

ETH302S EXAM PREP M/J2013 – O/N 2016

Compiled by AJ Khomo using notes of Ashika Gorbie, dropbox and personal notes

#	QUESTION	YEAR	MARK ALL
1	MULTIPLE CHOICE		
	<p>QUESTION 1</p> <p>Answer the following multiple-choice questions Write down the number of the question and the corresponding answer (number of your choice) next to it, for example.</p> <p>1 11 5 1 12 3</p> <p>1 1 The responsibilities of the district-based teams are the following</p> <ol style="list-style-type: none"> 1. Provision of assessment instruments 2 Functioning on a consultative basis 3 Coordinating professional support services to teachers 4 Training of teachers about the assessment of learners who experience barriers to learning 5 All the above are correct 	M/J	10
	<p>1 2 Learning support implies</p> <ol style="list-style-type: none"> 1 An integrated education system 2.The development of a community-based support network 3 Adequate provision of human resources. 4 Access to a differentiated curriculum 5 All of the above 		

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	<p>1 3 Teacher support implies</p> <ol style="list-style-type: none"> 1 Intersectoral cooperation 2 A trans-disciplinary support approach 3 An integrated support network 4 Preventive support approach. 5 All of the above <p>1 4 The following national and education documents promote inclusive education</p> <ol style="list-style-type: none"> a) South African Schools Act 84 of 1996 b) NCSNET/NCESS report of 1997 c) Education White Paper 6 on Special Needs Education of 2001 d) Draft National Strategy on screening, identification, assessment and support of 2006 e) The Constitution of the Republic of South Africa Act 108 of 1996 <ol style="list-style-type: none"> 1 a b c d 2 a b d e 3 a c d e 4 b c d e 5 All of the above documents 		
	<p>1 5 Fundamental principles of inclusive education are</p> <ol style="list-style-type: none"> a) Provision of education to all learners and catering for their diverse needs b) Open access to various inclusive learning contexts c) Acceptance of a learner as “he or she is” in comparison with the average learner d) Changing the learner to fit the system or context e) Acceptance that all learners can learn, but not at the same pace. <ol style="list-style-type: none"> 1 a b c 2 a b e 3 a d e 4 b c e 5 c d e 		

#	QUESTION	YEAR	MARK ALL
	<p>1 6 Special schools, according to the inclusive education approach,</p> <ul style="list-style-type: none"> a) Must serve as resource centres b) Should be converted into full-service schools c) Should have special curricula d) Must be part of the educational support services e) Should provide specialised teaching and a high-intensity level of support <p>1 a b c 2 a d e 3 b c e 4 b c d 5 c d e</p>		
	<p>1 7 District-based support teams</p> <ul style="list-style-type: none"> a) Are essential for learner and teacher support b) Should only provide professional support to teachers in “ordinary” schools c) Are adequate to provide parent and community support d) Are also responsible for teacher training in barriers to learning e) Should work together with the early childhood development centre or school based/institutional level support teams <p>1 a b c 2 a b d 3 a d e 4 b c d 5 c d e</p>		

#	QUESTION	YEAR	MARK ALL
	<p>1 8 Full service schools</p> <ul style="list-style-type: none"> a) Are “ordinary” primary schools converted into full-service schools b) Only welcome learners experiencing severe impairments c) Should provide a full range of support services d) Will be the first step to provide support closer to home e) Provide support to learners who require a medium-intensity level of support <ul style="list-style-type: none"> 1 a b c d 2 a b d e 3 a c d e 4 b c d e 5 All the above 		
	<p>1 9 The short-term goals to medium-term goals of Inclusive Education are</p> <ul style="list-style-type: none"> 1 To establish district support 2 To build capacity in all education departments 3 To establish institutional level support teams 4 To mobilise public support 5 All of the above 		

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1 10	<p>Which of the following statements with regard to Inclusive Education are incorrect? According to <i>Education White Paper 6</i>, it was decided to accept inclusive education in South Africa for the following reasons</p> <ol style="list-style-type: none"> 1 It does not make good social sense 2 It is not a human right 3 It does not build respect for one another 4 It does not make good education sense 5 It supports positive interaction and learning from one another 		
1 2	<p>Intrinsic barriers to learning means</p> <ol style="list-style-type: none"> 1 Barriers located on the school premises 2 Barriers located in the environment 3 Barriers located within a person 4 None of the above 5 All of the above 	O/N 2013	10

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	<p>1 3 Curriculum adaptation means</p> <ul style="list-style-type: none"> 1 Minimizing curriculum 2 Modifying curriculum 3 Compromising curriculum 4 None of the above 5 All of the above 		
	<p>1 4 Education White Paper 6 is</p> <ul style="list-style-type: none"> a) Policy on registering special schools b) Policy on Inclusive Education. c) Policy on Early Childhood Development d) None of the above e) All of the above 		
	<p>1 5 Extrinsic barriers to learning means:</p> <ul style="list-style-type: none"> a) Barriers located on the school premises b) Barriers located in the environment c) Barriers located within a person d) None of the above e) All of the above 		

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1 1	<p>The South African inclusive education policy is set out in the following national education document</p> <p>A The Salamanca Statement of 1994 B South African Schools Act 84 of 1996 C Education White Paper 6 on Special Needs Education of 2001 D Draft guidelines for inclusive learning programmes of 2005 E National strategy on screening, identification, assessment and support of 2008</p>	M/J 2011	40

#	QUESTION	YEAR	MARK ALL
1 2	<p>Which of the following statements are correct?</p> <p>Principles of inclusive early childhood education or inclusive education are the following</p> <p>A Provisions of inclusive education are only to learners who experience diverse needs B The inclusive education and training system is based on respect of human dignity. C A specific attitude towards norms and criteria that society uses to evaluate a person's worth D Provision of a high-intensity level of support to learners with impairments E Changing the learner who experiences barriers to learning to fit in with the system.</p> <p>1 A B 2 A C 3 B C 4 B D 5 D E</p>		
1 3	<p>Indicate the incorrect statements</p> <p>A Inclusive education emphasises the rights of all learners B Learners who experience severe barriers to learning always receive a low-intensity level of support C Outcomes-based and inclusive education must be separated from each other D The ethos of the inclusive early childhood development learning centres (ECD centre of learning) and/or schools must always reflect diversity E The ECD centres of learning and/or schools must be developed holistically</p> <p>1 A B 2 A C 3 B C 4 B D 5 D E</p>		

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1 4	<p>Indicate the incorrect statement.</p> <p>A Inclusivity works well in the countries where it has been implemented B Inclusive practices demand adequate facilities and financial support C Insufficient research on inclusion is being done on international and national levels D Inclusive education is only based on international trends E Inclusive education cannot be fully implemented immediately</p> <p>1 A 2 B 3 C 4 D 5 E</p>		
1 5	<p>Indicate the incorrect statement</p> <p>The policy of the inclusive ECD centres of learning and/or "regular" schools should provide</p> <p>A opportunities for the inclusion of all learners who experience barriers to learning B equal opportunities for learners who experience barriers to learning. C opportunities for social participation as an important component of inclusivity. D opportunities for all stakeholders to contribute to a caring human society E institutional-level support teams in supporting teachers and learners.</p>		

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	<p>1 6 Indicate the incorrect implication of the inclusive education policy</p> <p>A The conviction that all learners who experience barriers to learning can learn</p> <p>B The empowerment of all teachers to be able to implement inclusive education practices</p> <p>C The provision of quality education to all learners</p> <p>D The recognition of the principle that every learner that experience barriers to learning should have the opportunity to change to fit the system</p> <p>E The recognition that the causes of barriers to learning can arise at any level of the education system</p>		
	<p>1 7 Indicate the incorrect statement</p> <p> The inclusive early childhood education approach or education approach in the mainstream</p> <p>A is based on the medical or clinical model</p> <p>B accepts the learner who experiences barriers to learning as "he or she is"</p> <p>C emphasises a learner-centred-teaching approach</p> <p>D is necessary for the future of South African's education</p> <p>E is based on the eco-systemic or social perspective</p>		

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1 8	<p>Indicate the incorrect statement</p> <p>The challenges of the inclusive education approach to the ECD centre of learning and/or school is</p> <p>A to presuppose a warm and embracing attitude towards all human beings B to reflect a live-and-let-live approach towards all learners who experience barriers to learning C to include learners with impairments who were previously excluded D to overcome the causes of barriers located within the learners with impairments E to cater for the full range of learning and system needs of all learners</p>		
1 9	<p>In South Africa the concept "learners with special education needs" was changed to the concept "learners who experience barriers to learning" in the following education document. -</p> <p>A The NCSNET/ NCESS-report of 1997 B South African Schools Act 84 of 1996 C The Education White Paper and on education and training in a democratic South Africa of 1995 D The South African Bill of Human Rights E The Constitution of the Republic of South Africa Act No 108 of 1996</p>		

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1 10	<p>Indicate the incorrect statements</p> <p>Barriers to learning</p> <p>A implies that where such barriers are not addressed, learning breakdown occur B lead to the inability of the system to accommodate diversity C promote labelling of learners who experience barriers to learning as "special". D prevent communication and bars access to advancement. E prevent learners from accessing educational provision</p> <p>1 A B 2 A C 3 B C 4 C D 5 D E</p>		
1 11	<p>According to the <i>Report of the Public Hearing on the Right to Basic Education of 2006</i>, the following key issues are indicated as causes why quality education is not taking place in South Africa</p> <p>A Poverty B Learners affected by HIV/AIDS C Violence and abuse D Inclusivity Education facilities are not available or accessible for some learners with impairments E All the above-mentioned key issues</p>		

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1 12	<p>Teachers should master the following basic identification and assessment skills to enable them to do screening</p> <p>A Diagnostic testing, informal observation B Intuition, observation, asking questions C Informal evaluation, listening, asking questions D Writing reports, informal screening, keeping a portfolio E Interviews with therapists, parents and learners themselves</p>		
1 13	<p>Indicate the incorrect statements</p> <p>The assessment of barriers to learning is one of the most important responsibilities of the teacher in the ECD centre of learning and/or school. The teacher's assessment task is</p> <p>A early observation of learner's handicaps to be able to provide therapy B the application of ongoing self-assessment and peer group assessment C to value the assessment of learning outcomes as their most important task D the assessment of causes of barriers located within the context of the learner E baseline assessment as point of departure</p> <p>1 A B 2 A C 3 B C 4 C D 5 D E</p>		

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	<p>1 14 Which one of the following tasks is the most difficult phase in the assessment process of learners who experience barriers to learning?</p> <p>A Planning of the assessment component of the learning support programme B Collecting and writing the report C Interpreting of the assessment facts D Communication of assessment results E The assessment-teaching-learning circle</p>		
	<p>1 15 Indicate the incorrect statement</p> <p>The main reason for assessment in your specific phase of specialisation is to</p> <p>A make informed decisions about the learner B place the learner in a group and support him or her. C provide an effective intensity level of support to learners who experience barriers to learning D differentiate the curriculum and adapt the outcomes envisaged E choose suitable contents and activities</p> <p>1 16 The responsibilities of the district-based support teams are the following</p> <p>A Provision of assessment instruments B Functioning on a consultative basis C Coordinating professional support services to teachers D Training of teachers regarding the assessment of learners who experience barriers to learning E All the abovementioned statements are correct</p>		

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1 17	<p>Indicate the incorrect statement</p> <p>Full-service schools, according to the <i>National strategy on screening, identification, assessment and support</i> document of the Department of Education (2008)</p> <p>A are primary schools converted into full-service schools B emphasise multilevel classroom practices C forms part of the district-based support services D support teachers and learners in "regular" schools E provide "special" curricula to support learners who experience barriers to learning</p>		

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1 18	<p>Indicate the correct statement</p> <p>Special schools</p> <p>A develop a community-based support system B focus on the responsibilities and rights of all the education settings C provide for the full range of learning and system needs D provide for a high-intensity level of support E should be phased out of the education system</p>		
1 19	<p>Learner support implies</p> <p>A an integrated education system B the development of a community-based support network C adequate provision of human sources D access to a differentiated curriculum E All the above-mentioned statements</p>		

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1	<p>20 Teacher support implies</p> <p>A intersectoral cooperation</p> <p>B a trans-disciplinary support approach</p> <p>C an integrated support network.</p> <p>D a preventive and developmental approach to support</p> <p>E All the above-mentioned statements</p>		
2	TRUE / FALSE		
	Answer True or False and briefly substantiate your answer.	M/J 2013	20
		O/N 2013	20
	<p>1. Guidelines for the establishment of inclusion at all educational levels must be provided.</p> <p>True. Guideline must be provided for the accurate implementation of an inclusive education system.</p>		
	<p>2. Inclusive Early Childhood Development centres and schools should create conditions in which learners who experience barriers to learning can achieve success.</p> <p>True. ECD centres and schools us provide support in the school to learners and teacher by means of competent and experiences learning support educators whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success.</p>		

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	<p>3. Inclusion is also about the intentional building of relationships where differences are welcomed and all persons involved benefit from these relationships.</p> <p>True.</p>		
	<p>4. Within an inclusive education system, a range of options for providing various educational settings should be available.</p> <p>True.</p>		
	<p>5. Learning support for learners who experience barriers to learning should be provided every day at a set time.</p> <p>False. Learning support should be provided to the learner throughout the day</p>		
	<p>6. The complex, diverse conditions in South Africa pose particular challenges for the teacher in an Inclusive Early Childhood centre or school.</p> <p>True.</p>		
	<p>7. The teacher uses school readiness tests to diagnose learners who experience barriers to learning and who need to gain access to basic education</p> <p>False. Teachers should use a variety of assessments to identify barriers to learning and use these results to help formulate appropriate support for the learner</p>		

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	<p>8. A portfolio of each learner is important because it serves as a basis for comparing learners with each other and to place all learners who experience barriers to learning in special groups or classes.</p> <p>False. Portfolios are kept to keep a record of the work the learner has completed. These portfolios should never be used to compare children and children with barriers to learning should never be separated into another class but rather included among the other learners</p>		
	<p>9. Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between them and the teacher, it can block collaboration between them.</p> <p>False, Transport problems, limited opportunities to meet, as well as pressure at work all contribute to the difficulties in establishing partnerships between teachers and parents.</p>		
	<p>10. The teacher's curriculum differentiation in supporting learners who experience barriers to learning is very important.</p> <p>True. Learning support should commence on the level/grade in which the learner is. If the learner finds it difficult to understand the contents or to master it, content from a lower level could be selected until the learner experiences success.</p>		
	<p>Answer True or False and briefly substantiate your answer.</p>	<p>M/J 2014 O/N 2014 M/J 2015</p>	<p>10 10 10</p>
	<p>1. Special schools are mainstream schools converted to become special schools.</p> <p>False.</p>		

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	<p>2. Full-service schools are urban based special schools. False</p>		
	<p>3. Education for all means education for learners with disabilities. False.</p>		
	<p>4. The inclusive school is not a full-service school. False. A full-service school can be an inclusive school (a school which incorporates an inclusive education programme).</p>		
	<p>5. Inclusive Education is human rights education. True</p>		
	<p>6. A teacher cannot be a barrier to learning. False. Without the correct knowledge, skills and attitude, a teacher can be a barrier to learning.</p>		
	<p>7. Curriculum can become a barrier to learning. True. If the curriculum is too advanced for a learner, he may struggle to understand it, therefore becoming a barrier to learning. The curriculum needs to be adapted to help the learner achieve scholastic success</p>		
	<p>8. Curriculum differentiation disadvantages learners experiencing barriers to learning. False. Curriculum differentiation or adaptation can be at a great advantage for learners who</p>		

