are not equipped.</b>
86	R	<b>Okay. So according to you ...</b>
87	SMT 5	I feel that I should , in my <b>knowledge, yes. But if they're not they are aware, our teachers we do talk to each other yes.</b>
88		<b>There's no shame in asking.</b>
89	R	<b>You encourage an <b>open door policy</b></b>
90	SMT 5	Absolutely we do. We're always there and <b>we don't mind overlapping</b> , there's no <b>territorialism.</b>
91		That's your little bit. You know, your <b>department, we overlap</b> a lot.
92		I've never picked up that people are unhappy about it. I do have one brand new HoD, but he's jumped in feet
93		first already last year, when we knew our HoD was retiring. And I had three people who were willing to jump in, and
94		you know, they asked, so I do feel yes.
95	R	<b>Okay, do you believe as a member of the SMT that the perception and experiences impact on other staff,</b>
96		<b>specifically the staff that maybe work underneath them. And how do you think it impacts on the staff body?</b>
97	SMT 5	Their perceptions' impact?
98	R	<b>Yeah, so of what's the perception of the SMT?</b>
99	SMT 5	How they see things... okay.
100	R	<b>Yes</b>
101	SMT 5	I do believe it does, I do believe it does. And if your perception of something is positive,
102		that positivity will be carried over. I have a policy here, if we have problems, if any of us have a problem,
103		mommy and daddy don't fight in front of the children. So if you feel negative about something about the
104		department asked for this, try not. From time to time, we're all human even I would say departments driving me mad,
105		but it's never in the sense of breaking down because I don't believe you can build anything if you negative all the
106		time. So I do believe that perception and I hope that their perception is of a nature that can
107		make teachers want to do it the way it should be done.
108	R	<b>To encourage</b>
109	SMT 5	To <b>encourage to motivate</b>
110		So yes, how an SMT member feels about something ... If I find that they're very negative, or they're not very
111		helpful or there's not a lot ... I would call them in and talk about it. I do believe we are at home here. And
112		I'm not just saying it. We have very <b>little turnover of staff.</b> And we have people that have been here ... I've been
113		here for 20 plus years ... eight years, 10 years. My SMT, I don't think Mr * is
114		the newest member, but he's also been at school for 11/12 years.
115		We don't have, we have very ... our new teachers ... the first year, second year teachers are new teachers. But
116		I do believe my SMT is positive. If they don't know they'll come to me. If I can guide them,
117		if I don't know, there are sources for me as well and they <b>encouraged to go to workshops</b> , they encourage them
118		My SMT goes to workshops without complaining, not in my hearing, but yes, I do believe perceptions are very important
119		How they feel is carried over to teachers.
120	R	<b>How do you identify learners who require support?</b>
121	SMT 5	Well first of all, number one there are various ways. A child

122		who has <b>behaviour problems</b> , that is a child that needs help. So we look at that.
123		We look at <b>marks</b> as well, but we also have a <b>psychologist</b> . Teachers, my teachers are very good that pick up little things.
124		Often, we have <b>interviews with parents</b> especially when we get children in, you look at when a child comes in, you see
125		this child has been at three or four different schools. So in actual fact, you're expecting a problem here,
126		because that is not good for the child. So we would ... those are the ways we look at behaviour, we look into
127		behaviour, we find that the child has been very good, all of a sudden changes. The teachers are
128		prompted often to make sure <b>check your children</b> is there a child whose ... <b>something's changed</b> . Find out why.
129		So that's how we identify and then we have a <b>psychologist that the school pays, parent who have medical aid</b> ,
130		they will claim against medical aid, otherwise we will <b>subsidise</b> , we will pay half of this fee at school and they will pay half
131		and <b>from there of course than we go via the district</b> if need be
132	R	<b>Okay, and is this a clinical psychologist?</b>
133	SMT 5	He's a clinical psychologist, he used to be a teacher and he has just opened his own practice
134	R	<b>And it's completely private.</b>
135	SMT 5	Completely private
136	R	<b>And why did you decide to go the private route?</b>
137		The fact that they are <b>so short staffed at district offices</b> and <b>parents can't always afford the</b>
138		<b>fees</b> and he was willing to also charge us less than then we would. So if there's a medical aid, that's fine
139	SMT 5	then he gets it from the parents , but if there's not a medical aid what we do with this child? Yeah. Oh,
140		and now at district at least they have appointed two psychologists. But they've been <b>running low</b> . I think they only
141		had one qualified psychologist for the last six years now they have three. So things might get better. I mean, it's
142		200 students.
143	R	<b>Yeah. So you just felt that you</b>
144	SMT 5	<b>You have to use something, you can't rely on government</b> to do everything
145	R	<b>It's more beneficial for your learners, for you to have gotten someone in private practice.</b>
146		Ya absolutely. So he comes in, he'll phone on a Thursday
147		and he will ask Martie are there any referrals that he needs to see yes or no. And then he comes and sees them.
148		And then sometimes he will come and make his recommendation. And luckily <b>district is aware of him</b> and how he
149	SMT 5	works at many schools in (suburb name). And so when he gives a report, they know that it is
150		<b>objective</b> , and it is exactly what the child is. There's no subjectivity here or anything, and then you also
151		would come and he would <b>offer counselling</b> , when he realises there's a family problem here.
152		Yeah, he will do counseling of his own accord. So he's an asset to us.
153	R	<b>Okay, that's great. If you could briefly explain to me like how your school functions like how just general?</b>
154		Very well. It's a very difficult question for me to answer because I don't really
155		sit and think about functions. <b>We function as a unit</b> I'd like to say. We do have SMT,
156	SMT 5	you know but but we do <b>function very well</b> . We have got ... we could have two different schools number one,
157		our foundation phase, our intermediate phase , senior phase function as one, we have no separation there in terms
158		of meetings, in terms of sport, in terms of assemblies, I know there are schools that split.
159	R	<b>And break times?</b>
160		Break times we're all together at the same time. We have an <b>SID class</b> , which had ... learners that
161	SMT 5	we have a <b>number of autistic learners there, so</b> they will only at break times, they have their <b>own playground</b> because some
162		of them cannot. They have their <b>meltdowns</b> , they have their little space. We can't. But our <b>LSEN children are on playground with all the other children</b> ,