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	<p>experience barriers to learning</p> <p>9. Factors responsible for learning breakdown exclude curriculum.</p> <p>False.</p>		
	<p>10. Caregivers are always teachers in the special schools.</p> <p>False.</p>		
	<p>Answer True or False and briefly substantiate your answer</p>	M/J 2014	20
	<p>1. The term “inclusion” is synonymous with the term “disability”.</p> <p>False</p>		
	<p>2. Disability is the reason for building full-service schools.</p> <p>False</p>		
	<p>3. Full-service school teachers teach at special schools.</p> <p>False</p>		
	<p>4. Special school teachers support full-service schools.</p> <p>True</p>		
	<p>5. Special school teachers are teachers with disabilities.</p> <p>False</p>		

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	<p>6. School-based support teams support only early childhood centres. False</p>		
	<p>7. Education White Paper 6 is about learners with disabilities. False</p>		
	<p>8. Full-service schools offer specialised curriculum for learners with disabilities. True</p>		
	<p>9. Inclusion is an optional undertaking in mainstream schools. False</p>		
	<p>10. Caregivers are teachers in special schools. False</p>		
	<p>Answer True or False and briefly substantiate your answer</p>	O/N 2014	10
	<p>1. Education White Paper 6 provides Guidelines for the establishment of inclusion at all educational levels. True</p>		
	<p>2. Inclusive education removes all barriers to learning in all ordinary schools. False</p>		

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	<p>3. Inclusive education is promoting the intentional building of relationships where differences are recognised and celebrated and all persons involved benefit from these relationships.</p> <p>True</p>		
	<p>4. Within an inclusive education system, a range of options for providing various educational settings should be available.</p> <p>True</p>		
	<p>5. Learning support for learners who experience barriers to learning should be provided every day at a set time.</p> <p>False</p>		
	<p>6. The contextual diverse conditions in South Africa are the only ones that pose particular challenges for the teacher in an inclusive Early Childhood centre or school.</p> <p>False</p>		
	<p>7. The teacher uses school readiness test to diagnose learners who experience barriers to learning and who need to gain access to basic education.</p> <p>False</p>		

#	QUESTION	YEAR	MARK ALL
	<p>8. A scholastic accumulative record card of each learner is important because it serves as a basis for comparing learners with each other and to place all learners who experience barriers to learning in special groups or classes.</p> <p>False</p>		
	<p>9. Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between them and the teacher, it can block collaboration between them.</p> <p>True</p>		
	<p>10. The curriculum adaptation and differentiation is only meant in teaching learners who experience barriers to learning.</p> <p>False</p>		

#	QUESTION	YEAR	MARK ALL
	<p>Indicate whether the following statements are TRUE or FALSE The answers must be written in the answer book, e g 2 1 FALSE</p> <p>2 1 Education White Paper 6 provides guidelines for establishing inclusion at all educational levels</p> <p>2 2 Inclusive education removes all barriers to learning in all ordinary schools</p> <p>2 3 Inclusive education is promoting the intentional building of relationships where differences are recognised and celebrated and all persons involved benefit from these relationships</p> <p>2 4 <i>Within an inclusive education system, a range of options for providing various educational settings should be available</i></p> <p>2 5 Learning support should be provided every day at a set time for learners who experience barriers to learning</p> <p>2 6 The contextual diverse conditions in South Africa are the only ones that pose particular challenges for the teacher in an inclusive early childhood centre or school</p> <p>2 7 The teacher uses school readiness tests to diagnose learners who experience barriers to learning and who need to gain access to basic education</p>		
	<p>2 8 A scholastic accumulative record card of each learner is important because it serves as a basis for comparing learners with each other and to place all learners who experience barriers to learning in special groups or classes</p> <p>2 9 Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between the parents/caregivers and the teacher, it can also hinder collaboration between them</p> <p>2 10 The curriculum adaptation and differentiation is only meant to teach learners who experience barriers to learning</p> <p style="text-align: right;">(10)</p>		

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	<p>Answer TRUE or FALSE, e.g 1.1. TRUE</p> <p>1.1 The medical model is a model of diagnosis and treatment</p> <p>1.2 The Salamanca statement is one of the international movements that inform the implementation of Inclusive Education worldwide.</p> <p>1.3 The goal of integration is to maximise the social integration of learners with and those without disability.</p>		
	<p>1.4 Inclusive education is the responsibility of teachers only</p>		
	<p>1.5 Inclusive education focusses specifically on human rights issues</p>		

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	<p>1.6 Inflexible curriculum is one of the intrinsic factors causing learning barriers in most of the learners in schools</p> <p>1.7 Teachers must use school readiness to determine if the learner is ready to access basic education</p> <p>1.8 Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between the parents/caregivers and the teachers, it can also hinder collaboration between them.</p>	O/N 2016	10
	<p>Indicate if the following statements are TRUE or FALSE. Indicate your TRUE or FALSE answers with an X Briefly substantiate each answer.</p>		
	<p>2.1 The teacher uses adapted teaching programmes to support learners who experience barriers to learning (3)</p>		

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	2 2 Screening is important because it serves as a basis to place all learners who experience barriers to learning in different groups or classes (3)		
	2 3 The reason for ongoing assessment is only to assess if learners who experience barriers to learning, are learning effectively (3)	M/J 2011	20
	2.4 The teacher should always know that curriculum learning barriers should be overcome and removed (3)		
	2 5 Multilevel learning support in the inclusive early childhood development centres of learning and/or schools creates conditions for learners who experience barriers to learning to learn effectively (3)		
	DEFINING TERMS	O/N 2016	10

#	QUESTION	YEAR	MARK ALL
	<p>Define the following terms</p> <p>2.1. Individual support Plan (2)</p> <p>2. 2 District Based Support Team (2)</p> <p>2. 3. Mainstream schools (2)</p> <p>2 4 Early identification (2)</p> <p>2 5 Universal design for learning (2)</p>		
3	<p>Without realising it, teachers and adults can be barriers to learning when they do not have the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms How can you motivate and encourage teachers and adults to accommodate learners who are experiencing barriers to learning? (10)</p>	M/J 2013: O/N 2014	10 / 5
ANSWER	<p>(Found on page 20 and 22)</p> <p>In the Education White Paper 6 it is clearly stated that classroom teachers are the primary resource for achieving the goal of inclusive education. This implies that educators will need to refine their knowledge and skills and, where necessary, develop new ones. Educators will therefore require support in the form of staff development, in-service training, and the opportunity to collaborate with special schools, full-service schools and other educational support personnel within district support services. Educators must take comfort in the fact that they will be supported and trained in order to properly help and accommodate the needs of all their learners. The inclusion of all learners becomes an issue related to everyone's beliefs, values and attitudes about diversity, change, collaboration and learning. Assumptions, beliefs and attitudes are directly translated into actions and teaching practises, and inform decision making. Attitudes about diversity and change can both be a barrier to as well as a strong positive force in implementing inclusive education. The attitudes of everybody in the school are important and need to be</p>		

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	<p>explored, shared, challenged, restructured and rethought when working in inclusive settings. Teachers should engage critically with the philosophies that inform their practices and understand the implications for practice for change to become a reality. Attitude changes do not have to precede behavioural changes, therefore it is not effective to wait for people's attitudes to change before the change is implemented. In fact, attitude changes frequently follow changes in behaviour. For example, teachers' attitude will change towards impairment change when they begin working with learners with impairments on a daily basis.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> □ Encourage learners to think aloud □ Encourage questions □ Allow opportunities for discovery ○ Break new work into smaller chunks ○ Integrate what was learnt with the new work ○ Make provision for revision ○ Allow opportunities for feedback <p>Teachers can be motivated and encouraged to accommodate learners in the following ways:</p> <p>1. Promote equal participation</p> <p>Extracurricular activities are an important component of an overall education program. These activities provide the opportunity to develop important health and social benefits to all students, particularly those with disabilities. These benefits can include socialization, improved teamwork and leadership skills, and fitness. Educators should ensure that all learners have equal opportunity to participate in activities.</p> <p>2. Acceptance of one another and Acknowledgement of differences</p> <p>We are one no matter what the colour of our skin is, we come from a huge melting pot of diverse backgrounds, acceptance and tolerance is what is needed. That doesn't mean one is superior to the other, we certainly are not! You could be short and thin, tall and chunky, you could have long hair, short hair, you could have blue eyes, you could want blue eyes. We are all different but, in the end we are all the same, we are human beings and really need to have acceptance and</p>		

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	<p>understanding of each other. All the role players in education must live by the above to make inclusive education possible. If all role players including learners know and understand the above there will be no discrimination against any learners, teachers or management. Educators should treat all learners equal and ensure that learners treat each other equal. All concerned should also appreciate the fact that everyone will not have the same arguments on every subject. We should embrace these differences and learn from one another.</p> <p>3. No labelling</p> <p>Countless special needs children are severely ostracised in the public school system because of their disorders and the subsequent prejudice among their peers. All disorders in school are amplified by "put downs". Peers conveniently tease these children as 'retarded', 'crazy', "freak", "stupid" to "learning disabled" to name a few scary sounding names. These labels crush the self-esteem of a child beyond repair. Is it prudent then to avoid any labelling in schools. Misunderstandings of the many psychological disorders, learning disorders and mental disorders create associations that hinder the chance for a child to have a normal life.</p> <p>4. Positive attitudes / thinking</p> <p>Positive attitude, positive thinking, and optimism are now known to be a root cause of many positive life benefits. Studies show positive people can experience an increased life span, lower rates of depression, lower levels of stress, greater resistance to the common cold, better overall well-being, reduced risk of death from cardiovascular disease and better coping skills during times of hardship and stress.</p> <p>Attitude is defined as the mental position that represents an individual's degree of like or dislike for an item – a generally positive or negative view of a person, place, thing, or event. A positive attitude is, therefore, the inclination to generally be in an optimistic, hopeful state of mind. However, attitudes are expected to change as a function of experience – so someone with a typically negative attitude can change!</p> <p>It is important that all the role players in education have a positive attitude towards each other and towards inclusive education, including learners. There will be barriers while inclusive education is implemented and there will be problems. With a positive attitude solutions will be found for the problems and implementation will continue. All learners and educators should have</p>		

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	<p>a pleasant relationship with one another.</p> <p>Respect In a nutshell, respect is earned through respecting both yourself and others. Wealth, clothing or physical attractiveness is not requirements. The way others perceive you isn't necessarily based on your level of education, what schools you may have attended or the crowd with whom you are acquainted. Respect is accorded to those who conduct themselves with integrity and treat others with dignity. If you set an example by respecting yourself, appreciating your own good qualities and highlighting the positive in other people's lives, you will earn the respect of others. Respect works both ways from Educator to learner and from learner to Educator. Even at home children need to respect their parents and parents need to respect their children. Children also need to respect one another and embrace differences. Educators and learners should communicate in a civilized manner and always show good mannerisms.</p> <p>According to Bothma, Gravett and Swart (2002:20) the international literature reports that the attitudes of teachers play a primary role in the successful implementation of an inclusive education policy. For this reason, teachers should be brought on board whenever new implementation is needed. The successful implementation of inclusion depends on winning teachers' attitudes.</p>		
4	<p>Briefly discuss, with the aid of examples the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST)</p> <p style="text-align: right;">(10)</p>	<p>M/J 2013: O/N 2014</p>	<p>10 5</p>
	<p>(Found on page 71-74) The functions of the District Based Support Team (DBST) are as follows: <input type="checkbox"/> The development and on-going backup of support teams in schools and early childhood</p>		

#	QUESTION	YEAR	MARK ALL
	<p>learning centres in supporting their capacity building, identifying, assessing and prioritising learning needs and barriers to learning experiences by learners in their district; identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and ongoing monitoring and evaluation of support.</p> <ul style="list-style-type: none"> □ Linking these institutions with formal and informal support systems so that support needs and barriers to learning can be addressed. □ Providing, as the main focus, <i>indirect</i> support to learners through supporting teachers and school management to ensure the the teaching and learning environment is responsive to the full range of learning needs. □ Providing, as a secondary focus, <i>direct</i> learning support to learners where necessary and possible where the institution-level support team is unable to respond to particular learning needs. □ Supporting institutions (e.g schools) in the development and functioning of institution-based support teams. <p>The functions of the Institutional Level Support Team (ILST) are as follows:</p> <ul style="list-style-type: none"> □ Coordinating all support relating to learner, teacher, curriculum and school development in the school. □ Identifying school needs and barriers to learning at learner, teacher, curriculum and school levels. □ Developing strategies to address these needs and barriers to learning. □ Focusing on the in-service training of teachers in the identification, assessment and support of all learners, including those who experience barriers to learning. □ Establishing networks that promote effective communication between learners, teachers and parents as well as with NGO's and the welfare, health and justice departments. □ Adapting existing and developing new learning programmes and new teaching strategies that the class teacher may try in order to support the learner. □ Facilitating the sharing of resources (human and material resources such as teaching methods and teaching aids) and encouraging teachers to share ideas. □ Ensuring parental involvement. □ Planning preventative strategies (prevention of child abuse, drug abuse 		

#	QUESTION	YEAR	MARK ALL
	malnutrition, HIV and AIDS etc.) <input type="checkbox"/> Supporting teachers on site. <input type="checkbox"/> Monitoring and supporting learner progress (the class teacher should give regular feedback to the institutional-level support team on progress made).		
	Discuss the core functions of the District Based Support Teams (DBST) Please discuss ten facts where each paragraph discusses one (1) fact	M/J 2015 M/J 2016	10 10
	District Based Support Team <input type="checkbox"/> The development and ongoing back up of support teams in schools and ECD centres in supporting their capacity building. <input type="checkbox"/> Identifying, assessing and prioritising learning needs and barriers to learning. (extrinsic /intrinsic) <input type="checkbox"/> Identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and ongoing monitoring and evaluation of support. <input type="checkbox"/> Linking these institutions with formal and informal support systems so that support needs and barriers can be addressed. <input type="checkbox"/> Providing indirect support to learners through supporting teachers and school management. <input type="checkbox"/> Providing direct learning support to learners where necessary <input type="checkbox"/> Supporting institutions (e.g. schools) in the development and functioning of institution-based support teams. <input type="checkbox"/> Offer in service training <input type="checkbox"/> Organise assessment <input type="checkbox"/> Identify risks (Found on page 71-74) The functions of the District Based Support Team (DBST) are as follows:		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ The development and on-going backup of support teams in schools and early childhood learning centres in supporting their capacity building, identifying, assessing and prioritising learning needs and barriers to learning experiences by learners in their district; identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and ongoing monitoring and evaluation of support. □ Linking these institutions with formal and informal support systems so that support needs and barriers to learning can be addressed. □ Providing, as the main focus, <i>indirect</i> support to learners through supporting teachers and school management to ensure the the teaching and learning environment is responsive to the full range of learning needs. □ Providing, as a secondary focus, <i>direct</i> learning support to learners where necessary and possible where the institution-level support team is unable to respond to particular learning needs. □ Supporting institutions (e.g schools) in the development and functioning of institution-based support teams 		
	<p>Discuss briefly the core functions of the school Based Support Teams, also known as institutional-based support team (ILST) Please give five (5) facts in paragraphs, where each paragraph discusses one (1) fact</p> <p style="text-align: right;">(5)</p>	M/J 2015	5
	<p>Institutional level support team</p> <ul style="list-style-type: none"> □ Liaise with the district based support team and other relevant support providers to identify and meet the needs of their specific institution. □ Coordination of learner, teacher, curriculum and school management support. □ Identifying school needs and barriers to learning at learner, teacher, curriculum and school levels. □ Developing strategies to address the need and barriers to learning. □ Focus on in-service training □ Establish networks that promote effective communication between learners, teachers, parents 		

#	QUESTION	YEAR	MARK ALL
	<p>as well as NGO"s, welfare, health and justice dept.</p> <ul style="list-style-type: none"> □ Adapting existing and developing new learning programmes and new teaching strategies. □ Ensuring parental involvement □ Planning preventative strategies (drugs, child abuse, malnutrition, HIV and AIDS) □ Supporting teachers on site □ Facilitating the sharing of resources □ Monitor and support learner progre 		
	<ul style="list-style-type: none"> ✓ Coordinating all learner, educator, curriculum and institution development support in the institution. This includes linking this support team to other school-based management structures and processes, or even integrating them for better coordination of activities and to avoid duplication; ✓ Collectively identifying institutional needs and, in particular, barriers to learning at learner, educator, curriculum and institutional levels; ✓ Collectively developing strategies to address these needs and barriers to learning. This should include major focuses on educator development, parent consultation and support; ✓ Drawing in the resources needed, from within and outside of the institution, to address these challenges; ✓ Monitoring and evaluating the work of the team within an 'action-reflection' framework. <p>The above functions can best be met through the development of a problem-solving process that brings together the various team members around specific needs and challenges.</p>		

#	QUESTION	YEAR	MARK ALL
	<p>5 1 Effective implementation of Inclusive education requires various strategies as well as strong collaboration of various structures Discuss briefly the core functions of the following</p> <p>5 1 1 School Based Support Team (5)</p> <p>5.1 2 District Based Support Team (5)</p> <p>5 1.3. Special School as Resource Centre (5)</p> <p>5 1 4 Full service school (5)</p>	O/N 2016	20

#	QUESTION	YEAR	MARK ALL
5	<p>List five implications of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialisation (10)</p>	M/J 2013	10
	<p>Five implications of Inclusive Education:</p> <ol style="list-style-type: none"> 1. Acknowledge that all learners can learn and need support: <ul style="list-style-type: none"> □ Focus on what the learner CAN DO □ Focus on their strengths and abilities 2. Overcoming barriers in the system so that a full range of learning needs can be met. <ul style="list-style-type: none"> □ All learners are different □ Different learning needs arise □ System must adapt so learners can reach their full potential 3. Includes those who are previously disadvantaged 4. Focuses on the learner as he/she is 5. Addresses the causes of barriers to learning and development 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ Overcoming those barriers □ Prevention □ Barrier-free context and a barrier-free environment □ Access to full facilities and services available to all <p>Challenges faced by educators:</p> <ul style="list-style-type: none"> □ Support inclusion □ Advocate and raise awareness □ Embrace diversity □ Change perceptions and attitude □ Address barriers or needs of all learners □ Accept people who are facing challenges, accept people who are different and stop discrimination □ Identify and assess barriers to learning □ Plan and implement a support programme □ Adapt teaching strategies 		
6	<p>Explain, with the aid of examples, how barriers to learning located outside the learner may manifest in your phase (20)</p>	M/J 2013	20
	<p>Barriers located outside the learner may manifest in Intermediate phase:</p> <ol style="list-style-type: none"> 1. Administrative Factors: <ul style="list-style-type: none"> □ Materials not available/accessible for educators/learners 2. Political Factors: <ul style="list-style-type: none"> □ Discrimination 3. Inappropriateness: 		

#	QUESTION	YEAR	MARK ALL
	<p data-bbox="286 217 1648 248">☐ Exclusion and marginalization of learners who experience barriers by educators/other learners</p> <p data-bbox="286 300 651 331">4. Environmental Factors:</p> <p data-bbox="286 344 640 376">☐ Unsuitable classrooms</p> <p data-bbox="286 427 647 459">5. Governmental Factors:</p> <p data-bbox="286 472 1133 504">☐ No facilities or facilities don't meet the basic requirements</p> <p data-bbox="286 555 539 587">6. Social Barriers:</p> <p data-bbox="286 600 1200 632">☐ No empowerment and negative attitudes of learners/educators</p> <p data-bbox="286 683 573 715">7. Personal Factors:</p> <p data-bbox="286 727 999 759">☐ Negative attitudes of educators or other learners</p> <p data-bbox="286 810 584 842">8. Economic Factors:</p> <p data-bbox="286 855 461 887">☐ Rich/poor</p> <p data-bbox="286 919 730 951">(Found on page 19 of textbook)</p> <p data-bbox="286 963 1648 1398">External factors are factors within systems that are in the environment and outside or external to the individual. In Bronfenbrenner's model, external factors can be located in the micro-, meso-, exo- and macrosystem. In a developing country like South Africa, a large number of barriers to learning arise from and interaction of factors within external and internal systems. An example of a child experiencing barriers to learning resulting from external/outside factors is one whose parents both have HIV or AIDS and who needs to take increasing responsibility at home, for themselves, their parents and their younger siblings. Consequently their schooling is continually interrupted and there is often no time to complete homework. A learning difficulty may arise when basic scholastic activities are missed. In such cases further barriers to learning may also arise when a parent who is the breadwinner dies, which results in further fuelling the vicious cycle of poverty. A teacher's discriminating attitude towards learners whose parents have HIV or AIDS can also have a negative effect on their scholastic performance and attitude towards school.</p> <p data-bbox="286 1410 674 1442">(from lecturers power point)</p>		

#	QUESTION	YEAR	MARK ALL
	<p>Barriers located outside of the learner:</p> <ul style="list-style-type: none"> □ The context: the environment that is not accessible, material that is not available in an accessible format, attitude of teachers and other learners, exclusions and discrimination against learners who experience barriers to learning. (Two paragraphs discussing this aspect is enough) □ Economic factors e.g. poverty □ Political factors e.g. war, unrest, discrimination □ Social barriers e.g. no empowerment, no facilities, negative attitude, social justice, discrimination <p>Phases: Foundation, Intermediate, Senior, FET Drugs, Satanism, violence, abuse, sexual orientation, bullying etc</p>		
7	<p>Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning Refer to Bronferbrenner’s bio-ecological model in Landsberg et al (2011)</p>	M/J 2013	20
	<p>Explain how factors in the education system at the various levels (national, provincial, district and school) may cause barners to learning Please give five (5) facts under each heading</p>	M/J 2015	20
	<ul style="list-style-type: none"> □ Bronfenbrenner developed a complex ecological model which explains the direct and indirect influences on a child’s life by referring to the many levels of environments that influence a person's development. □ Certain factors in the environment may cause barriers to learning. All the systems need to work together to benefit the learner at various levels. <p>The bio-eco logical model:</p> <ul style="list-style-type: none"> • Chrono system- time and how it relates specifically to the interactions between the systems. • Macro system- the dominant social, economic structures, attitudes, beliefs & values e.g. NDoE. • Exosytem- One or more environments in which a developing learner is not directly involved but may influence the learner e.g. parents place of work. • Mesosystem- relationship that develops between two or more of the microsystems eg. District. 		

#	QUESTION	YEAR	MARK ALL
	<p>• Microsystem- the immediate environment e.g. School, family, peers</p> <p>National level</p> <ul style="list-style-type: none"> <input type="checkbox"/> lack of advocacy and information programme in support of inclusion model <input type="checkbox"/> ignoring the rights of learners <input type="checkbox"/> unclear policy <input type="checkbox"/> if they don't collaborate with other government department <input type="checkbox"/> if they don't give support or guidelines to the province <p>Provincial level</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide expects to act as consultants <input type="checkbox"/> see that actual policy is implemented in the province <input type="checkbox"/> see that all services in the provinces are properly coordinated <input type="checkbox"/> coordinate different projects <input type="checkbox"/> money received from central government for education is judiciously spend <p>District</p> <ul style="list-style-type: none"> <input type="checkbox"/> lack of training, monitoring and support <input type="checkbox"/> lack of resources and equipment e.g assistive devices <input type="checkbox"/> lack of guidelines to support learners with barriers to learning <input type="checkbox"/> no coordination of learning support with special and full service schools <input type="checkbox"/> lack of partnerships with other agencies in the vicinity <p>(page 13 - 15)</p> <p>In the 1970s Bronfenbrenner developed a complex ecological model that explains the direct and indirect influences on a child's life by referring to the many levels of environment or contexts that influence a person's development. He suggested that it is helpful to conceive of the social context or environment as "a set of nested structures, each contained inside the next like a set of Russian dolls." and therefore interrelated. These nested structures (also referred to as contexts, ecological</p>		

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	<p>levels or environmental systems) include the microsystem, the mesosystem, the exosystem and the macrosystem. All these interact with the chronosystem (time dimension).</p> <p>The microsystem constitutes a pattern of activities, roles and interpersonal relations experienced between individuals and the systems in which they actively participate, such as the family, the school, or the peer group. The microsystem is therefore the immediate environment (physically, socially and psychologically) where proximal processes are played out. The education system at a school level would be part of the microsystem and should support the child. The education system at the school level should support the learner, teacher, curriculum and school. The education system at a school level could become a barrier to learning when it does not fulfil its functions and provide proper support for the learner. One of the responsibilities of the system at this level is to adapt the curriculum in order to fulfil the needs of all learners. If curriculum adaptation is not done correctly, the learners will struggle to grasp concepts or complete the work on time. This may result in the learner becoming despondent and unwilling to complete or carry on working through the curriculum. Another aspect of the education system at a school level is the way the teacher interacts with and instructs the learner. If the teacher is not properly trained, the way she conducts lessons may become a barrier to learning for the learner.</p> <p>The mesosystem refers to the relationships that develop and exist between two or more of these microsystems at a given moment in the individual's life. In short, the mesosystem is a system of microsystems. At this level the family, school and peer group interact with one another, modifying each of the systems. Experiences in one microsystem such as teacher-child interactions in the classroom may influence activities and interactions in the peer or family group. For example, learners from an unsupportive home environment may not receive the emotional support they require, thus placing them at a risk of developing possible barriers to learning. However, such learners may also have an attentive and caring teacher who is able to provide a positive environment which, over a sustained period, boosts their self-esteem and sense of security. Thus the experience in the microsystem of the school can protect them to an extent from the psychological effects of the unsupportive environment at home. In addition, implementing inclusion is not possible without paying attention to developing relationships between the different microsystems, for example school-family-community partnerships. The bio-ecological model also provides a framework for identifying and developing various assets and strengths in certain microsystems. For example, a well-run welfare centre in a community where social problems like poverty and HIV impact on learners could serve as an asset. This is where</p>		

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	<p>the district level of the education systems comes in. The district must provide support to all the schools within the local community as well as all of the teachers and learners. The district education system should help enable the local welfares and specialists in order to provide for all children and learners within the district. As explained above, if the district education system does not develop various assets at this level, it may result in barriers of learning for a child. It should also provide awareness and prevention for problems like poverty and HIV/AIDS which, if not dealt with, could also pose a barrier to learning.</p> <p>The exosystem refers to one or more environments in which the developing learner is not involved directly as an active participant but which may influence or be influenced by what happens in settings and relationships that directly influence the learner. Examples include the education system at all levels but mainly at a provincial level, health services, the media, a parent's place of work or a local community organisation. When chronically ill learners are frequently absent from school as a result of poor health services, this will influence their relationships with their parents, teachers and peers, and also their school work. On the other hand, environments can be empowering, as a quality inclusive education policy is for schools, families and children when it is correctly implemented and improves the education for all learners.</p> <p>The macrosystem refers to dominant social and economic structures and the attitudes, beliefs, values and ideologies inherent in the systems of a particular society and culture. It represents the most distal level of environmental influence. The macrosystems in which we live have an impact on the nature of interactions of all other levels, thereby providing the structure and content of the inner systems, and are specific to a given culture at a given moment in time. Examples of values and beliefs could include democracy, social justice, equity, equality, freedom from discrimination and ubuntu. The very principle of inclusion falls within the ideologies of the macrosystem, and it is clear that these changes have had a reciprocal influence, not only in government structures but also throughout societies, school cultures and systems, professional services, classroom systems, families and the individual child. It is in the macrosystem that the education system at a national level takes place. It is the responsibility of the national education system to develop policies on all aspects of education, including that of inclusion. If the national education system did not properly develop and enforce an inclusive education system, it would without a doubt have a ripple effect which would cause barriers to learning for all children in South Africa.</p> <p>The chronosystem encapsulated the dimension of time and how it relates specifically to the interactions between these systems and their influences on individual development. A good</p>		

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	<p>example of this would be the apartheid system and how the history of that has impacted on many children in many different ways. Other examples of this would be child development, the birth of siblings and generation gaps between siblings and generation gaps within the family. The phasing-in of the outcomes based education curriculum happened in a time frame during which the insecurities of the teachers and the many changes became both barriers and opportunities for learners and staff.</p>						
National	Provincial	District	School	<p>The rights of the learners are ignored and National Level does not always makes decisions that are in the best interest of the learner.</p>	<p>The Provincial level is responsible to see that the actual policies are implemented in each province as intended by the National level</p>	<p>District levels experience a lack of training, limited monitoring to ensure that inclusion is implemented appropriately and a lack of support from National and Provincial levels.</p>	<p>Even though some individuals, groups and institutions may be highly committed, others may be reluctant or unprepared; a process of change will necessary.</p>
<p>Unclear policies are introduced with not enough guidelines for how it will work in practice.</p>	<p>Provincial level spend money received from central government for education judiciously.</p>	<p>District levels experiences problems with lack of resources and equipment. An example is assistive devices.</p>	<p>Inclusion education is about removing barriers and increasing educational opportunities, schools and educators must commit.</p>	<p>National level does not advocate the inclusion policy enough</p>	<p>Provincial level only acts as consultants between National and District level.</p>	<p>There is no coordination with learning support with special and full service schools</p>	<p>Inclusive education is an on going concern and does not happen only through legislation</p>

#	QUESTION				YEAR	MARK ALL
	There is not enough information programme available in support of the inclusion model.	It is Provincial levels responsibility to ensure that all services in the Province are properly co-ordinated.	There are limited guidelines to support learners with barriers to learning and no support structure.	alone. Necessary support and training must be available or educators in inclusive schools.		
	National level does not give support or guidelines to the provinces to make the inclusion model a success.	It is the responsibility of Provincial level to co ordinate different projects in the province.	There is no partnership agreement set in place with other agencies in the vicinity.	Schools and personal must have a positive attitude towards inclusive education.		
8	Discuss five reasons for the movement towards an inclusive education (10)				M/J 2013	10
	<ul style="list-style-type: none"> □ The objective of any education system is one of providing quality education for all learners in order to enable them to realise their full potential, thereby enabling them to contribute to and participate in society. □ Justice notion, to combat exclusion, attempts are made to identify the barriers to learning and development. □ All learners should have equal educational opportunities and those who have special needs, their needs and barriers to learning should be addressed. □ All learners should be provided with quality education within the mainstream of education. □ To have unified and single system of education □ It is a human right to have access to education and development, for lifelong development and to be prepared for work and life after school. □ It makes good education sense and social sense. □ It promotes the right to learn and live together and builds respect for one another despite age, race, sex and it also promotes acceptance and diversit 					