163		we teach our children that we are all one, we might be different but we all belong to the same
164		the other children, we teach our children that we're all one, we are, you might be different, but we all belong
165		to the same human race and and we teach them to ... I don't have incidences of of talking being horrible, you
166		know you stupid, doing that. Not that I'm aware of it but my parents also know they need to report to me, I have a very strict anti bullying policy at school.
167		When it comes to academic policy at school we all work as one as well because
168		we often ... the grade, the foundation phase, the intermediate phase, they often have meetings, collaborations
169		to find out what's happening there. My grade sevens as well collaborate with everybody else, we talk
170		to each other about children. We have our SBST is very functional. We don't sit and have meetings. But if there's a
171		problem, they will go to the HoD and we will have a meeting about a specific child, but we don't have a
172		meeting every month.
173	R	<b>How many members are on that team?</b>
174		Virtually everybody. I'm on it, Mrs * the deputy is on it, we have Mr *, and then we have a representative from every grade is on the SBST ,But I cant tell you
175		we have have formal meetings. They are minuted. We have a SMT meeting every morning we have a 15 minute meeting every single
176	SMT 5	day and then we will go into the ... will have a five minute briefing much of what we discussed here, if it's
177		of import to the teachers, they will be informed of it. But if there are children that have problems,
178		the specific grade will be kept down and say please keep an eye on this child this this and this
179	R	<b>So they are aware?</b>
180	SMT 5	Ya I don't know what else you want in that respect.
181	R	<b>Like you say each school has a unique way that they run</b>
182		ya for example we believe we are one when we have a concept even our LSEN children, our SID children have an item
183		No matter that they might not be able to memorise or move but what they do is adapted to theirs and their parents
184		can also come to the school concert to actually watch. We have prize givings that are split into
185	SMT 5	two, we have, we have three, I think we have three. We have our SID, which is good. We have five classes now. So LSEN
186		and our juniors go together. And then we have our seniors grade 4 to 7 academic prize giving
187		So even in that respect, we don't keep them ...what we have, I know some schools they're sort
188		hidden in the corner, but not here. Our children are all one.
189	R	<b>So inclusivity is big for you.</b>
190	SMT 5	Yeah. Absolutely.
191	R	<b>And what influence does the SMTs's perception of SIAS have on the implementation of SIAS</b>
192		Well we're very positive about it, even with all the paperwork, so I do believe it's being implemented very well.
193		We send everybody for training who needs to go, we insist on the paperwork being done. When it comes to profiles,
194		for example, they are checked every term to see that everything is in there the SIAS documents, the cultural, whatever the
195		children have done, but I believe, and if I'm wrong, im going to be very, very sad ... that my SMT believes in the SIAS
196	SMT 5	process. But do they feel like me about the paper work but it's not a negative it is done,
197		it is implemented. And we because we're an LSEN school, well we're not a LSEN school but but I believe that we are
198		a full service school. Because of that, they know that if a child has a problem and we follow the SIAS process, that there's a very
199		strong chance that that child will be helped and the problem will be addressed and that child will either be helped in
200		the class or be helped in my support class or my LSEN junior or my LSEN senior .
201	R	<b>So you believe they see the value that SIAS can add</b>
202	SMT 5	Of course. Absolutely. I do believe that.
203	R	<b>And then do you think that they believe in it enough that the staff believe in running</b>

204		<b>with the policy?</b>
205	SMT 5	Not everybody on the staff because we often have to tell teachers when they come and say
206		There is a break but we are addressing it and it's ongoing. I can give you an example where a teacher
207		comes in and starts, I cannot deal with this child ... ok, what what's the problem ... they did this and the behaviour was quiet severe.
208		So then I said, Okay, could I have the child' s profile
209		because I want to see what's in the profile. What have you done? – because I can't just jump to conclusions.
210		And then two teachers say, in grade one he was a problem, this child's in grade 3, grade one he was a problem, grade two, so look at
211		his profile. There is one comment he can be disruptive. A one line comment. So where is the SNA 1? No there isn't one. Where are the
212		interviews with the parents? No it hasn't been done. Sorry, the problem is still yours, what have you done?
213		If you'd followed the system...
214	R	<b>The tracking wasn't done</b>
215	SMT 5	It wasn't so done so don't ask me to to come down on the child like a ton of bricks or the parents
216		What have you done? If you'd followed the process, three years later we would have helped this child.
217		Three years later this child would have realised, we could have done counseling, we could have done whatever, it's just
218		behavioural. The parents also could have been assisted with parenting skills. So I'm going to say
219		there is a break and that people don't want ... exactly what I said they don't want to do the paperwork
220		because they see it as a schlep, as a chore, as something I don't need to do, but if you do it, it's going
221		to help in the long run. You have to do it ... to follow ... even he was naughty with no matter what, I want to always see
222	Give me the timeline, what happened, when did it happen, what problem	
223	R	<b>How long has he presented a problem.</b>
224	SMT 5	Don't come to me today because he drove me mad three years ago and now today I've just had it
225	R	<b>And there is no proof</b>
226	SMT 5	There's nothing. There's nothing on paper that says this is what we've done it's all word of mouth
227		So I said okay fine what else have we got. Oh we've got the communication book. Ok so give it to me
228		There'd been notes in it from a week before . So
229	R	<b>So its not enough</b>
230	SMT 5	The balls back in your court, In that respect, you have to do your job. If you've caused the problem now lets fix it. You start
231	R	<b>So they should start the whole process</b>
232	SMT 5	Absolutly, well, within I think a month we were able to do more because
233		then the teacher realized every little infringement is noted down. Then we do the SNA1, then we know we've got a time
234		line. We know there is a problem, but you still lost three years.
235		But there the teachers dropped the ball. So, in that respect, I do believe sometimes teachers are lazy, not all of them but
236		but some of them
237	R	<b>And does the SMT like inspect like when they're obviously made aware of ... I have three problem learners in my class,</b>
238		<b>learners with challenges, do they then check up with teachers</b>
239	SMT 5	Yes we should and they do
240		we do we do. Because one thing we always say, as SMT as well, but don't start staffroom gossiping about a child. You know,
241		some teachers think that's going to solve the problem. They come in at break and say Johnny did this and Jonny was bad in 2011.
242		So no we do follow up. We are lucky in the sense of, we have lots of children they have problems academically,
243		but the problems are not as a result of intelligence, lack of intelligence. It's how they were raised.



244		Uninvolved parents. it's a system. It's systemic, systemic of our country, of the world.
245		Parents are so busy trying to make a living and put bread on the table they do not have ... they don't have the skills either.
246		Because they they didn't have, they didn't have that example. So what example do they follow, and its as a result of our
247		country's history, unfortunately, but we are trying to, to just sort of negate those problems.
248		But it's an ongoing battle
249	R	<b>It's a long term battle</b>
250	SMT 5	It's a long term battle. It's a fight that we are going to fight for a long time, but I'm very positive.
251	SMT 5	I think things will get better. They also need sort the politics of the country out. Our children watch things and they hear things and they
252	SMT 5	listen to parents talking but they shouldnt
253	R	<b>And they pick up on those things</b>
254	SMT 5	Ya they do and it affects their perception- why must I learn, you know that kind of thing
255	R	<b>What do you believe can be done to improve the implementation of the SIAS process?</b>
256	SMT 5	Just continue. Number one, just try and cut down on the paperwork, because a lot of it is repetition.
257	SMT 5	So make sure you cut down on the repetitive comments, because SNA1, SNA2, it is very repetitive
258	SMT 5	So try and cut down on the repetition, try and cut down on the paperwork, and then insist on it being followed.
259	SMT 5	And also, that if the school is doing their duty, that district offices ... because that's the next level, that if everything is
260	SMT 5	done here, grassroots , the next level must also be completed. And that also ... I mean, often we have sent in our papers,
261	SMT 5	and then it takes seven or eight to nine months before they come back to us with the
262	SMT 5	recommendations. So that is a problem. So this child we know there's a problem. We have an idea of what the
263	SMT 5	solution is we can do what we can here, but it's limited. I mean, we have children that we know should be
264	SMT 5	LSEN class ... hasn't got an LSEN number ... takes nine months to issue that. What's happening with that child in the
265	SMT 5	interim, he's been forced to stay in mainstream. He's been forced and he's not ... and eventually the child loses whatever
266	SMT 5	positive or ... it's left for nine months but also, I can't do the work, I cant do the work. You know,
267	SMT 5	we ask teachers please don't be horrible, please don't be personal, but some teachers do. But some children you
268	SMT 5	don't need to say anything, the fact that you read back your marks to me because we can't always have the book.
269	SMT 5	So they read back their marks. What do the other children do, they laugh, they mock and it's nine months. It's not the child's fault
270	SMT 5	or the school's fault it's the system. So just try and get it to work faster
271	R	<b>Very true</b>
272	SMT 5	That's what I believe
273	R	<b>Do you believe the SMTs perception of SIAS impacts on the staff body</b>
274	SMT 5	it does yes on the majority
275	R	<b>According to you what are the strengths and the weaknesses of the implementation of the SIAS process</b>
276	R	<b>within the school enviroment?</b>
277	SMT 5	Strengths are the fact there is a written report of a child's progress, a problem is stated, what could possibly be done and
278	SMT 5	that to me is excellent.
279	SMT 5	But we did have it on our old... what did we call them I don't even know any more ... I'm talking 45 years ago, but it's there.
280	SMT 5	It's written, the problem has to be addressed and it gets taken physically, they have at district as well. But those
281	SMT 5	are the strengths that if you have a system, it is a process, it can work very well. Weaknesses – paperwork
282	SMT 5	weaknesses – repetition of things and the long time that it takes once you put it down. That sometimes schools
283	SMT 5	need to have autonomy that if ... I mean there are many psychologists. If a school, like our guy
284	SMT 5	(psychologist name) , if he can be allowed to say this child needs an LSEN number and district can say fine, take that