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	<p>(found on page 3 of tut 201)</p> <p>Under the apartheid education system, education for learners who experiences learning difficulties and learners with disabilities, was marginalized, under-resourced and segregated. It was known as special education. These learners were known as learners with special education needs.</p> <ol style="list-style-type: none"> 1. Special education and support services had been provided mainly for a small number of learners with special need, in special classes in ordinary schools or in special schools. 2. Special education and support services were provided on a racial basis with the best resources going to the white learners. 3. Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs. 4. In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school. 5. While some attention had been given to special needs and support in schools, other levels of education (for example ECD) had been seriously neglected <p>The Inclusive Education system is a great move because it:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds respect for one another <input type="checkbox"/> Combats exclusion <input type="checkbox"/> Provides equal learning opportunities for all <p>(Because cultural values and beliefs, levels of economic wealth, and histories mediate the concept of inclusive education, it takes on different meanings in different countries, and even within countries. The form taken by inclusive education in any particular country is influenced by the nature of the settlements reached at any one time between (a) traditional values such a social cohesion and group identity, collectivism, images of wholeness, fatalism, hierarchical ordering of society, and (b) modernisation values such as universal welfare, equity and equality, democracy, human rights, social justice, individualism, and parent choice.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides equity and equality <input type="checkbox"/> Makes good education sense – unified and single system of education 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ Makes good social sense □ Is a human right <p>(Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society. In order to realise this right, the education for All movement has worked to make quality basic education available to all. Inclusive education takes the Education for All agenda forward by finding ways of enabling schools to serve all children in their communities, as part of an inclusive education system.)</p> <ul style="list-style-type: none"> □ Justice notion □ Promote acceptance and diversity <p>(In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. Earlier, Skrtic et al. (1996) had argued that inclusive education goes far beyond physical placement of students with disabilities in general classrooms, but should involve schools meeting the needs of all their students within common, but fluid, environments and activities. This broadened conceptualisation of inclusive education was recently articulated in the meeting at the forty-eighth session of the UNESCO International Conference on Education, held in Geneva in November 2008, where it was acknowledged that ‘inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination’ (UNESCO, 2009, p.126).</p> <ul style="list-style-type: none"> □ Promote right to learn and live together 		
	<p>Discuss the factors that led and influenced the move towards inclusive education Please discuss ten (10) facts in ten paragraphs where each paragraphs discusses one (1) fact</p>	<p>M/J 2015: M/J 2016 M/J 2016</p>	<p>10 10 10</p>
9	<p>You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning How are you going to change their perception and attitudes towards those learners? (10)</p>	<p>M/J 2013: M/J 2015</p>	<p>10 10</p>

#	QUESTION	YEAR	MARK ALL
	<p>You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning. How are you going to change their perception and attitudes towards those learners? Please give ten (10) facts in paragraphs, where each paragraph discusses one (1) fact</p>	O/N 2015	10
	<p>(Found on page 20 and 22)</p> <p>In the Education White Paper 6 it is clearly stated that classroom teachers are the primary resource for achieving the goal of inclusive education. This implies that educators will need to refine their knowledge and skills and, where necessary, develop new ones. Educators will therefore require support in the form of staff development, in-service training, and the opportunity to collaborate with special schools, full-service schools and other educational support personnel within district support services. Educators must take comfort in the fact that they will be supported and trained in order to properly help and accommodate the needs of all their learners. The inclusion of all learners becomes an issue related to everyone's beliefs, values and attitudes about diversity, change, collaboration and learning.</p> <p>Assumptions, beliefs and attitudes are directly translated into actions and teaching practices, and inform decision making. Attitudes about diversity and change can both be a barrier to as well as a strong positive force in implementing inclusive education. The attitudes of everybody in the school are important and need to be explored, shared, challenged, restructured and rethought when working in inclusive settings. Teachers should engage critically with the philosophies that inform their practices and understand the implications for practice for change to become a reality.</p> <p>Attitude changes do not have to precede behavioural changes, therefore it is not effective to wait for people's attitudes to change before the change is implemented. In fact, attitude changes frequently follow changes in behaviour. For example, teachers' attitude will change towards impairment change when they begin working with learners with impairments on a daily basis.</p> <p>Teachers can be motivated and encouraged to accommodate learners in the following ways:</p> <p>1. Equal participation</p> <p>Extracurricular activities are an important component of an overall education program. These</p>		

#	QUESTION	YEAR	MARK ALL
	<p>activities provide the opportunity to develop important health and social benefits to all students, particularly those with disabilities. These benefits can include socialization, improved teamwork and leadership skills, and fitness. Educators should ensure that all learners have equal opportunity to participate in activities.</p> <p>2. Acceptance of one another and Acknowledgement of differences</p> <p>We are one no matter what the colour of our skin is, we come from a huge melting pot of diverse backgrounds, acceptance and tolerance is what is needed. That doesn't mean one is superior to the other, we certainly are not! You could be short and thin, tall and chunky, you could have long hair, short hair, you could have blue eyes, you could want blue eyes. We are all different but, in the end we are all the same, we are human beings and really need to have acceptance and understanding of each other. All the role players in education must live by the above to make inclusive education possible. If all role players including learners know and understand the above there will be no discrimination against any learners, teachers or management.</p> <p>Educators should treat all learners equal and ensure that learners treat each other equal. All concerned should also appreciate the fact that everyone will not have the same arguments on every subject. We should embrace these differences and learn from one another.</p> <p>3. No labelling</p> <p>Countless special needs children are severely ostracized in the public school system because of their disorders and the subsequent prejudice among their peers. All disorders in school are amplified by "put downs". Peers conveniently tease these children as 'retarded', 'crazy', "freak", "stupid" to "learning disabled" to name a few scary sounding names. These labels crush the self-esteem of a child beyond repair. Is it prudent then to avoid any labelling in schools.</p> <p>Misunderstandings of the many psychological disorders, learning disorders and mental disorders create associations that hinder the chance for a child to have a normal life.</p> <p>4. Positive attitudes / thinking</p> <p>Positive attitude, positive thinking, and optimism are now known to be a root cause of many positive life benefits. Studies show positive people can experience an increased life span, lower rates of depression, lower levels of stress, greater resistance to the common cold, better overall well-being, reduced risk of death from cardiovascular disease and better coping skills during times of hardship and stress.</p>		

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	<p>Attitude is defined as the mental position that represents an individual's degree of like or dislike for an item – a generally positive or negative view of a person, place, thing, or event. A positive attitude is, therefore, the inclination to generally be in an optimistic, hopeful state of mind. However, attitudes are expected to change as a function of experience – so someone with a typically negative attitude can change!</p> <p>It is important that all the role players in education have a positive attitude towards each other and towards inclusive education, including learners. There will be barriers while inclusive education is implemented and there will be problems. With a positive attitude solutions will be found for the problems and implementation will continue. All learners and educators should have a pleasant relationship with one another.</p> <p>5. Respect</p> <p>In a nutshell, respect is earned through respecting both yourself and others. Wealth, clothing or physical attractiveness is not requirements. The way others perceive you isn't necessarily based on your level of education, what schools you may have attended or the crowd with whom you are acquainted. Respect is accorded to those who conduct themselves with integrity and treat others with dignity. If you set an example by respecting yourself, appreciating your own good qualities and highlighting the positive in other people's lives, you will earn the respect of others. Respect works both ways from Educator to learner and from learner to Educator.</p> <p>Even at home children need to respect their parents and parents need to respect their children. Children also need to respect one another and embrace differences. Educators and learners should communicate in a civilized manner and always show good mannerisms.</p>		
10	<p>Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education (10)</p>	M/J 2013	10
	<p>□ The school management team can be a barrier to inclusive education when they lack the knowledge of what inclusion is and how to attend to each individual.</p>		

#	QUESTION	YEAR	MARK ALL
	<p>□ They are not capable of establishing, helping and improving situations where learners are experiencing barriers to learning, whether language or cultural.</p> <p>□ They become barriers to inclusion when they formulate school policies and excluding learners with barriers or special needs.</p> <p>□ The principle, educators, staff and the school management team becomes a barrier when they have negative attitudes towards learners with special needs and disabilities when they discriminate these learners.</p> <p>□ When they are insensitive towards these learners and the needs they have.</p> <p>□ To ensure quality education and to support all in the inclusive education system, there need to be laws-policy framework, advocacy – parents and supporters and educational innovation in school and classroom practices.</p> <p>□ They might be unable to respond to a wide range of learner needs.</p> <p>If education managers and educators are inadequately and inappropriately trained, it would be very difficult to implement Inclusive Education: The principal is key to creating an inclusive environment because he is the leader and model of the entire school. If he/she is not properly trained, he will fail at implementing an inclusive education system in the school. Properly implementing an inclusive environment in the school can be done in a variety of ways including the following: □ The principal should have an overall concept of what inclusion means. He must understand that inclusion is about developing inclusive communities and</p> <p>education systems. Inclusion is based on a value system that invites and celebrates difference and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement and disability. The principal needs to realise that inclusion is about ensuring the access, active participation and success of everyone regardless of such markers of differences, particularly for learners from vulnerable groups. Inclusion is about more than just “special needs” and disabilities, and is concerned with reform that embraces and supports diversity, equality and collective belonging. If the principal knows and understands the above, he will be able to formulate school policies which are not marginalizing or</p>		

#	QUESTION	YEAR	MARK ALL
	<p>excluding of any learner. These policies must ensure that they do not refuse admission to other learners on the basis of disability.</p> <p>□ The principal of the school must create the inclusive ethos of the school. ‘Ethos’ has been defined as “the character-based spirit of a community as seen in its goals and aspirations.” He should also develop an ‘ethos statement’, based on the principle of inclusivity, to help establish a culture of support in which specific policies based on non-discrimination can be recognised, valued and enabled to flourish.</p> <p>□ In order to ensure an inclusive environment, the principal should have an inclusive admissions policy. The admissions policy should not discriminate against or refuse entry to any learner based on any markers of difference. The admissions policy should encourage the admissions of any child.</p> <p>□ The principal should help the teachers build an inclusive environment by providing opportunities for them to be trained on accommodating diversity when teaching. The teachers could, for example, be sent on a training course on teaching learners with visual disability etc. He/she must have a positive attitude towards learners with learning barriers or disabilities. He/she should not be discriminating or impolite towards the learners in any way.</p> <p>□ The responsibility of providing adequate resources and assistive devices for those learners who need them lies on the principal of the school. He should provide whatever resources he is able to, for example, Braille for learners who are blind etc.</p> <p>□ All learners have different needs and different learning styles and will therefore require different devices. The principal of the school should be sensitive towards these diverse needs and accommodate them when possible.</p> <p>□ With regards the diverse learner needs, the principal should be able to respond to these needs and support the child wherever necessary and whenever possible.</p> <p>The principal is the one who needs to ensure that the inclusive environment is run smoothly and that both his teachers and learners are supported and included by whatever means necessary. The same applied to an educator, if they are not properly trained and advised upon how to implement an inclusive environment in their classroom, they will surely fail. In order to create an inclusive environment within the classroom, the teacher should do the following:</p>		

#	QUESTION	YEAR	MARK ALL
	<p>1. "Adopt practices that reflect high values with respect to both diversity and inclusiveness". Therefore, do the following:</p> <ul style="list-style-type: none"> □ Create a classroom atmosphere in which the different backgrounds and cultures of all learners are valued and recognised. This can be done by treating all learners equally and by not looking down upon certain customs in one culture that are not appropriate for others. □ Focus on the positive aspects or talents of learners. Get to know which intelligence/talent is their strongest and focus on that. □ Create harmony between learners' learning styles and your teaching styles. That means that you should make provision for the different learning preferences of learners. <p>2. Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants. For example, teachers should promote effective communication by facing the class, speaking clearly and making eye contact with the learners in front of them.</p> <p>3. Ensure that facilities, activities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations. Here we refer to access to the school and classroom for learners who are wheelchair bound</p> <p>Arrange classroom space for inclusion, safety and comfort in such a way that it suits all learners and that everybody, not only those with impairments, have access to, for example, seating, cupboards and assistive technology.</p> <p>4. Use multiple, accessible curriculum content and teaching strategies that are accessible to all learners. In other words, choose content that makes provisions for the diverse abilities, interests and learning styles of all learners in the classroom. Make content relevant for the learners by using examples from the learners' educational environment. Summarise major points and provide scaffolding tools such as outlines, examples and summaries. Keep the learning styles of learners in mind by using different ways to teach, such as visual and tactile teaching aids, discussions and writing assignments (using the three main senses: vision, hearing and touch).</p> <p>5. Ensure that course materials (handbooks), notes and other information resources are engaging, flexible and accessible for all learners. For example, accommodate a variety of reading levels. Make sure that the language usage in the information resources is accessible to all</p>		

#	QUESTION	YEAR	MARK ALL
	<p>learners.</p> <p>6. Provide specific feedback (especially when marking homework, assignments projects and tests) on a regular basis. Provide for peer feedback where appropriate.</p> <p>7. Regularly assess learner progress by using multiple accessible methods and tools and adjust your teaching accordingly. Set clear expectations by providing test dates and deadlines for projects and assignments well in advance. Remind the earners regularly of due dates. Provide multiple ways for learners to demonstrate their knowledge, by using a variety of formats such as multiple choice, essays, short answers in tests, projects, demonstrations and portfolios in assessment.</p> <p>8. Plan for accommodations for learners whose needs are not yet met by your teaching strategies such as co-teaching and support from others. Arrange for accommodations by getting learning materials in alternate formats (e.g. large print for partially sighted learners or on listening tapes/CDs. Make sure that assistive technology such as computers, desk lamps, calculators, pictures and wooden frames are available for those who need them.</p> <p>Education managers and educators should attend Professional Development sessions. For educators to teach in an inclusive school and collaborate with one another, they need to acquire, through pre-service and in-service experiences, a common vision, conceptual framework and language, and a set of instructional and technical skills to work with the needs of diverse learners. Professional development must prepare educators for collaboration and support, and assist them in developing a deep and shared understanding of inclusion and their relative roles and responsibilities in the inclusive effort.</p>		
11	<p>List three reasons why parental/caregiver empowerment is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialisation (10)</p>	M/J 2013	10
	<p>□ Parent"s observations and comments can lead the educator to find the exact nature of the barriers that a learner experience.</p>		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> ☐ They could contribute to this process through formal and informal meetings. ☐ Making all records for learner profile available when the need arise ☐ Provide information regarding: <ul style="list-style-type: none"> ☐ Developmental history ☐ Health ☐ Home behavior ☐ Emotional state ☐ Personality ☐ Monitor progress of the learner at home ☐ Reporting on the progress of learner at home ☐ Avail themselves for all parents meetings ☐ Avail themselves for all parents meetings ☐ One-on-one interviews with educator ☐ Providing information on the history of a child since conception, as well as history of the family. ☐ Serving as partners, for example if a parent is a doctor, he can give medical support. If a parent is a bricklayer, he can volunteer to build ramps etc. ☐ Being involved in activities such as parent-teacher associations, education committees, supervision of the school library or study periods in the afternoon, social events, fundraising and classroom activities ☐ Supporting school activities when they accompany teachers and learners to the local library, the park, the zoo or a more distant outing ☐ Helping in the management of extracurricular activities such as sports coaching and fundraising, and with school newsletters and magazines ☐ Assisting the teacher with assessment. ☐ Care givers or family members can go into the class and assist the teacher with minor tasks as volunteers/general helpers ☐ Parents/caregivers can assist in the preparation of classroom materials 		

#	QUESTION	YEAR	MARK ALL
	<p>Discuss ways of involving the parents/caregivers of learners who experience barriers to learning. Involve parents/caregivers when assisting learners who experience barriers to learning because:</p> <ul style="list-style-type: none"> □ Parents/caregiver know more about their child/know them better □ They can provide information on the history of the child since conception, history of the family □ If there are any sources of intervention that they use at home or that has been done on the child □ Give information about the child's strengths and weaknesses □ They can serve as partners e.g. if a parent is a doctor – medical support/ bricklayer – volunteer to build ramps / retired grandmother – assist with reading / police – adopt a cop / pastor or counsellor – counsel learners. <p>(Found on page 92) Parent are children's most enduring teachers. When parents and practitioners work together in early childhood settings, the impact on the child's development and learning multiplies. An effective partnership with parents in the early education setting is thus pivotal to ensure long-term and sustained impact. Continuity between home and the early childhood education programme is most important to increase consistency in the child's life. parents and teachers who share a joint focus can enrich each other's understanding of the child's development and work towards achieving a common goal. ????</p>		
12	Discuss the central findings of the NCSNET and NCESS report	M/J 2013	10
	<ul style="list-style-type: none"> □ Under the apartheid education system education for learners who experienced learning difficulties and learners with disabilities, was known as special education. These learners were known as learners with special education needs. □ Special education and support services had been provided mainly for a small number of learners with special education needs, in special classes in ordinary schools or in special schools. 		