285		report and issue that number.
286	R	Ya to try cut down
287	SMTS	Ya. Cut down on the waiting period that's the weakness
288		to me that it takes so long.
289	R	<b>Okay, so if you could just explain like the diversity of your school to me a little bit.</b>
290	SMT 5	Our school is <b>not very diverse</b> . We have I think about <b>94%</b> of our children are <b>black</b> . And then the other
291		<b>6%</b> I would say is made up of majority <b>Indian children</b> . We have <b>very few coloureds</b> .
292		I think we have <b>five or six, white children</b> . So we do not have diversity, we have <b>more diversity in our staff</b> , in the sense of
293		we have white, indian, we do not have coloureds on out staff, but we have a number of Indian teachers, African teachers, white
294		teachers, male, female as well, but my ... I <b>don't bleive my school</b> is diverse. I wish I had a more demographic
295		that fits in the demographics of our country.
296	R	<b>Why do you think the diversity is what it is?</b>
297	SMT 5	I believe it comes from the side of the parents, unfortunately, and also the fact that
298		<b>we're in an industrial area</b> . So many of the people living in our suburb, are still very old. They don't have
299		young children any more. People that move in often I found that they are African families. We have very few white
300		people moving into our area, into our community. We have a lot of Indians that move in but they're also sort of employed
301		where they are. They have a specific area where a lot of ... I think that sort of like ... okay this is not an Indian area but
302		I'd say 99% of my Indian children all live in the (name of flats) flats or those flats employ them. It just seems to be that
303		people sort of try and say we're staying with our own
304		I also <b>think the demographics ...</b> my school is <b>not seen as one of the smart schools</b> , because we're old <b>we don't have a lot of money</b> .
305		So there are schools that are that on face value they're seen as smart, they're seen as you know, if you take your (name of school)
306		those are very smart schools. We have a lot of very smart schools (names of schools) and I think
307		I think parents want to put their children in their schools and so I'm seen as the step-child. Sorry, that's how I feel
308	R	<b>Yeah, so a less prestigious school</b>
309	SMT 5	Yes, it's not as prestigious, but our results are good
310	R	<b>Do you think its because of financial reasons as well that parents may be sending</b>
311	SMT 5	<b>No</b> , because we we are a fee paying school, our fees are on a par, maybe slightly less than some schools, but our fees are on a par
312		it's not that we're a cheaper school. <b>It's just the perception</b> . And also because our children
313		many of them come from (area name) so they stay so <b>far away</b> , that it's a problem with having sports so we don't have that such
314		good results with sport.
315	R	<b>Because they have to travel</b>
316	SMT 5	Ya, they have to travel far. I mean, my kiddies have to get up at five
317		in the morning to get on the taxi to be at school by seven. Quarter past seven. So and I accept any child with open arms
318		I don't choose my children. I wish I could.
319		In the sense of I would force people that live in the area so we could have more diversity .
320	R	<b>But so whoever applies you believe your school will benefit them.</b>
321	SMT 5	Take them <b>first come first serve</b> as as they should be, but my school
322		is what it is. And I'm thankful for that because it wasn't for (area name) we wouldn't have a school.
323	R	<b>They also need to go to school.</b>
324		<b>How does your school involve the parents?</b>
325	SMT 5	we try. We have ... we often have once a term we have <b>parents'</b>

326		<b>mornings once a term.</b> At some some of the parents mornings, we also have <b>information sessions</b> for parents, we will have
327		(educational psychologist) has spoken we had (name) who used to be at district to <b>come and talk to parents on how to be good parents</b> , and how
328		to <b>monitor homework</b> , how to make sure your <b>child is safe</b> , how to deal with <b>bullying</b> , how to deal with
329		<b>phones, and tablets</b> . So we often have information mornings before they see the teachers
330	R	<b>How often would you say you do that?</b>
331		We do that <b>once a term</b> at least. We don't always ... lets say we might have a <b>speaker twice a year</b> for them.
332		We have <b>very good turnout</b> when we have AGMS, when we have parents mornings.
333		And we also involve ... we believe in ... we don't do things in little isolated bubble, if there's a problem we call the
334		parents immediately. And <b>we don't deal with them in a confrontational manner</b> . We deal with them saying this is a
335	SMT 5	problem. We need to sort the problem out with a child – be it behavioural be it academic. I don't believe
336		in confronting parents. <b>I don't believe in fighting with parents</b> , even if a child is naughty. Because
337		we need <b>have everybody on their side</b> . But as I say, <b>involvement from the parents' side can be better</b>
338		We have the same parents, you know, I can't preach to them because I am preaching to the parents who are there
339		always preaching to the choir.
340	R	<b>So the parents that sometimes need to be there don't always necessarily attend</b>
341		But what we do have to have, if I look at my parents, we have an awful lot,
342		a large number of <b>single parents</b> . Moms, that dads are not involved at all. We have a large number of
343		<b>grandparents raising our children, my children</b> , and we have a large number of –
344		I don't know how they do it – parents where mom and dad and granny and granddad are all <b>unemployed</b>
345	SMT 5	I don't know how they do it
346		So my school is seen as <b>quintile five</b> because we are in town. We're an <b>ex model C</b> school,
347		but when it comes to my children and who is here we're not ... but I can't go down to being a non fee paying
348		school. We just wouldn't be able to survive, we wouldn't, because with the little money
349		we have we've got about nine, we have nine SGB teachers. So my classes are slightly smaller than the norm.
350		I mean some classes are 38/ 39 but they're not over 40
351	R	<b>And most of your classes how big are most of them?</b>
352	SMT 5	My Grade 1s I try to keep to 30. I think they're 31/32 because we've managed to have four classes so to try and keep
353		them smaller
354	R	<b>So it doesn't go much bigger?</b>
355		
356		
357	SMT 5	
358		
359		
360		and we find it works. And the teacher say Thank you.
361	R	<b>It make a lot of sense but obviously there is a lot of pros and cons associated with it</b>
362	SMT 5	there;s pros and cons associated with everything
363	R	<b>It's not necessarily what people would consider inclusive or whatever. But everyone has to find what works for them</b>
364		That's for our <b>mainstream</b> , because those teachers can, you can
365	SMT 5	<b>spend a bit more time</b> and the problems you find with the whole group, so you can work with the whole group, they
366		have the same problems so you can address the same problem with five children