#	QUESTION	YEAR	MARK ALL
	<p> <input type="checkbox"/> Special education and support services were provided on a racial basis with the best resources going to the white learners. </p> <p> <input type="checkbox"/> Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs. </p> <p> <input type="checkbox"/> In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school. </p> <p> <input type="checkbox"/> While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected. </p> <p> </p> <p>(found on page 8 of study guide)</p> <p>The Education White Paper 6, which outlines what an inclusive education and training system is, is based on the central findings of the joint NCSNET and NCESS report: Overcoming barriers to learning and it included:</p> <ol style="list-style-type: none"> 1. specialised education and support that have predominantly been provided for a small percentage of learners with disabilities within special schools and classes 2. specialised education and support that were provided on a racial basis, with the best human, physical and material resources reserved for whites 3. most learners with a disability and these learner have either fallen outside of the system or been mainstreamed by default 4. the curriculum and education system as a whole that have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs and failures 5. attention that has been given to the schooling phase with regard to special needs and support, the other levels or bands of education have been seriously neglected. 		

#	QUESTION	YEAR	MARK ALL
13	<p data-bbox="293 220 1543 485">3.3 Most of our learners in schools experience barriers to learning. These learning barriers can result from either extrinsic or intrinsic factors. To ensure effective implementation of Inclusive education it is therefore important for teachers to be aware of such barriers as well as strategies to address it. Do you agree with the above mentioned statement? Elaborate your answer by</p> <p data-bbox="293 536 1480 571">3.3.1. defining the concept “barriers to learning” (2)</p> <p data-bbox="293 622 1491 772">3.3 2. mentioning factors that create learning barriers as identified by the National Commission on Special Needs in Education and the National Committee on Educational Support Service (10)</p>	<p data-bbox="1697 217 1850 245">O/N 2013:</p> <p data-bbox="1697 252 1850 280">M/J 2014:</p> <p data-bbox="1697 287 1850 316">O/N 2014:</p> <p data-bbox="1697 322 1850 351">M/J 2016</p>	<p data-bbox="1962 217 2002 245">10</p> <p data-bbox="1962 252 2002 280">10</p> <p data-bbox="1962 287 2002 316">10</p> <p data-bbox="1962 322 2002 351">10</p>

#	QUESTION	YEAR	MARK ALL
14	Special schools can become a great resource to the neighbouring schools. Discuss this idea of Education White Paper 6. Give examples. (10)	O/N 2013: M/J 2014: O/N 2014:	10 10 5
	<ul style="list-style-type: none"> □ Other schools, e.g. full-service schools, get resources from the special school e.g. assistive devices etc. □ Special schools assist full-service schools to develop inclusive pedagogy. □ They assist full-service schools to adopt appropriate method of teaching learners who experience barriers to learning. □ The special school serves as consultants to other neighbouring schools □ Special schools support the neighbouring schools by providing resources. 		

#	QUESTION	YEAR	MARK ALL
	<p data-bbox="286 215 972 247">☐ Serves as a mentor for the full service schools</p> <p data-bbox="286 284 909 316">☐ It provides assistive technology resources</p> <p data-bbox="286 359 734 391">(Found on Page 72 of textbook)</p> <p data-bbox="286 395 1653 833">Within each education district there are three types of schools; full-service schools, ordinary schools and special schools. There is a certain hierarchy in place so that each school receives some sort of support from neighbouring schools in the district. Special schools as resource centres are schools which are providing critical education services to learners who are in need of high-intensity support. These special schools are responsible for providing support and resources to the schools in their area. Once the Education White Paper 6 has been implemented, there will be at least one special school in each district. Special schools will have a very important role to play with regards to support and sharing of resources. These schools are full of specialised skills among staff and they should have a wide variety of material which they have developed to specifically assist learners. These are types of resources which they will need to make available to other schools in the district. They will need to provide support and expertise in curriculum, assessment and instruction to full-service and ordinary schools in their district.</p> <p data-bbox="286 837 1240 869">The functions of special schools as resource centres are as follows:</p> <ol data-bbox="286 874 1653 1321" style="list-style-type: none"> <li data-bbox="286 874 1653 944">1. They should function as an integrated and co-ordinated part of the district based support team so that specialised professional support can be provided to full-service and ordinary schools. <li data-bbox="286 949 1653 1019">2. They should support schools in the implementation of the Strategy on Screening, Identification, Assessment and Support. <li data-bbox="286 1024 1653 1321">3. They should provide specialised professional support in curriculum, assessment and instruction to neighbouring schools. This includes training of teachers regarding barriers to learning, management of inclusive classrooms and development of inclusive pedagogy, development of learning support material and assistive devices, guidance to parents, early childhood intervention and therapeutic support to learners with impairments in mainstream schools. Special schools should also assist full-service schools to adopt appropriate methods of teaching learners who experience barriers to learning. Special schools should also serve as a mentor for the full service <p data-bbox="286 1364 389 1396">school.</p>		

#	QUESTION	YEAR	MARK ALL
	<p>4. They should assist in mobilisation of children and youth who are outside the school system and who have no access to schooling.</p> <p>5. They should make their human and physical resources available to the community. For example, ABET programmes for people with disabilities could be offered, as well as outreach programmes for early childhood intervention.</p> <p>6. They should work collaboratively and draw on the expertise and resources of community organisations and structures including disabled people’s organisations, parent organisations, teacher unions and non-governmental organisations (NGOs). They should also work with the community on advocacy and awareness raising to change the negative attitudes of the community towards learners with impairment.</p> <p>7. The special school should also serve as a consultant to other neighbouring schools.</p> <p>The following is an example of how a special school can be a great resource to the neighbouring schools in the district. A special school has specialised skills available among its staff and has developed learning materials to specifically assist learners with visual impairments. There may also be facilities for Braille available at the school. The professional staff at this school, as part of their role in the district support team, could run a training workshop in their district for other educators on how to provide additional support in the classroom to visually-impaired learners. The special school could produce learning material in Braille and make them available through a lending system to other schools in the district. The school could also set up a helpline for educators or parents to telephone in with queries.</p>		
15	Curriculum adaptation has many advantages in a classroom Discuss this concept	M/J 2016	10
	<ul style="list-style-type: none"> □ It is a learner cantered approach. □ It is in accordance with the learner ability. □ It is based on learner pace 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> ☐ It allows for flexibility or adjustment to suit the learner. ☐ It is responsive to the learner needs. ☐ It accommodates diversity. ☐ It helps the teacher to differentiate and accommodate the ability of learners. ☐ It allows for small chunks of work according to learner needs. 		
	<p>Discuss the need for curriculum adaptation giving examples relevant to your phase with learners who experience barriers to learning.</p>		
	<p>Discuss, with the aid of examples, SIX adapted strategies for the entire class to accommodate learners who experience barriers to learning in your phase of specialization</p>		
	<ul style="list-style-type: none"> ☐ Encourage learners to think aloud, e.g. when debating a certain point during a discussion allow learners to voice their thoughts, or while doing a maths problem to voice sequential or logical sequence of thoughts. ☐ Encourage questions, e.g. ask learners if they have something to ask in order to promote the asking of questions during class discussion, what do you want to ask me regarding child abuse? ☐ Allow opportunities for feedback, e.g. During discussion throw a topic for discussion and ask for opinions and encourage reciprocated feedback regarding the topic, What do you think was going through her mind during the funeral? ☐ Provide clues for use in the solution of problems, e.g. Direct a learner towards certain options when problem solving, e.g. what happens if you add or multiply the components? The learner will exercise the clue to reach the answer. ☐ Integrate what was learned previously with the next step, e.g. when engaging in Profit & Loss problems in Math, integrate the topic of percentages into the topic since the method of solving problems from both topics is the same. ☐ Make provision for revision, e.g. Allocate a part of the beginning of a lesson 		

#	QUESTION	YEAR	MARK ALL
	<p>to recap and revise a section of the lesson that was done before starting a new section. Also revision of work could be allocated to a time outside of school time...</p> <p>(Found on page 412 of Textbook)</p> <p>A student may be learning the same curriculum as others, but may need altered materials or a difference in the way the lesson is taught in order to progress towards academic mastery and achieving the set/standard outcomes. Curriculum adaptations are acceptable changes in educational environments and /or instruction which allow students equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications. Some curriculum adaptations do not fundamentally change or lower standards or expectations in either the instructional or assessment phases and can be designated as “accommodations.” These accommodations provide the student access to take part in the lesson and an opportunity to demonstrate mastery of performance outcomes. Some adaptations do alter or lower standards or expectation outcomes and can be termed “modifications.” These modifications, although providing access, will require careful selection of assessment components to achieve accountability for performance.</p> <p>Curriculum adaptation can be done in many ways; by adapting:</p> <p>Quantity: Adapt the number of items that the learner is expected to learn or number of activities learners will complete prior to assessment for mastery. For example: Reduce the number of mathematical /science terms a learner must learn at any one time. Add more practice activities or worksheets.</p> <p>Time: Adapt the time chosen and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p> <p>Level of Support: Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult student relationships; use physical space and environmental structure. For example: Assign peer buddies, teaching assistants, peer tutors, or cross age tutors. Specify how to interact with the student or how to structure the environment.</p>		

#	QUESTION	YEAR	MARK ALL
	<p>Input: Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.</p> <p>Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p> <p>Output: Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</p> <p>Participation: Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (foundation phase).</p> <p>Alternate Goals: Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, expect a student to be able to locate the colours of the provinces on a map, while other students learn to locate each province and name the capital.</p> <p>Substitute Curriculum: Sometimes called “functional curriculum” Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities. For example: During a language lesson a student is learning toileting skills with an aide.</p> <p>Some of the advantages of curriculum adaptation for learners experiencing learning difficulties are as follows:</p> <ul style="list-style-type: none"> ☐ This approach to learning is student centred. ☐ It is in accordance with the student’s ability. ☐ It is based on the learners pace and will not force the learner to move head if they are not ready or able. ☐ Students are also never left behind. ☐ It approach allows for flexibility or adjustment to suit the learner. ☐ It is responsive and open to the learners needs. ☐ This approach accommodates diversity within the system. 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ It helps the teacher to differentiate and accommodate the ability of learners. □ It allows for smaller blocks of work according to the needs of the learner 		
	What is Curriculum adaptation?	M/J 2014	25
	<ul style="list-style-type: none"> □ Curriculum adaptations are acceptable changes in educational environments and /or instruction which allow students equal opportunity to obtain access, results, benefits, and levels of achievement. □ These adaptations consist of both accommodations and modifications. Some curriculum adaptations do not fundamentally change or lower standards or expectations in either the instructional or assessment phases and can be designated as “accommodations.” □ These accommodations provide the student access to take part in the lesson and an opportunity to demonstrate mastery of performance outcomes. Some adaptations do alter or lower standards or expectation outcomes and can be termed “modifications.” □ These modifications, although providing access, will require careful selection of assessment components to achieve accountability for performance <p>Curriculum adaptation can be done in many ways; by adapting: Same as above from here; Quantity, level of support, time, etc.</p>		
16	Discuss with the aid of examples, how you would accommodate and support learners who experience low vision (20)	O/N 2013 M/J 2016	20 10

#	QUESTION	YEAR	MARK ALL
	<p>You have a learner with low vision in your class. Discuss how you would address the challenge of visual barrier experienced by this learner. Give examples.</p>		
	<p>Low vision is the term used to refer to a visual impairment that is not correctable through surgery, pharmaceuticals, glasses or contact lenses. It is often characterized by partial sight, such as blurred vision, blind spots or tunnel vision, but also includes legal blindness.</p> <p>How to accommodate low vision:</p> <ul style="list-style-type: none"> ☐ Identify the intrinsic barrier, for example a visual impairment ☐ Consult the ILST ☐ Ensure that all school buildings are easily accessible ☐ Be well trained and have the relevant study material, for example Braille ☐ Plan curriculum adaptation ☐ Request support from a neighbouring special school ☐ Consult relevant policies from the DOE ☐ Have proper and effective consultation with the district ☐ Request support from the district to assist on teaching this kind of learner ☐ Create proper partnerships with other stakeholders, for example nurses, social workers or the local municipality ☐ Preferential seating is often necessary for a student with low vision. ☐ Let the student select a seat where he/she sees best ☐ Seat a student as close to the board as practical ☐ Reduce glare from windows and lights, as much as possible ☐ Seat the student with his/her back to windows ☐ Contrast, print style, and spacing of letters can be more important than print size. ☐ Low vision students may require more time to complete assignment. 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ Repeat what's written on the board to help them check their own written work □ Have a magnifying glass handy in the classroom for books with small print □ Ensure that the lines in their work books are clear & not dull - difficult to see. □ Ensure that printed materials are clear at all times, using white paper and black writing as the contrast in print and background makes it clearer to see. □ Ensure that printed materials are printed in larger letters & good spacing is used. □ Record textbooks for those that find it difficult to read their textbooks. □ Questions could be recorded onto tape to ensure comprehension. <p>(Found on page 377/371 of textbook)</p> <p>Children with a visual impairment impose many challenges for teachers in the classroom, which is why it is so important that learners with low vision be identified as soon as possible. Blind children are easily identified, even at birth. It is not however, as easy to identify a child who is visually impaired and not blind. It is not always possible to identify children who have partial vision from the appearance of their eyes as their eyes may look normal. What should be taken into consideration is their behaviour and complaints. There are various behaviours, complaints and appearances of the eye that a teacher should be aware of in order to help identify a child with low vision. If any child frequently exhibits any of these behaviours or complaints over a period of time, they should be referred to an optometrist or ophthalmologist who will test the sharpness of the child's vision using a Snellen chart, for those who cannot read a Snellen-E chart is used. If a child's visual acuity is between 6/24 and 6/60, they are regarded as partially sighted. These children will need to make use of spectacles and other optical devices. A child is regarded as blind when they have a visual acuity of less than 6/60. Once the child's vision has been tested by a professional, the following steps should be taken:</p> <ul style="list-style-type: none"> □ The teacher will need to consult with the school-based support team and figure out how they are all going to support the child with the vision impairment. 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ The school will also need to consult the relevant policy documents from the Department, for example the Education White Paper. □ The school will then request support from the district asking to assist them with teaching a learner with low vision. □ The teacher will need to plan curriculum adaptation in order to support the child within the classroom environment. □ The school should also request support from the neighbouring special school. □ The school and staff need to ensure that buildings are easily accessible to a learner with low vision. □ The teacher and school needs to ensure that there is proper and effective consultation with the district. □ Teachers should be well trained and have the relevant study material. For example, the school could send the teachers on a course to help them read and understand Braille so that they will then be able to assist the student with learning Braille. The school should also acquire the relevant material they would need to assist the child with Braille. □ The teacher should also create proper partnerships with other stakeholders which may be able to help the child, for example, social workers, nurses, local municipality etc. 		
17	<p>Discuss the education support structure and its relationship at various levels National, District, School and Classroom Give examples (20)</p>	O/N 2013: M/J 2014: O/N 2014: O/N 2015: M/J 2016 M/J 2016	20 20 20 20 20 20
	<p>National level</p> <ul style="list-style-type: none"> □ Promotes and provides education for all □ Provides inclusive framework for the country. 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> ☐ Develops policy on inclusive education. ☐ Provides education legislative framework. ☐ Promotes and provides schools with national policies and that governs the schools ☐ Promotes and provides advocacy and information of programs which support inclusion ☐ Give support and guidelines to Province ☐ Collaborates with other departments, e.g. department of Health for wheelchairs for learners, etc. ☐ Provides clear policy to all stakeholders, e.g. ngos, dpos, etc. ☐ Allocates physical and human resource e.g post establishment. <p>Provincial level</p> <ul style="list-style-type: none"> ☐ Allocates funds from national for building of schools ☐ Facilitates the employment of Educators as per school establishments in line with the national requirement. ☐ Controls and monitors school budgets through the districts. ☐ Provide experts who acts as consultants through the districts. ☐ Ensures that policies are implemented as expected ☐ Ensures that budget/money received from central government/national department for education is properly spend <p>District level</p> <ul style="list-style-type: none"> ☐ Coordinate learning support 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> ☐ Provide illustrative learning programs, learning support material assessment ☐ Evaluates schools and give support accordingly ☐ Mobilize children who are unable to come to school ☐ Assist educational centre"s to recognize and address severe learning difficulties and to make accommodations for a range of learning ☐ Provides guidelines and management to schools on inclusion ☐ Focus on in-service-training for teachers with children who experience barrier to learning ☐ Capacitates (equip with skills) schools ☐ identifies and coordinates learning needs <p>School level</p> <ul style="list-style-type: none"> ☐ Ensures parental involvement ☐ Develops strategies to address the needs and barriers of learning through the support from the district. ☐ Supports teachers and learners through the involvement of the district. ☐ Identifies and address learner and institutional needs and barriers through school-based support team. ☐ Establish networks that promote effective communication between learners, teachers and parents, as well as NGO;s and the welfare ☐ Monitor standards of learning and teaching in classrooms <p>Classroom Level</p> <ul style="list-style-type: none"> ☐ Implement practices that reveal high values with respect to both diversity and inclusiveness 		