367	R	<b>I came from a remedial school and often you would get everyone in one class, and it's so hard because</b>
368		<b>you miss certain children because you can't give them the support that they actually need</b>
369	SMT 5	And you know what actually the <b>child who is carrying on on their own</b>
370		<b>disappears, that child actually doesn't get the stimulation that the child needs.</b>
371		We do at the moment as well.
372		This term as well we stay here till three o'clock and our sport, as I say this term, it's cricket.
373		Parents don't want their children to play cricket. So we've withdrawn from our cricket league. We have mini cricket, which is a
374		couple, I think they have two or three teams. And we have cross country, which is only the long distance runners.
375		So from <b>Tuesday, Wednesday and Thursday, we have an extra hour of teaching.</b> And so today, you have your
376		Grade 4 English that you teach, tomorrow you'll have the other grade 4 class and the day after. So you've got <b>an hour to</b>
377		<b>re-teach</b> to inculcate certain things they need to know. So we do, basically, English and maths,
378		but also, you can do your reteaching of SS and the teachers, we've done it this term only, and the teachers come
379		back and say, you know what we find it works.
380	I have time where I've done my curriculum, but now I know this is a problem.	
381	R	<b>I can focus on that</b>
382	SMT 5	I can reteach
383	R	<b>Okay. And then they have the same class that they would have originally had its just an extra hour of teaching</b>
384	SMT 5	And tomorrow they have the other class and they switch amongst each other, there is a programme which classes go to ...
385		it's not the same class. My SMT has worked out a programme so
386		you won't see the same class every day and you can work on your classes
387	R	<b>That's great</b>
388	SMT 5	<b>As a whole, everybody gets help.</b> The kids have an <b>extra three hours of learning, they are a bit tired</b> , but I think we will find value in that
389	R	<b>See the benefits of it. Yeah. Okay. How does your school collaborate for example with doctors speech therapists, Ots?</b>
390	SMT 5	Speech therapist and OTS we don't have much. We do with Tembisa Hospital so <b>if a child really needs it</b> , we will write a
391		letter of recommendation to <b>Tembisa hospital</b> or even ... but mostly Tembisa because that's where our children go.
392		If children need help socially, we will recommend that they go and we will <b>write letters to rubersutu hall in thembisa</b> as well
393		We have actually very good working relationships with those. And of course, we have (educational psychologist). And then of course, we have
394		a very good relationship with sebensa police station with their youth desk. So if we have a problem and
395		we see it's a <b>societal or a behaviour problem, they will come in and they come and talk to our children.</b> And you know,
396		maybe only the little ones or whichever phase it suits with, so I believe, to the best of our abilities, but it could be
397		much better. We do have a working relationship with some child <b>social development</b> , we do have as well. At one
398		stage we had more problems, so we also had what was the clinical ladies clinic, but we don't really
399		deal with them. But <b>social welfare</b> , (hospital name) and the, you know, the folks at (hall name)
400		where we can. When it comes to speech therapy, or OT, we are able now as well to make use of Connomore
401		and their therapists. We haven't really because we haven't had a need for that as such.
402		And our children, maybe we're fortunate, the ones who have needed ot or speech therapy or whatever,
403		their parents have medical aids and they can take them to and we can advise them where to go, they can go privately.
404	R	<b>How does the process work of getting an LSEN number?</b>
405	SMT 5	<b>Starting SNA 1 and SNA 2 your DBE</b> one, two and three or whatever. Well, that's how it starts. The <b>teacher picks up</b> the
406		problem. We try and see what we can do to remediate it here, see if it's just maybe a specific learning barrier.
407		<b>We actually start with them in grade one</b> from the first day. Out of our grade ones, let's say out of the 130 children

408		we seem to have on average between 15 and 20 children by the end of their grade one year,
409		that need to repeat the year. So what we do now is those repeats all get put into the small class and we have a support
410		class teacher, very well qualified and she works with them. The
411		majority of those children go through back to mainstream. They go up to grade two a year after
412		and then she will also, Mrs. * also picks up and says, these children don't have specific learning barriers, and
413		then we'll start the system with them with SNA 1 and having interviews with parents, getting parents to give
414		us permission to have them tested first by (psychologist name), the parents because he's very strict. If there's a dad in the picture,
415		not just mommy, mommy and daddy. If they don't, he doesn't do that. So we start with the testing with him
416		if they give permission. Yeah, we explain the system, explain how it works. And then after that, if we've done all the
417		forms the DBE and SNA forms, we will submit to district. They come back then often the LSEN number is
418		assigned to the child and that's when the problems start. Parents talk to other people and they refuse.
419		We've had a number of parents refusing to put their children in an LSEN class. So that child remains in mainstream even
420		though they have a number. And what district does, is they give us a letter stating that the parents have to sign. You were given the opportunity of your
421		child being placed in LSEN, your child will stay in mainstream but with basic help, because my teachers can't spend all their
422		time on a LSEN learner
423	R	<b>So you do that to cover yourselves</b>
424	SMT 5	To cover ourselves. District, actually Dr. Linear said, you know,
425		you need to cover yourself.
426	R	<b>So that letter that comes from district you give it to them and you just keep it on record</b>
427		In actual fact,
428		I try and convince them that the child ... and what happens is, after myself and Mrs. Sergeant, and whoever they often
429		go to district and they make a point of refusing no matter. Because district says, please send them to us we'll try and
430	SMT 5	convince them of the importance of this child being and why. And it's the stigma of my child's not mad not stupid.
431		No its not. Your child isn't stupid and the stigma of kington panel and they drink and smoke drugs and take dagga, every single high school
432		has those children that smoke dagga and they drink it's not just kington
433		So I'm trying, we are trying our absolute best to try and just change the perception of LSEN being mad children,
434		stupid children, bad children
435	R	<b>The negative stigma</b>
436	SMT 5	The negative stigma and then what has happened, with our support we have had children failing then we have had
437		those told me go back to mainstream and we have been in the top
438	R	<b>Because they got the help they needed</b>
439	SMT 5	I've got a letter from a sister that said thank you so much that you told us my brother is a slow learner and that you put him with MRS N
440		because our brother is now doing so well wherever he is.
441	R	<b>That's so motivating</b>
442	SMT 5	But it's the stigma out there that LSEN is not good. Whereas I think it's brilliant. It's necessary. My husband was an
443		LSEN, he was in a LSEN school majority of his teaching career.
444	R	<b>I think when you finish school it doesn't matter as much. In school, it's a big deal. I don't know why?</b>
445	SMT 5	I know many children that come from LSEN schools who've gone ahead and made a very, very great success of their lives.
446		They've been entrepreneurs, they have done many things that children that were in mainstream haven't even managed
447		to do. So it's not a case of they're mad but we have to fight that perception in our parents's minds.
448		And the problem is with many of our parents, they're embarrassed

449		because the family. I mean, I had a case here where I had the mother, the brother, the older brother,
450		everybody, they refused. So I said, what does your child want to be?
451		He wants to be a pilot. And I said I need you to listen to me. He will never be a
452		pilot. He will never be a pilot, but he could be a fantastic plumber.
453		He can work with his hands. He could actually be a fantastic airplane mechanic, but he will never be a pilot
454	R	<b>But given the skills he needs to make a success somewhere in his life</b>
455	SMT 5	And I believe that is the purpose of SIAS, the
456		purpose of LSEN and the purpose of our special schools.
457	R	<b>Okay, do you have a specific IEP for learners that are struggling, like an Individual Education Plan?</b>
458		Not well, not individual, if you
459		want to call ... they work in their phases. For example, in my LSEN senior class, they would work, they would
460	SMT 5	do adapted Grade 4. Certain of those things
461		they won't do in LSEN, for example when they Grade one we don't do Afrikaans.
462		We leave the Afrikaans. It's not part and parcel of their progression requirements at that moment.
463		We have an adapted curriculum, not an individual
464	R	<b>And then you use that for all of those specific children?</b>
465	SMT 5	There might be ... I know Mrs. A has grade 4,5,6 certain of these children. Some children in Mrs. N class they'd be doing
466		English at grade 2 level because the maths was the problem, that was with the learning disability was. So they do grade
467		one maths but they're doing grade 2 English.
468	R	<b>Okay. And is this only within the support classes?</b>
469		Only within the support classes
470		We can't do that we do not have the personnel
471		And we don't have the teachers are not capacitated. Really because remedial is very special, but we have
472	SMT 5	got people that are specialised. My LSEN Junior,
473		for example we have got a SID we have two very high functioning autistic children there as well,
474		but they're carrying on on their own,
475		but there's only 15 in that class we keep keep it small. But no we don't have every child with their own individual programme
476	R	<b>And then how does like record keeping work with the teachers?</b>
477		The same as anything, the children
478		do assessments, their marks are kept, they are entered into our SA stands except for our SID children because for them
479	SMT 5	sometimes its just a case of can you tie your shoelaces, can you write your numbers , some of them are very low functioning,
480		but with all the others, our LSEN classes, they get a report like everybody else, but the
481		report will state the child and you'll see this on the report – they're doing this at grade 1, grade 2, grade 3. Some of my SID
482		children are working at grade R
483	R	<b>So the report will actually indicate english grade r maths grade 2</b>
484		Ya ya it will
485		And that's how the child falls and that's the stats that goes through to head office. We always have a problem with our stats
486	SMT 5	we have a problem with our temp day figures but they realised we different to other schools in the sense of
487		the you know that we just have to.
488		I have children that are 10 that are still working grade R curriculum and we use CAPS for them as well but it's also adapted,
489		really severely adapted in some cases. But they get a report, my SID get a written report and everything they do and how

490		they doing. It's very much like you know when you your grade R report, used to be he can do this
491		So that's my SID class, but the others they get a normal report, their
492		assessment is put on to this computer, the teacher has a mark, the children have a book so you can follow up, so this is what the
493		child is like.
494	R	<b>I wondered if it is possible for me to maybe see an example of the report , or like your bullying policy?</b>
495	SMT 5	Yes







26. What assessment accommodations are done in this school?  
Check all that apply.

	never	seldom	often	all the time
Extra time for tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Writing tests and exams in a separate venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Having a person read the tests and exams to the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Having a person write or scribe the answers for the learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typing the answers into a computer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having the test questions recorded for the learner to listen to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

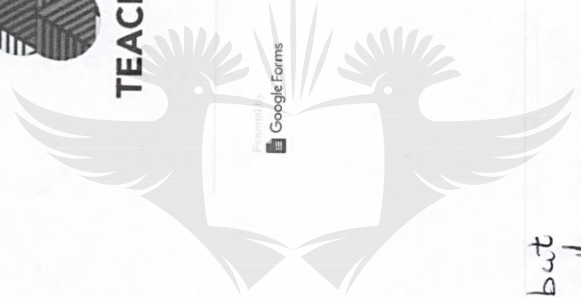
27. What instructional interventions are implemented for learners with special needs in this school?  
Check all that apply.

- Curriculum Differentiation
- Straddling
- Backtracking
- Individual Education Plans
- Diagnostic Screening Tests
- Support needs Analysis
- Remedial Therapy
- Occupational Therapy
- Counselling
- Physiotherapy
- Language enrichment
- Mobility orientation
- Other:

28. What other information would you like to share regarding this school and special needs learners?

We Work from the "heart"  
I do not have formal training but experience has taught me that all learners want to be successful and feel important. We HAVE to love and teach them.

29. Mark only one oval.  
 Option 1



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21. What training have you had in the policy of Screening, Identification, Assessment and Support?

*None Training*

22. How does the school implement the 'SIAS' policy?

*Each educator complete the form for all problems identified. Spelt discuss problems and make recommendations. Use psychologist to assist. Report back on outcomes of recon. meetings. Apply for SEN # if necessary.*

23. How does the school involve parents of learners with special needs?

*Educators contact parents regularly. HW sheets are given to parents. Whatsapp groups Interviews*

24. Describe the behavioural challenges of the special needs learners in the school.

*Not down of autistic learners. Behavioral problems where they don't always realise the effect of the action. e.g. Trying to climb over a fence etc.*

25. Give examples of intervention strategies used in the school to assist special needs learners.

*Different - Separate - Classes. Dedicated educators. Differentiated learning plans and assessment. Read exam and test papers to learners. Adapt assessment. Love them.*

16. How many learners in these ethnic groups approximately? Check all that apply.

	0-50	51-100	100-200	200-500	more than 500
African					<input checked="" type="checkbox"/>
Asian					
Coloured	<input checked="" type="checkbox"/>				
White		<input checked="" type="checkbox"/>			
Indian					
girls				<input checked="" type="checkbox"/>	
boys				<input checked="" type="checkbox"/>	

17. What statement best matches your sentiment? Check all that apply.

- Learners with disabilities have difficulty integrating in this school
- Learners with impairments can be accommodated in this school
- Learners with impairments are welcome and accepted in this school
- Learners with disabilities should be in special schools which cater for their unique needs
- Learners with special needs are placed in a special class in this school
- Other:

18. How many learners with special needs are in the school? Mark only one oval per row.

	none	1-10	11-20	21-50	more than 50
Attention difficulties		<input checked="" type="radio"/>			
Learning problems					
Intellectual impairment				<input checked="" type="radio"/>	
Communication impairment					
Autism spectrum					
Physical disability					
Visual deficit					
Auditory impairment					
Chronic health conditions					

19. Who are the members of the School Based Support Team?

*EMT*

20. How often does the School Based Support Team meet?

*Weekly - informal meetings.*

5. What quintile does the school fall in?

Mark only one oval.

- Quintile 1 - non fee paying
- Quintile 2 - non fee paying
- Quintile 3 - non fee paying
- Quintile 4
- Quintile 5
- Other:

6. How many teachers on the staff?

39

7. What is the language of teaching and learning in this school?

English

8. What are the home languages of the learners in the school?

Check all that apply.

- English
- Afrikaans
- isiZulu
- Xhosa
- Sotho
- Ndebele
- Venda
- Tswana
- Swati
- Tsonga
- other African language
- Eastern language
- European language
- Indian language
- Other:

9. How many years of teaching experience do you have?

Mark only one oval.

- 1 - 5 years
- 6 - 10 years
- 11-15 years
- 16 - 20 years
- > 20 years
- Other:

10. What teaching qualifications do you have?

HDE + ACE

11. What qualifications do you have in special needs education?

None

12. How many years have you taught in special needs education?

Mark only one oval.

- none
- 1-2 years
- 3-5 years
- < 5 years
- Other:

13. What is your gender?

Mark only one oval.

- Female
- Male
- Prefer not to say
- Other:

14. How would you rate your teaching competence?

Mark only one oval.