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	<ul style="list-style-type: none"> □ The classroom atmosphere should value and recognize the different backgrounds and cultures of its learners □ Teachers must form harmony between the learners" learning styles and their teaching styles; and provide for the different learning preferences of the learners □ Promote regular and valuable interactions between learners and the teacher, and to make certain that communication methods are accessible to everyone □ Make sure that the activities, facilities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations □ The classroom space should be accessible by learners who are in a wheelchair and arranged for inclusion, safety and comfort in a way that it suits all learners □ The teachers should use multiple, accessible curriculum content and teaching strategies that are accessible to all learners □ The content must make provision for the diverse abilities, interests and learning styles of all learners in the classroom □ The classroom should be filled with course material (textbooks), notes, books and other information resources which are engaging, flexible and accessible to all learners. Resources should accommodate a variety of reading levels □ Ensure the language usage in the information resources is accessible to all <p>(Found on page 70 of textbook)</p> <p>The Education White Paper 6 makes provision for support by means of a system approach and collaboration between these systems. The system is broken up into four levels; national, district, school and classroom. Each level has different responsibilities and roles which they need to adhere to in order to provide the proper support.</p> <p>The following is expected at a National level:</p> <ul style="list-style-type: none"> □ It should promotes and provide education for all. □ At national level they should provide an inclusive framework for the country. □ They must develop policies on inclusive education. □ They must provide an education legislative framework. 		

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	<ul style="list-style-type: none"> ☐ Promote and provide schools with national policies and that govern the schools. ☐ They should promote and provide advocacy and information of programmes which support inclusion. ☐ Those at national level should give support and guidelines to all provinces ☐ They should collaborate with other departments for more resources, for example the department of Health for wheelchairs for learners, etc. ☐ Provide clear policies to all stakeholders and organisations involved, for example; NGOs, DPOs, etc. ☐ Those at a national level should allocate physical and human resources, for example; post establishment. <p>The following is expected at a Provincial level:</p> <ul style="list-style-type: none"> ☐ Those at the provincial level allocate funds from national level for the building of schools. ☐ They should facilitate the employment of Educators as per school establishments in line with the national requirements. ☐ They control and monitor school budgets throughout the districts. ☐ They should provide experts who act as consultants to all schools throughout the districts. ☐ They should ensure that policies are implemented as expected. ☐ Ensure that budget/money received from central government/national department for education is properly spent. <p>The following is expected at a District level:</p> <ul style="list-style-type: none"> ☐ District level must coordinate learning support. ☐ They must provide illustrative learning programs and learning support material for instruction and assessment. ☐ They must evaluate schools and give support accordingly. ☐ Help mobilize children who are unable to come to school. ☐ Assist educational centres to recognize and address severe learning difficulties and to make accommodations for a range of learning styles and barriers. ☐ Provide guidelines and management to schools on inclusion and inclusive education. ☐ Focus on in-service-training for teachers with children who experience barrier to learning. 		

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	<p>☐ Capacitate schools by equipping them with skills needed to support those with learning barriers/difficulties or disabilities.</p> <p>☐ They should identify and coordinate learning needs.</p> <p>The following is expected at a School level:</p> <p>☐ Schools should ensure parental involvement.</p> <p>☐ Develops strategies to address the needs and barriers of learning through the support from the district.</p> <p>☐ Support teachers and learners through the involvement of the district.</p> <p>☐ Identify and address learner and institutional needs and barriers through school-based support team.</p> <p>☐ The school should establish networks that promote effective communication between learners, teachers and parents, as well as NGOs and the welfare.</p> <p>☐ Schools must monitor the standards of learning and teaching in classrooms</p> <p>The following is expected at a Classroom level:</p> <p>☐ The classroom should adopt practises that reflect high values with respect to both diversity and inclusiveness.</p> <p>☐ The classroom atmosphere should value and recognise the different backgrounds and cultures of its learners.</p> <p>☐ Teachers must create harmony between the learners' learning styles and their teaching styles; they should make provision for the different learning preferences of the learners.</p> <p>☐ Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants.</p> <p>☐ Ensure the activities, facilities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations.</p> <p>☐ The classroom space should be accessible by learners who are in a wheelchair, and arranged for inclusion, safety comfort in a way that suits all learners.</p> <p>☐ The teachers should use multiple, accessible curriculum content and teaching strategies that are accessible to all learners.</p> <p>☐ The content must make provisions for the diverse abilities, interests and learning styles of all</p>		

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	<p>learners in the classroom.</p> <ul style="list-style-type: none"> □ The classroom should be fill of course material (handbooks), notes, books and other information resources which are engaging, flexible and accessible to all learners. For example, there are resources which accommodate a variety of reading levels. □ Ensure the language usage in the information resources is accessible to all 		
18	<p>The principal is key to creating inclusive environment at the school Discuss this statement giving examples</p>	<p>O/N 2013: M/J 2014: M/J 2016</p>	<p>10 5 10</p>
	<ul style="list-style-type: none"> □ The principal should have an overall concept of what inclusion means, e.g. that there is education for all. □ They should formulate school policies that are not marginalizing and excluding, e.g. they cannot refuse admission to other learners on the basis of disability, etc. □ The principal must create the inclusive ethos of the school. □ He must have inclusive admission policy. □ He must arrange for his teachers to be trained on accommodating diversity when teaching, his teachers must be trained on teaching learners with visual impairment. □ He must have a positive attitude towards learners who experience barriers to learning. □ He must provide adequate resources and assistive devices for those learners who need them, e.g. braille for learners who are blind. □ The principal should be sensitive to the diverse learner needs, e.g. that learners use different styles and require different devices. □ The principal must be able to respond to a wide range of learner needs. 		

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	<p>(Found on page 20-23 of textbook)</p> <p>The principal is key to creating an inclusive environment because he is the leader and model of the entire school. This can be done in a variety of ways including the following:</p> <ul style="list-style-type: none"> □ The principal should have an overall concept of what inclusion means. He must understand that inclusion is about developing inclusive communities and education systems. Inclusion is based on a value system that invites and celebrates difference and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement and disability. The principal needs to realise that inclusion is about ensuring the access, active participation and success of everyone regardless of such markers of differences, particularly for learners from vulnerable groups. Inclusion is about more than just “special needs” and disabilities, and is concerned with reform that embraces and supports diversity, equality and collective belonging. If the principal knows and understands the above, he will be able to formulate school policies which are not marginalizing or excluding of any learner. These policies must ensure that they do not refuse admission to other learners on the basis of disability. □ The principal of the school must create the inclusive ethos of the school. ‘Ethos’ has been defined as “the character-based spirit of a community as seen in its goals and aspirations.” He should also develop an ‘ethos statement’, based on the principle of inclusivity, to help establish a culture of support in which specific policies based on non-discrimination can be recognised, valued and enabled to flourish. □ In order to ensure an inclusive environment, the principal should have an inclusive admissions policy. The admissions policy should not discriminate against or refuse entry to any learner based on any markers of difference. The admissions policy should encourage the admissions of any child. □ The principal should help the teachers build an inclusive environment by providing opportunities for them to be trained on accommodating diversity when teaching. The teachers could, for example, be sent on a training course on teaching learners with visual disability etc. He/she must have a positive attitude towards learners with learning barriers or disabilities. He/she should not be discriminating or impolite towards the learners in any way. □ The responsibility of providing adequate resources and assistive devices for those learners who need them lies on the principal of the school. He should provide whatever resources he is 		

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	<p>able to, for example, Braille for learners who are blind etc.</p> <ul style="list-style-type: none"> □ All learners have different needs and different learning styles and will therefore require different devices. The principal of the school should be sensitive towards these diverse needs and accommodate them when possible. □ With regards the diverse learner needs, the principal should be able to <p>respond to these needs and support the child wherever necessary and whenever possible. The principal is the one who needs to ensure that the inclusive environment is run smoothly and that both his teachers and learners are supported and included by whatever means necessary</p>		
19	<p>The teacher is key in creating the inclusive environment in the class Discuss this statement giving examples</p>	<p>O/N 2013: M/J 2014: O/N 2014</p>	<p>10 5 5</p>
	<ul style="list-style-type: none"> □ Assign group tasks and activities every once in a while <p>Example: Open and closing of windows/ class or group leader/ handing out of workbooks, etc.</p> <ul style="list-style-type: none"> □ Let students participate in discussions <p>Example: Also give them a task or opportunity to talk about subject</p> <ul style="list-style-type: none"> □ Be a confident teacher <p>Example: Be professional, set rules, follow plans and stick to them</p> <ul style="list-style-type: none"> □ Do not discriminate <p>Example: Treat everyone in your class as equals</p> <ul style="list-style-type: none"> □ Be accommodative regardless of the learners situation <p>Example: Let learners participate in movement/physical activities, music lessons, etc.</p> <ul style="list-style-type: none"> □ Include the parents <p>Example: It would be great if the parents can be updated as to how their child is doing whether or</p>		

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	<p>not it is very good or not. After all, the parents are also a key to the child"s learning.</p> <ul style="list-style-type: none"> □ Nature and educate all children <p>Example: Regardless of their gender, physical, intellectual, social, emotional, linguistic or other characteristics</p> <ul style="list-style-type: none"> □ Classroom organization is a big factor <p>Example: Make all learners feel included, enough space for learners with wheelchairs, etc.</p> <ul style="list-style-type: none"> □ Have a positive attitude <p>Example: Accept all learners, avoid labelling, acknowledge differences, etc.</p> <ul style="list-style-type: none"> □ Give additional support for learners with barriers <p>Example: All development and work in the classroom should strive to achieve goals set out for learners with barriers</p> <p>A new term is now being used in education universally is <i>Universal Design</i>. This refers to the "design of product and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design". Universal design can be applied to all aspects of teaching. Universal design is basically another name for the designing or creating of an inclusive environment. In order to create an inclusive environment within the classroom, the teacher should do the following:</p> <p>9. "Adopt practices that reflect high values with respect to both diversity and inclusiveness". Therefore, do the following:</p> <ul style="list-style-type: none"> □ Create a classroom atmosphere in which the different backgrounds and cultures of all learners are valued and recognised. This can be done by treating all learners equally and by not looking down upon certain customs in <p>one culture that are not appropriate for others.</p> <ul style="list-style-type: none"> □ Focus on the positive aspects or talents of learners. Get to know which intelligence/talent is 		

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	<p>their strongest and focus on that.</p> <p>□ Create harmony between learners' learning styles and your teaching styles. That means that you should make provision for the different learning preferences of learners.</p> <p>10. Encourage regular and effective interactions between learners and the teacher, and ensure that communication methods are accessible to all participants. For example, teachers should promote effective communication by facing the class, speaking clearly and making eye contact with the learners in front of them.</p> <p>11. Ensure that facilities, activities, materials and equipment are physically accessible to and usable by all learners, and that all potential learner characteristics are addressed in safety considerations. Here we refer to access to the school and classroom for learners who are wheelchair bound. Arrange classroom space for inclusion, safety and comfort in such a way that it suits all learners and that everybody, not only those with impairments, have access to, for example, seating, cupboards and assistive technology.</p> <p>12. Use multiple, accessible curriculum content and teaching strategies that are accessible to all learners. In other words, choose content that makes provisions for the diverse abilities, interests and learning styles of all learners</p> <p>in the classroom. Make content relevant for the learners by using examples from the learners' educational environment. Summarise major points and provide scaffolding tools such as outlines, examples and summaries. Keep the learning styles of learners in mind by using different ways to teach, such as visual and tactile teaching aids, discussions and writing assignments (using the three main senses: vision, hearing and touch)</p> <p>13. Ensure that course materials (handbooks), notes and other information resources are engaging, flexible and accessible for all learners. For example, accommodate a variety of reading levels. Make sure that the language usage in the information resources is accessible to all learners.</p> <p>14. Provide specific feedback (especially when marking homework, assignments, projects and tests) on a regular basis. Provide for peer feedback where appropriate.</p> <p>15. Regularly assess learner progress by using multiple accessible methods and tools and adjust your teaching accordingly. Set clear expectations by providing test dates and deadlines for projects and assignments well in advance. Remind the learners regularly of due dates. Provide</p>		

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	<p>multiple ways for learners to demonstrate their knowledge, by using a variety of formats such as multiple choice, essays, short answers in tests, projects, demonstrations and portfolios in assessment.</p> <p>16. Plan for accommodations for learners whose needs are not yet met by your teaching strategies such as co-teaching and support from others. Arrange for accommodations by getting learning materials in alternate formats (e.g. large print for partially sighted learners or on listening tapes/CDs. Make sure that assistive technology such as computers, desk lamps, calculators, pictures and wooden frames are available for those who need them.</p> <p>These guidelines should be used when teaching a diversity of learners and when the aim is to create an inclusive environment within the classroom.</p>		
20	<p>If you were a teacher with a learner with learning difficulty in your class, how would you address the challenge of learning barrier experienced by this learner? Give examples (20)</p>	<p>O/N 2013: M/J 2014 O/N 2014</p>	<p>20 20 20</p>
	<ul style="list-style-type: none"> ✓ The teachers attitude towards learners with learning problems ✓ Discussion: The teacher's attitude largely determines the extent of a learner's success at school. A negative attitude markedly increases the possibility that a learner's attention in class will be inadequate. Often learner's performance levels at school remain steadily adequate during their school career and then slump dramatically during their school career and then slump dramatically during a specific year due to an unsatisfactory relationship between themselves and their teacher. ✓ Although some learners are more difficult to handle than others, it is always the duty of the teacher to ignore the negative behavior and attitudes of learners and behave positively, maintaining an attitude of genuine acceptance towards them. ✓ Be on your guard losing patience if a learner displays behavioural problems, is inattentive in class, work slowly and hands in unfinished and shipshod work. Patience and 		