1 2 3 4 5

Exceptionally skilled teacher  1  2  3  4  5 Novice teacher

15. How many learners in this school?

988

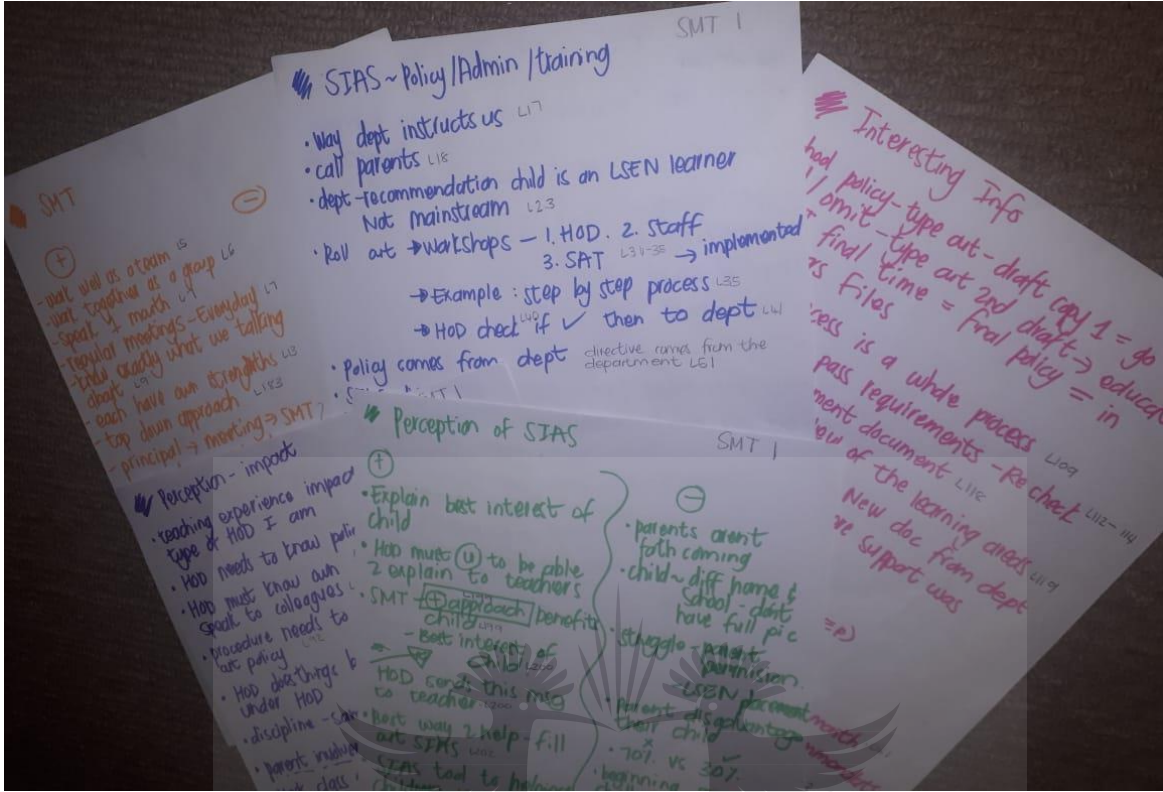


## EXTRACT OF DISASSEMBLING DATA AND GENERATING INITIAL CODES

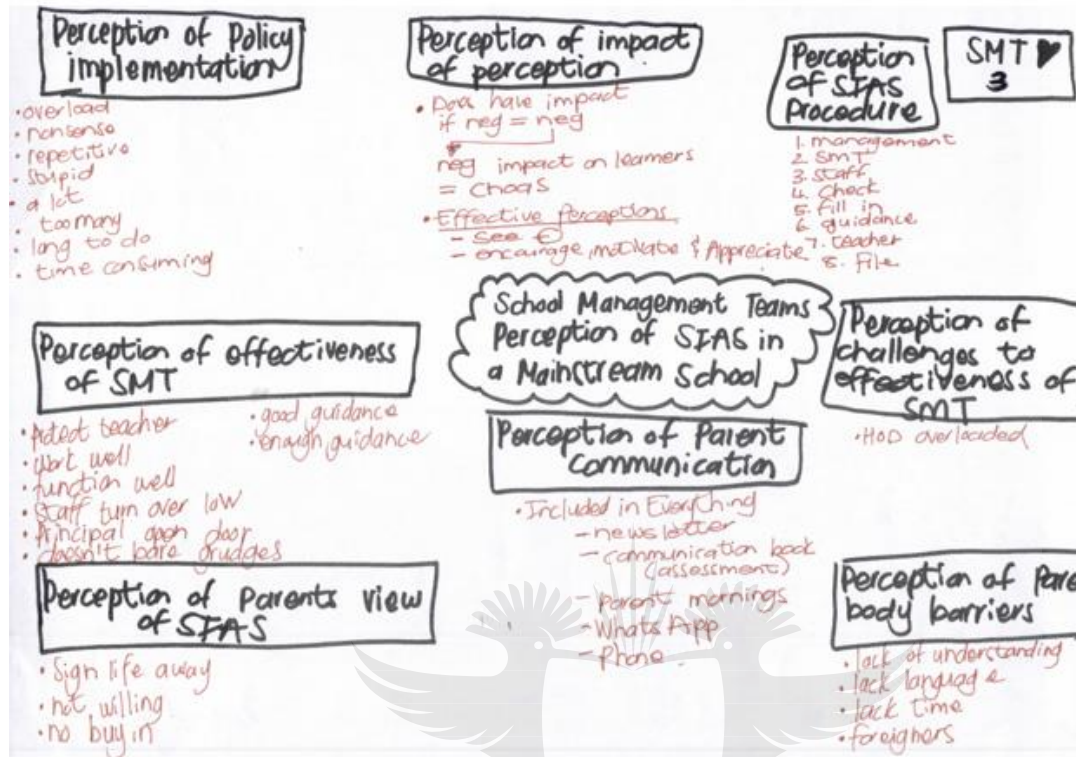
225	R	Okay. According to you what are the strengths and the weaknesses of the implementation of the SIAS process within your school environment?
226	SMT 1	The strengths are that we do understand the reasons the reasoning why they want these forms filled in. The weaknesses
227		I feel are the fact that it keeps, the forms constantly changing so you will know exactly what you need to
228		have ready to fill in this document and then in the next breath, hang on a minute, we actually changed it a
229		little bit so now you have to go back. Sometimes, you don't always have the cooperation from the parents with
230		regards to getting information. Sometimes it's a bit difficult to express exactly what you feel or exactly
231		the problems you're experiencing with the child. But the strengths also, when you are filling in this form, you also
232		realise that you actually the different things that you need to help the child with you actually stating it there so you
233	can see exactly where you stand with this child	
234	R	So it gives you some focus
235	SMT 1	Ja
236	R	Okay, perfect. Would you say that your school is diverse?
237	SMT 1	With regards to?
238	R	The learners and the staff?
239	SMT 1	Yes, completely
240	R	Okay. Okay.
241		How does your school involve parents?
242	SMT 1	We have parents mornings. We have school concerts, parenting involvement is a problem. We there are some
243		parents that are fully involved, majority are not. A lot of them come from the working-class environment
244		where they work, night shifts, and things like that so we don't always think have parents cooperation. The only
245		time we do get to see parents is if we call them in or if they have an issue with something and if they do have an
246		issue with something they do come in, it's generally the teachers calling the parent and tell them listen

247		you need to come in and see me. That is our biggest problem, parental involvement, we don't have as much
248	R	Okay, perfect, can I just go back to the diversity question again? You said your school is diverse according to you what makes it diverse?
249		We have all the race groups with regards to our teachers and we have all the race groups with
250		regards to the learners, um languages as well, there's numerous languages being spoken amongst the learners as
251	SMT 1	well as the educators. Like male and female I think we've got, we've got fewer males that's the usual
252		in a primary school. We have more female. And ja, it's ja we completely integrated
253		Okay, perfect I just wanted to just explore a little bit on that um how does the school collaborate with like
254	R	doctors/Speeches/OTs?
255		The only um we've got a Educational Psychologist with regards to OTs and things like that
256	SMT 1	we do not have the funding for that so we don't we don't have any input from that field
257	R	Okay, so let's say a child, you pick up the have a speech problem. How do you how would you address that?
258		We would call the parents in we will have a meeting, we will say I'm concerned about the child's speech,
259		I think you need to take your child to Speech Therapist or something, we for a diagnosis because we do not
260	SMT 1	diagnose the child, we just see that they are hear that there is a problem and then we recommend that maybe
261		we need to take your child which was Speech Therapist it up to the parents whether they want to or not
262	R	Okay, perfect. How often does the SMT meet?
263	SMT 1	Everyday
264	R	When do you meet?
265	SMT 1	Quarter past 7 till a half past seven because that's when we meet with to do our staff meeting
266		Okay, so before the staff meeting everyday. Okay, perfect. And how does the process work of getting an
267	R	LSEN number?
268		Once the SIAS forms are filled in, we send it and the psychologist has done the
269	SMT 1	testing and he's recommended that the child be placed in an LSEN class, we send the documentation with

270		the SIAS documents with the report from the psychologist to the district requesting an LSEN number
271	R	Okay. Okay and then how if you had to explain LSEN class to me, how would you explain it?
272	SMT 1	I would say an LSEN class is for a learner that has a learning barrier. They are not able to function
273		in a mainstream school or in mainstream class because their learning needs are completely different to a
274		learner in a mainstream class, they need special attention they need simplified work, they need to have work
275		that is based on the level so if the child on Grade 1 level and is in a Grade 4 class, they need to they are
276		functioning on Grade 1 level. So that class is much smaller in size, and they have one on one attention
277		compared not, ja no more on a greater basis compared to having 40 kids to one educator. And there each
278		lesson is designed for them in a specific way for them to cope with whatever they need to
279	R	And then the LSEN classes how many teachers are in those classes? Is it also just one?
280	SMT 1	We have an LSEN senior and we have an LSEN in junior