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	<p>acceptance are vital when you work with learners who have learning problems. Learners who can count on acceptance from the teacher are more likely to be conscientious about school work and to perform to the best of their ability.</p> <ul style="list-style-type: none"> ✓ Organisation of the classroom and lesson. ✓ Discussion: Classroom organization is an important consideration in dealing with learners who have learning problems. Learners who hold each other back should be placed in separate groups. The same goes for scholastically competitive learners who learn well and learners who have learning problems, because an association between individuals with such divergent characteristics could have a negative impact on the self-image of those with learning problems. ✓ Restless and hyperactive learners and learners who find it difficult to concentrate and are easily distracted should not be placed near windows and doors if there is considerable noise and movement outside the classroom. Furthermore the classroom should not be overcrowded, nor the walls over decorated, and objects on working surfaces should be restricted to the bare essentials. ✓ Also take care with scheduling of work. For example after breaks learners should not be expected to do written work that forces them to sit still and think calmly. ✓ As regards the teacher's general approach to teaching, comparisons should not be made between learner's work and behavior in class. They should compete against themselves rather than with each other. ✓ Planning assistance programmes. ✓ Discussion: An assistance programme is essentially a teaching programme with a shift of emphasis. The contents and methods are adjusted to suit the needs of learners with particular problems. The planning of an assistance programme for learners, whether as 		

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	<p>individuals or as a group, should always include the following 7 steps.</p> <ul style="list-style-type: none"> ✓ (1) Collectt all possible information on the child(s) situation ✓ (2) Formulate the expected outcomes ✓ (3) Select the content ✓ (4) Choose the assistance strategies ✓ (5) Decide on the implementation of the programme ✓ (6) Decide who you are going to involve in the programme and how ✓ (7) Decide on the evaluation <p>✓ Accompaniment of learners to deal with their learning problems</p> <p>✓ Discussion: This includes problems in school subjects like Mathematics, language, reading, spelling and written language and handwriting problems.</p>		
	<p>The teacher"s attitude towards learners with learning problems</p> <ul style="list-style-type: none"> □ The teacher"s attitude largely determines the extent of a learner"s success at school. □ A negative attitude markedly increases the possibility that a learner"s attention in class will be inadequate. □ Often learner"s performance levels at school remain steadily adequate during their school career and then slump dramatically during their school career and then slump dramatically during a specific year due to an unsatisfactory relationship between themselves and their teacher. □ Although some learners are more difficult to handle than others, it is always the duty of the teacher to ignore the negative behavior and attitudes of learners and behave positively, maintaining an attitude of genuine acceptance <p>towards them.</p> <ul style="list-style-type: none"> □ Be on your guard losing patience if a learner displays behavioural problems, is inattentive in class, work slowly and hands in unfinished and shipshod work. Patience and acceptance are vital when you work with learners who have learning problems. □ Learners who can count on acceptance from the teacher are more likely to be conscientious about school work and to perform to the best of their ability. <p>Organisation of the classroom and lesson.</p> <ul style="list-style-type: none"> □ Classroom organization is an important consideration in dealing with learners who have 		

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	<p>learning problems.</p> <ul style="list-style-type: none"> □ Learners who hold each other back should be placed in separate groups. □ The same goes for scholastically competitive learners who learn well and learners who have learning problems, because an association between individuals with such divergent characteristics could have a negative impact on the self-image of those with learning problems. □ Restless and hyperactive learners and learners who find it difficult to concentrate and are easily distracted should not be placed near windows and doors if there is considerable noise and movement outside the classroom. □ Furthermore the classroom should not be overcrowded, nor the walls over decorated, and objects on working surfaces should be restricted to the bare essentials. □ Also take care with scheduling of work. □ For example after breaks learners should not be expected to do written work that forces them to sit still and think calmly. □ As regards the teacher's general approach to teaching, comparisons should not be made between learner's work and behavior in class. They should compete against themselves rather than with each other. <p>Planning assistance programmes.</p> <ul style="list-style-type: none"> □ An assistance programme is essentially a teaching programme with a shift of emphasis. The contents and methods are adjusted to suit the needs of learners with particular problems. The planning of an assistance programme for learners, whether as individuals or as a group, should always include the following 7 steps. □ (1) Collect all possible information on the child(s) situation □ (2) Formulate the expected outcomes □ (3) Select the content □ (4) Choose the assistance strategies □ (5) Decide on the implementation of the programme □ (6) Decide who you are going to involve in the programme and how □ (7) Decide on the evaluation 		

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	<p>Accompaniment of learners to deal with their learning problems</p> <ul style="list-style-type: none"> □ This includes problems in school subjects like Mathematics, language, reading, spelling and written language and handwriting problems. <p>Teachers should have patience and acceptance towards the learners who experience barriers to learning. The teacher should be encouraged to have sympathy and empathy towards the situation of the learners that have a barrier. You are the teacher should ignore negative behaviour and attitudes of the learner and behave positively, maintaining an attitude of genuine acceptance towards them. A positive attitude towards learners with barriers to learning will create a positive atmosphere for learners and teachers. The teacher should always have good organisation of the classroom and the lesson and then she will know how to help a learner with barriers. The teacher should plan assistance programmes, the contents and methods adjusted to suit the needs of the learners with particular problems. Teachers should be encouraged to do anything to help that specific learner, even if it means asking advice from other educators or sources.</p> <p>Teacher should do the following to accommodate learners who experience barriers to learning:</p> <p>1. Observations, listening and questioning:</p> <ul style="list-style-type: none"> □ All situations and circumstances, monitoring behaviour and emotional responses □ Must be deliberate, a skilled tool, consciously gather info and systematically record □ Ask the right questions at the right time □ Wayne Harlen (1983) states: “Look until you see – Listen until you hear – Discuss until you know.” <p>2. Keeping a portfolio:</p> <ul style="list-style-type: none"> □ It contains an assortment of learners work, a learner selects his own work to be placed in the portfolio – choice is important because the learners’ actively participates and helps to develop critical faculties – assessing their own outcomes and evaluating their progress. □ For teachers it provides tangible evidence for parents, other teacher, principals, GB etc. it also 		

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	<p>provides a basis for interviews and discussions.</p> <p>3. Interviews with stakeholders:</p> <ul style="list-style-type: none"> □ Parents, teachers, the learners and other role players arrange interviews, take notes. The atmosphere must be conducive, concentrate on specific that will be useful in developing supportive relationships 		
	<p>Choose any extrinsic barrier and discuss it showing that if you were a teacher and have a learner with such extrinsic barrier in your class, how you would address the challenges of the learning barriers experienced by this learner (20)</p> <p>Extrinsic factors are those emanating from outside the learner, e.g.:</p> <ul style="list-style-type: none"> - School factors like poor teaching, incomplete participation on the part of the learner - The school environment is not conducive to learning, inaccessible and unsafe. - Learning material is unavailable. - The teachers are insensitive, have bad attitudes and don't show caring and respect <p>How to address it</p> <p>Promote equal participation Educators should ensure that all learners have equal opportunity to participate in activities.</p> <p>Acceptance of one another and Acknowledgement of differences Educators should treat all learners equal and ensure that learners treat each other equal. All concerned should also appreciate the fact that everyone will not have the same arguments on every subject. We should embrace these differences and learn from one another</p> <p>No labelling Is it prudent then to avoid any labelling in schools. Misunderstandings of the many psychological disorders, learning disorders and mental disorders create associations that hinder the chance for a child to have a normal life.</p> <p>Positive attitudes / thinking Positive attitude, positive thinking, and optimism are now known to be a root cause of many</p>	<p>M/J 2015 O/N 2015</p>	<p>10 20</p>

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	<p>positive life benefits. It is important that all the role players in education have a positive attitude towards each other and towards inclusive education, including learners. There will be barriers while inclusive education is implemented and there will be problems. With a positive attitude solutions will be found for the problems and implementation will continue. All learners and educators should have a pleasant relationship with one another.</p> <p>Respect Respect is earned through respecting both yourself and others. Respect works both ways from Educator to learner and from learner to Educator. Even at home children need to respect their parents and parents need to respect their children. Children also need to respect one another and embrace differences. Educators and learners should communicate in a civilized manner and always show good mannerisms. I must encourage teachers to respect each other, which will be the models for learners to respect themselves and also their teachers and parents</p>		
	<p>Choose any intrinsic (internal) barrier and discuss its limitations showing that if you were a teacher and have a learner with such intrinsic (internal) barrier in your class, how you would address the challenges of the learning barriers experienced by this learner. Please give ten (10) facts in paragraphs, where each paragraph discusses one (1) fact</p>		
	<p>Intrinsic factors or impairments are those causes of the occurrence of barriers to learning located within the learner, e.g. physical and/or physiological impairments that may become of disabilities if society and the system of education do not make provision for these learners, and personality factors, especially types of temperament and unsatisfied emotional needs</p> <p>Ways on how to address the challenge of a physical impairment</p> <ul style="list-style-type: none"> □ Identify the intrinsic barrier □ Consult the ILST 		

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	<ul style="list-style-type: none"> ☐ Ensure that all school buildings are easily accessible ☐ Be well trained and have the relevant study material, for example Braille ☐ Plan curriculum adaption ☐ Request support from a neighboring special school ☐ Consult relevant policies from the DOE ☐ Have proper and effective consultation with the district ☐ Request support from the district to assist on teaching this kind of learner ☐ Create proper partnerships with other stakeholders, for example nurses, social workers or the local municipality. <p>The teacher should also:</p> <ul style="list-style-type: none"> ☐ See that the learners are comfortable with their orthopaedic aids. ☐ Make classroom and other areas accessible. ☐ Learners should be able to move around freely in the classroom, using their aids. ☐ Build up the child's self esteem ☐ If the learner is on medication make sure that it is taken regularly. ☐ Be prepared to improvise ☐ If the learner finds it hard to write allow him/her to type. ☐ We should allow for long absence ☐ If the child writes slow allow him/her to have an oral exam or test ☐ You could disregard the spelling of learners with severe spelling problems. 		
21	<p>Discuss the education support structure and its relationship at various levels National, District, School and Classroom Give examples (20)</p>	O/N 2013	20
	<p>1.1 National level 1 Promotes and provides education for all</p>		

#	QUESTION	YEAR	MARK ALL
	<p>2 Provides inclusive framework for the country</p> <p>3 Develops policy on inclusive education</p> <p>4 Provides education legislative framework</p> <p>5 Promotes and provides schools with national policies and that governs the schools</p> <p>6 Promotes and provides advocacy and information of programs which support inclusion</p> <p>7 Give support and guidelines to Province</p> <p>8 Collaborates with other departments, e.g. department of Health for wheelchairs for learners, etc.</p> <p>9 Provides clear policy to all stakeholders, e.g. NGOS, DPOS, etc.</p> <p>10 Allocates physical and human resource e.g. post establishment. 1.2 District level</p> <p>11 Coordinate learning support</p> <p>12 Provide illustrative learning programs, learning support material assessment</p> <p>13 Evaluates schools and give support accordingly</p> <p>14 Mobilize children who are unable to come to school</p> <p>15 Assist educational center's to recognize and address severe learning difficulties and to make accommodations for a range of learning Provides guidelines and management to schools on inclusion</p> <p>16 Focus on in-service-training for teachers with children who experience barrier to learning</p> <p>17 Capacitates (equip with skills) schools</p> <p>18 Identifies and coordinates learning needs</p> <p>19 1.3 School level</p> <p>20 Ensures parental involvement</p> <p>21 Develops strategies to address the needs and barriers of learning through the support from the district.</p> <p>22 Supports teachers and learners through the involvement of the district.</p> <p>23 Identifies and address learner and institutional needs and barriers through school-based support team.</p> <p>24 Establish networks that promote effective communication between learners, teachers and parents, as well as NGO;s and the welfare</p> <p>25 Monitor standards of learning and teaching in classrooms</p>		

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	<p>1.4 Classroom</p> <p>26 Adapting curriculum on level of understanding of learners</p> <p>27 Differentiate activities and lesson plans to suit needs of the learners</p> <p>28 Adapt assessment according to the needs of the learners</p> <p>29 Design alternative assessment in cases where adaptation cannot occur</p> <p>30 Provide activities and tasks according to learner's ability</p>		
22	A parent can be resourceful to the teacher Discuss this statement giving examples (10)	O/N 2013: M/J 2014: O/N 2014	10 10 5
	<ul style="list-style-type: none"> ✓ Parent's observations and comments can lead the educator to find the exact nature of the barriers that a learner experience. ✓ They could contribute to this process through formal and informal meetings. ✓ Making all records for learner profile available when the need arise ✓ Provide information regarding: <ul style="list-style-type: none"> ✓ Developmental history ✓ Health ✓ Home behavior ✓ Emotional state ✓ Personality ✓ Monitor progress of the learner at home ✓ Reporting on the progress of learner at home ✓ Avail themselves for all parents meetings ✓ One-on-one interviews with educator 		
	<p>(found on pages 92,183, 501)</p> <p>Teachers can support parents and involve them in the following ways:</p> <ul style="list-style-type: none"> □ Working with parents around children's learning 		

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	<ul style="list-style-type: none"> □ Support for parents □ Access to further training □ Parental involvement in management □ Having representative parent committees to advise on cultural, linguistic and other issues □ Using the library with their children to work on projects □ Using the school facilities for community meetings □ They can be involved in activities such as parent-teacher associations, education committees, supervision of the school library or study periods in the afternoon, social events, fundraising and classroom activities □ They can support school activities when they accompany teachers and learners to the local library, the park, the zoo or a more distant outing □ They can act as teacher assistants in the inclusive classroom where there are usually learners who need more individual attention □ They can assist in the organisation and management of extracurricular activities such as sports coaching and fundraising, and with school <p>newsletters and magazines</p> <ul style="list-style-type: none"> □ They can also help with the day-to-day running of the school, for example the maintenance and repair of school facilities, protection of the school facilities and gardening <p>(from tut 201)</p> <p>Parents' observations and comments can lead the educator to find the exact nature of the barriers that a learner experiences.</p> <p>They can contribute to this process through formal and informal meetings. They could assist by:</p> <ul style="list-style-type: none"> □ Making all records for learner profile available when the need arises. □ Provide information regarding developmental history, health, home behaviour, emotional state, personality etc. □ Monitor and report on progress of the learner at home. □ Avail themselves for all parents meetings and for one-on-one interviews with educators. <p>(from lecturer power point)</p> <p>Discuss ways of involving the parents/caregivers of learners who experience barriers</p>		

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	<p>to learning. Involve parents/caregivers when assisting learners who experience barriers to learning because:</p> <ul style="list-style-type: none"> □ Parents/caregiver know more about their child/know them better □ They can provide information on the history of the child since conception, history of the family □ If there are any sources of intervention that they use at home or that has been done on the child □ Give information about the child's strengths and weaknesses <p>They can serve as partners e.g. if a parent is a doctor – medical support/ bricklayer – volunteer to build ramps / retired grandmother – assist with reading / police – adopt a cop / pastor or counsellor – counsel learners</p>		
	<p>Discuss how a parent can become a resource to a teacher at a special school or full-service school. Please give five (5) facts in paragraphs, where each paragraph discusses one (1) fact.</p>	<p>M/J 2015: O/N 2015</p>	<p>5 5</p>
23	<p>Inclusive education is it justifiable? If yes, give five (5) reasons for your answer. If not, give five (5) reasons for your answer. (10)</p>	<p>O/N 2014: M/J 2015 M/J 2016</p>	<p>10 10 10</p>
	<p>Yes, inclusive education is justifiable. The following five points express how the under the apartheid education system, education for learners who experiences learning difficulties and learners with disabilities, was marginalized, under-resourced and segregated. It was known as special education. These learners were known as learners with special education needs.</p> <ol style="list-style-type: none"> 1. Special education and support services had been provided mainly for a small number of learners with special need, in special classes in ordinary schools or in special schools. 2. Special education and support services were provided on a racial basis with the best resources going to the white learners. 3. Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs. 4. In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of 		