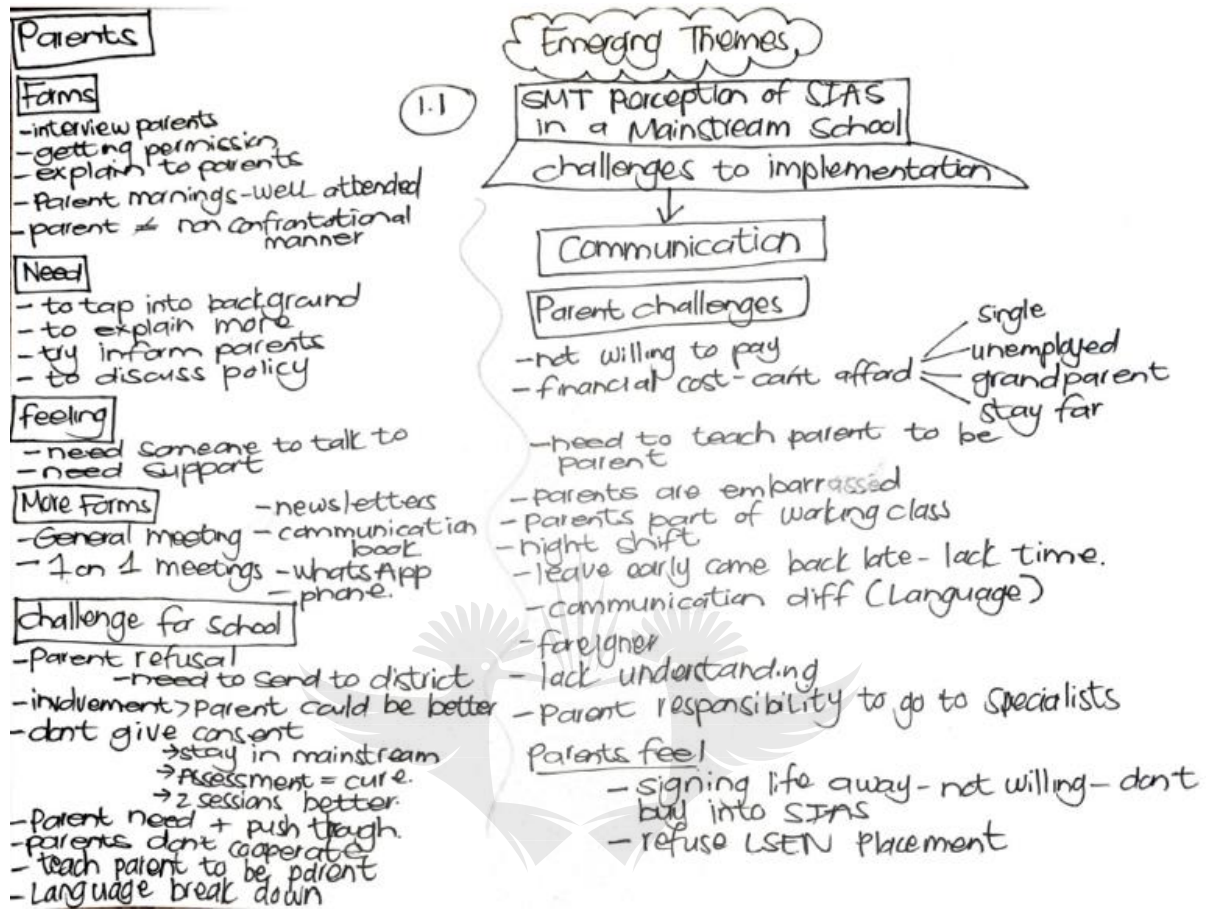


# EXTRACT OF REASSEMBLING DATA AND THEMATIC SEARCH



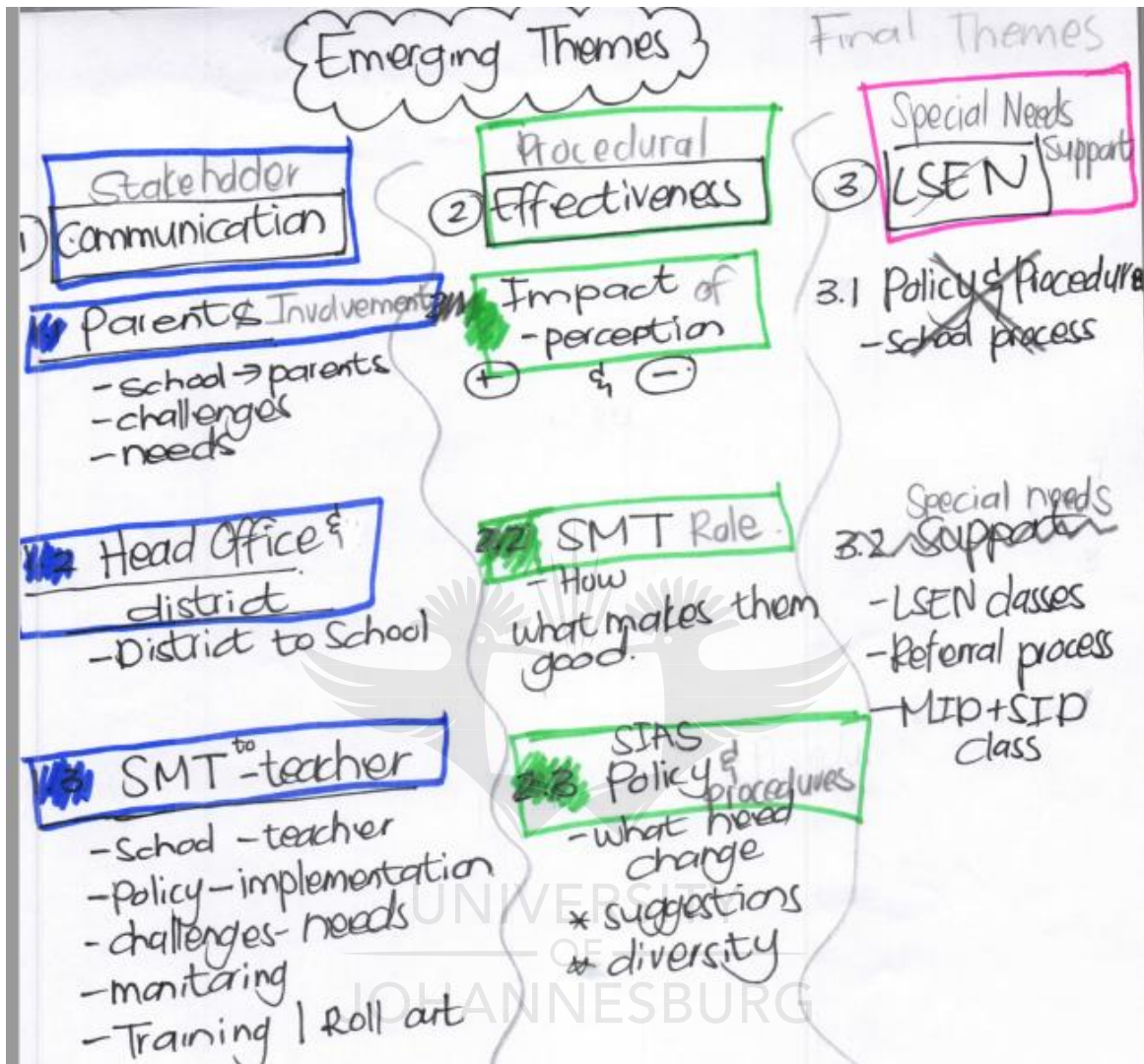


## EXTRACT OF INTERPRETING DATA AND THEMATIC REVIEW



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**EXTRACT OF CONCLUDING AND DEFINING THEMES**



**CONFIRMATION OF EDITING**

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To whom it may concern

This letter serves to inform you that I have done language editing, proofreading and formatting on the thesis

**School Management Teams' Perception of the Strategy of Screening,  
Identification, Assessment and Support in a Mainstream School**

by

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Nikki Watkins

Associate member of the Professional Editors' Guild

30 January 2020

# TRANSCRIPTION CONTRACT

## Transcription Confidentiality Agreement

THIS AGREEMENT (the "Agreement") is entered into on this date 13/01/2020 by and between Mandi Grobbelaar (the "Discloser" or the "Disclosing Party"), and Nikki Watkins (the "Recipient" or the "Receiving Party").

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- (b) advise its Representatives of the very private and very confidential nature of the Confidential Information and of the obligations set forth in this Agreement and require their

Representatives to sign similar legally binding Confidentiality Agreements with the Receiving Party;

- (c) shall keep all Confidential Information strictly confidential by using a high degree of care and security; and
- (d) not disclose any Confidential Information received by it to any third parties (except as otherwise provided for herein).

### **3. Use of Confidential Information.**

The Receiving Party agrees to use the Confidential Information solely in connection with the provision of transcription services and not for any purpose other than as authorized by this Agreement without the prior written consent of an authorized representative of the Disclosing Party. No other right or license, whether expressed or implied, in the Confidential Information is granted to the Receiving Party hereunder. Title to the Confidential Information will remain solely in the Disclosing Party. All use of Confidential Information by the Receiving Party shall be for the benefit of the Disclosing Party and any modifications and improvements thereof by the Receiving Party shall be the sole property of the Disclosing Party.

### **4. Return of Confidential Information.**

Receiving Party shall return, delete or destroy all recordings embodying the Confidential Information provided including all transcripts and audio and video recordings, upon the earlier of

- (i) the completion or termination of the project between the parties being contemplated hereunder; (ii) the termination of this Agreement; or (iii) at such time as the Disclosing Party may so request.

### **5. Miscellaneous.**

- (a) This Agreement constitutes the entire understanding between the parties and supersedes any and all prior understandings and agreements, whether oral or written, between the parties, with respect to the subject matter hereof. This Agreement can only be modified by a written amendment signed by the party against whom enforcement of such modification is sought.
- (b) The validity, construction and performance of this Agreement shall be governed and construed in accordance with the laws of Ontario (Canada) applicable to contracts made and to be wholly performed within such state, without giving effect to any conflict of laws provisions thereof. The courts located in Ontario (Canada) shall have sole and exclusive jurisdiction over any disputes arising under the terms of this Agreement.
- (c) Dispute Resolution (Negotiation/Mediation/Arbitration). In the event of any controversy or claim arising out of or relating to this agreement, or the breach thereof, the parties hereto shall enter into negotiation with each other and, recognizing their mutual interests, attempt to reach a solution satisfactory to both parties. If they do not reach settlement within a period of 7 days,

then either party may, by notice to the other party and an online based recognised mediator, demand mediation under the Mediation Rules of the International Centre for Dispute Resolution. If settlement is not reached within 7 days after service of a written demand for mediation, any unresolved controversy or claim arising out of or relating to this contract shall be settled by arbitration administered by the ADR Institute of Canada in accordance with its Arbitration Rules. The number of arbitrators shall be one, the place of arbitration shall be Ontario (Canada). The language(s) of the arbitration shall be English.

(d) Paragraph headings used in this Agreement are for reference only and shall not be used or relied upon in the interpretation of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

**Receiving Party By**

(Signature):



Printed Name: Nikki Watkins

Date: 13 January 2020



**Disclosing Party By**

(Signature):



Printed Name: Mandi Grobbelaar

Date: 13 January 2020

## EXTRACT FROM DIARY

10 April 2018 ~ Appointment with principal at [redacted]  
• discuss if they would be open  
to research being conducted at their  
School  
• Dr Jean to attend

\* Remember ~ Set up letter for GDE &  
Ethical Clearance.  
26/04/2019 (Letter set up)

14 May 2019 ~ GDE Approval

19 July 2019 ~ Confirm interviews with the  
School  
24 July 2019 ~ Interviews  
25 July 2019 ~ Interviews

13/01/2020 - Transcription Letter  
29/01/2020 - Get Affidavit

# TURNITIN REPORT

## SMT and SIAS perceptions

### ORIGINALITY REPORT

<b>3%</b> SIMILARITY INDEX	<b>1%</b> INTERNET SOURCES	<b>0%</b> PUBLICATIONS	<b>3%</b> STUDENT PAPERS
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<b>1</b>	<b>Submitted to North West University</b> Student Paper	<b>1%</b>
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