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	<p>school, or fail at school.</p> <p>5. While some attention had been given to special needs and support in schools</p> <p>other levels of education (for example ECD) had been seriously neglected.</p> <p>The Inclusive Education system is justifiable as it:</p> <ul style="list-style-type: none"> □ Builds respect for one another □ Combats exclusion □ Provides equal learning opportunities for all <p>(Because cultural values and beliefs, levels of economic wealth, and histories mediate the concept of inclusive education, it takes on different meanings in different countries, and even within countries. The form taken by inclusive education in any particular country is influenced by the nature of the settlements reached at any one time between (a) traditional values such as social cohesion and group identity, collectivism, images of wholeness, fatalism, hierarchical ordering of society, and (b) modernisation values such as universal welfare, equity and equality, democracy, human rights, social justice, individualism, and parent choice.)</p> <ul style="list-style-type: none"> □ Provides equity and equality □ Makes good education sense – unified and single system of education □ Makes good social sense □ Is a human right <p>(Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society. In order to realise this right, the education for All movement has worked to make quality basic education available to all. Inclusive education takes the Education for All agenda forward by finding ways of enabling schools to serve all children in their communities, as part of an inclusive education system.)</p> <ul style="list-style-type: none"> □ Justice notion □ Promote acceptance and diversity <p>(In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. Earlier, Skrtic et al.</p>		

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	<p>(1996) had argued that inclusive education goes far beyond physical placement of students with disabilities in general classrooms, but should involve schools meeting the needs of all their students within common, but fluid, environments and activities. This broadened conceptualisation of inclusive education was recently articulated in the meeting at the forty-eighth session of the UNESCO International Conference on Education, held in Geneva in November 2008, where it was acknowledged that ‘inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination’ (UNESCO, 2009, p.126).</p> <ul style="list-style-type: none"> □ Promote right to learn and live together 		
24	<p>3 4 Explain how the inclusive education approach provides education for learners who experience barriers to learning in your specific phase of specialisation (5)</p>	M/J 2011	5
25	<p>Discuss the characteristics of a full-service school.</p>	O/N 2014	5
	<p>Each education district should have at least one full-service/inclusive school. ‘Full-service/inclusive schools are first and foremost mainstream schools that provide quality education to all learners by supplying the full range of learning needs in a equitable manner’. Learners in need of moderate to high levels of support can be supported in these schools. According to the <i>Guidelines for full-service/inclusive school</i> (DoE 2009:7-16), the role of full-service/inclusive schools is, inter alia, the following:</p> <ul style="list-style-type: none"> □ To provide access to moderate levels of additional support, resources and programmes □ To provide support in the school to learners and teachers by means of competent and experiences learning support educators whose taks should include consulting and working with other teachers, parents and various outside agencies to ensure success. □ To support neighbouring schools with knowledge, information and assistive devices regarding 		

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	<p>barriers to learning</p> <ul style="list-style-type: none"> □ To work in close collaboration with the district based support team to coordinate support. <p>The full-service/inclusive school should first review its own capacity to accommodate learners in needs of additional support before considering placing them in the school. A full-service/inclusive school works in collaboration with, and provides support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools. It welcomes teachers from other schools in the area to learn new skills and ideas in the school. It does not encourage admission of learners who experience barriers to learning from neighbourhood schools but provides guidance and skills to them. These services might be run in collaboration with various service providers from the community (the assets in the community) (DoE 2009: 17-18).</p>		
	<p>Discuss the characteristics and the role of a full-service school as outlined by the Education White Paper 6 Please give ten facts in paragraphs, where each paragraph discusses one (1) fact.</p>	<p>M/J 2015: O/N 2015</p>	<p>10 10</p>
26	<p>Discuss the similarities and differences between a special school and a full-service school (10)</p>	<p>O/N 2013: M/J 2014</p>	<p>10</p>
	<p>Special School:</p> <ul style="list-style-type: none"> □ The special school serves as consultants to other neighbouring schools. □ Serves as a mentor for the full service schools. □ Special Schools will continue to provide specialised knowledge, support, services and equipment to learners with special needs. 		

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	<ul style="list-style-type: none"> □ By using the National Curriculum Statement, special schools will also provide comprehensive education programs that provide life-skills training. □ Special schools should not only play a role by offering workshops, √ training and √ screening, but √ also to assist in the mobilisation of children and youth who are outside the system and who have no access to schooling. □ Special schools should work to enable all resources in the community to be utilised to develop and support education provision through a structured collaborative approach. □ The learning programs developed by Special schools should focus on the individual needs of learners and contribute to the development of the necessary and relevant skills, knowledge, values and attitudes which will assist them in entering the world of work □ The staff at SSRC will have specialised skills and will help to develop learning material to specifically assist learners □ Representatives of Special schools should be integrated into DBSTs so that they can provide specialised professional support in curriculum, assessment and instruction to designated Full Service schools and other neighbourhood schools □ Special schools should provide support to Full service schools and mainstream schools through assistance with the identification, assessment and enrolment of learners (SA DoE 2001). □ Special schools specialist staff plays a particularly important role in that they provide support to the community, visit schools and offer teaching resources. □ SSRC professional staff can also assist other schools through the development of learning materials for learners with disabilities and those experiencing barriers to learning in mainstream schools. □ The professional staff at SSRC should run training workshops in their districts for other educators. □ These workshops could focus on providing additional support in the classroom. <p>Full-service School:</p> <ul style="list-style-type: none"> □ A full-service school is an ordinary primary school that is converted to become an inclusive school. 		

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	<ul style="list-style-type: none"> □ It caters for a wide range of learner needs. □ A full-service school should be equipped and supported to provide for a broad range of learning needs. □ A full-service school understands that barriers to learning are not only intrinsic, (internal: impairment) to learners, but can also be extrinsic (external: environment) cultural and systemic. □ A full-service school aims at inclusion in the way it is organised with regards to structure (physical layout), school policies, school practices, pedagogy (the way of educating) and culture of diversity. □ A full-service school should have additional support programmes and structures for teaching and learning. □ A full-service/inclusive school is prepared to explore and address challenges of everyday school life through capacity building among educators and on <p>going institutional development aiming at transforming the whole school.</p> <ul style="list-style-type: none"> □ Full-service/inclusive schools should be aware that practices which exclude learners need to be addressed, removed or reduced so that learning and development can happen □ A full-service/inclusive school affords all children in the locality opportunities at school to realise their potential by ensuring accessibility. □ It is a place where both learners and educators feel safe and supported. □ It is an environment where educators are motivated and supported in their work, where learners feel a sense of belonging and are able to engage in the learning process. □ It has a collaborative approach to service delivery. <p>Special schools are schools which educate children who need high-intensity support. Special schools also have the responsibility of being a resource centre to the district they are in. this means that their resources are integrated into the district based support team so that they can provide specialised professional support in curriculum, assessment and instruction to full-service and ordinary schools in the district. The function of special schools as resource centres are as follows, according to the Department of Education (2008:21-23):</p> <ul style="list-style-type: none"> □ The special school as a resource centre should function as an integrated and coordinated part 		

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	<p>of the district-based support team. That means that learning support educators should not only be able to interchange between ordinary schools, full-service schools and special schools as resource centres to provide support to teachers regarding barriers to learning but also provide support to particular learners if necessary.</p> <ul style="list-style-type: none"> □ They should support schools in the implementation of Strategy on Screening, Identification, Assessment and Support. □ The special school as a resource centre should provide specialised professional support in curriculum, assessment and instruction to neighbouring schools. This includes training of teachers regarding barrier <p>learning, management of inclusive classrooms, development of learning support material, guidance to parents, early childhood intervention and development of life skills programmes to make learners who experience barriers to learning less vulnerable to abuse as well as therapeutic support to learners with impairments in mainstream schools.</p> <ul style="list-style-type: none"> □ They should assist in the mobilisation of children and youth who are outside the school system and who have no access to schooling. □ They should make their human and physical resources available to the <p>community. For example, ABET programmes for people with disabilities could be offered, as well as outreach programmes for early childhood intervention.</p> <ul style="list-style-type: none"> □ They should work collaboratively and draw on the expertise and resources of the community organisations and structures including disabled peoples organisations, parent organisations, teacher unions and non-governmental organisations (NGOs). □ They should also work with the community on advocacy and awareness raising to change the negative attitudes of the community towards learners with impairments. □ The special school as a resource centre should coordinate support from the community such as health and welfare, disabled people’s organisations, the business sector, etc. The special school as a resource centre should also make its human and physical resources available to the community. For example, ABET programmes for people with disabilities could be offered at a special school, as well as outreach programmes for early childhood 		

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	<p>intervention.</p> <p>A full-service/inclusive school on the other hand are mainstream schools that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. Learners in need of moderate to high levels of support can be supported in these schools. The role of a full-service/inclusive school is the following, according to the Department of Education (2009:7-16):</p> <ul style="list-style-type: none"> □ To provide access to moderate levels of additional support, resources and programmes. □ To provide support in the school to learners and teachers by means of competent and experienced learning support educators whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success. □ To support neighbouring schools with knowledge, information and assistive devices regarding barriers to learning. □ To work in close collaboration with the district-based support team to coordinate support. <p>The full-service/inclusive school should first review its own capacity to accommodate learners in need of additional support before considering placing them in a special school.</p> <p>A full-service school works in collaboration with, and provides assistance and support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools. It welcomes teachers from schools in the area to learn new skills and ideas in the school. It does not encourage admission of learners who experience barriers to learning from neighbourhood schools but provides guidance and skills to them. These services might be run in collaboration with various service providers from the community (the assets in the community) (DoE 2009: 17-18).</p>		
27	<p>Compare and contrast the roles of a special school as a resource center and that of a full-service school as an inclusive school</p> <p style="text-align: right;">(25)</p> <p>Special schools are schools which educate children who need high-intensity support. Special schools also have the responsibility of being a resource centre to the district they are in. this means that their resources are integrated into the district based support team so that they can</p>	O/N 2015	25

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	<p>provide specialised professional support in curriculum, assessment and instruction to full-service and ordinary schools in the district. The function of special schools as resource centres are as follows, according to the Department of Education (2008:21-23):</p> <ul style="list-style-type: none"> □ The special school as a resource centre should function as an integrated and coordinated part of the district-based support team. That means that learning support educators should not only be able to interchange between ordinary schools, full-service schools and special schools as resource centres to provide support to teachers regarding barriers to learning but also provide support to particular learners if necessary. □ They should support schools in the implementation of Strategy on Screening, Identification, Assessment and Support. □ The special school as a resource centre should provide specialised professional support in curriculum, assessment and instruction to neighbouring schools. This includes training of teachers regarding barriers to learning, management of inclusive classrooms, development of learning support material, guidance to parents, early childhood intervention and development of life skills programmes to make learners who experience <p>barriers to learning less vulnerable to abuse as well as therapeutic support to learners with impairments in mainstream schools.</p> <ul style="list-style-type: none"> □ They should assist in the mobilisation of children and youth who are outside the school system and who have no access to schooling. □ They should make their human and physical resources available to the community. For example, ABET programmes for people with disabilities could be offered, as well as outreach programmes for early childhood intervention. □ They should work collaboratively and draw on the expertise and resources of the community organisations and structures including disabled peoples organisations, parent organisations, teacher unions and non-governmental organisations (NGOs). □ They should also work with the community on advocacy and awareness raising to change the negative attitudes of the community towards learners with impairments. □ The special school as a resource centre should coordinate support from the community such as health and welfare, disabled people’s organisations, the business sector, etc. The special school as a resource centre should also make its human and physical resources available to the community. For example, ABET programmes for people with disabilities could be offered at a 		

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	<p>special school, as well as outreach programmes for early childhood intervention.</p> <p>A full-service/inclusive school on the other hand are mainstream schools that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. Learners in need of moderate to high levels of support can be supported in these schools. The role of a full-service/inclusive school is the following, according to the Department of Education (2009:7-16):</p> <ul style="list-style-type: none"> □ To provide access to moderate levels of additional support, resources and programmes. □ To provide support in the school to learners and teachers by means of competent and experienced learning support educators whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success. □ To support neighbouring schools with knowledge, information and assistive devices regarding barriers to learning. □ To work in close collaboration with the district-based support team to coordinate support. <p>The full-service/inclusive school should first review its own capacity to accommodate learners in need of additional support before considering placing them in a special school. A full-service school works in collaboration with, and provides assistance and support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools. It welcomes teachers from schools in the area to learn new skills and ideas in the school. It does not encourage admission of learners who experience barriers to learning from neighbourhood schools but provides guidance and skills to them. These services might be run in collaboration with various service providers from the community (the assets in the community) (DoE 2009: 17-18).</p>		
1	Compare and contrast the roles of a district based support team and that of an institutional based support team. (25)		
2	Assessors of needs and barriers to learning at individual (learner and educator),		

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	<p>organisational, and broader system levels</p> <p>3 Researchers/evaluators: to identify resources in and outside of the schools and other education institutions, and to monitor and evaluate programmes in and outside of specific institutions.</p> <p>4 This monitoring and evaluation should include ongoing 'action-reflection' within the district-based support teams themselves, so that the provision of support can be progressively improved;</p> <p>5 General learning support facilitators, to identify particular learning needs and develop responsive learning programmes;</p> <p>6 Specialist learning support facilitators, to provide expertise on particular 'special needs' (e.g. Braille or Sign Language support);</p> <p>7 Materials developers, providing material that is responsive to particular learning needs; Health and welfare workers to address particular psychological, social and physical health problems, and to develop general health promotion programmes;</p> <p>8 Counsellors for learners, educators, and parents (this includes stress management);</p> <p>9 Trainers of educators and parents to develop their capacity to provide support to learners;</p> <p>10 Team effectiveness and conflict management trainers and facilitators;</p> <p>11 Curriculum specialists and developers, with general and specific curriculum competencies</p> <p>12 Including being able to develop adaptations of learning programmes to meet particular needs, and being able to advise on the process of mediation of learning;</p> <p>13 Organisation development experts to assist schools and other education institutions to develop supportive and effective teaching and learning environments;</p> <p>14 Leadership, management and governance experts to assist governing bodies, management teams and individuals to provide this important role in schools and other institutions;</p> <p>15 Financial management experts to build each institution's capacity to take responsibility for its own finances.</p>		

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28	<p>3 1 Inclusive education is an educational practice that focuses ONLY on addressing the learning needs of children with disabilities Do you agree with the above-mentioned statement? Elaborate on your answer by</p> <p>3.1 1. describing the concept "Inclusive education" (3)</p> <p>3 1 2 listing seven principles of Inclusive education. (7)</p>	O/N 2016	10
	<ul style="list-style-type: none"> •Different interpretations, but include: <ul style="list-style-type: none"> –Dedication to building a more democratic society –A more equitable and quality education system –A belief that extends the responsibility of regular schools to accommodate the diverse learning needs of <i>all learners</i>. •Based on the value system that invites and celebrates diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement. •International human rights movement 		
	<p>The Seven Principles for Inclusive Education The Seven Principles for Inclusive Education</p> <p>1. Teaching All Students</p> <p>Students learn in different ways. It is, therefore, important to develop the skills to teach in different ways. For example, some students learn best when introduced to information visually, while others learn best through hearing information, working in groups or activity-based projects. By using several different approaches to the same material within the same lesson or activity,</p>		

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	<p>information can become more interesting and tangible to a greater number of students. Some ways to accomplish this are:</p> <ul style="list-style-type: none"> ✓ Think of three different ways to teach a lesson. You could teach a new concept or definition by: (1) having students create a web map on newsprint to represent a concept or a definition (visual), (2) giving a brief lecture about the concept or definition (auditory), or (3) having students act out the concept or definition using various clues (kinesthetic). Of course, there are other strategies as well, such as doing a group brainstorm on chart paper to evoke students' prior knowledge about what they already know about the topic, reading a story aloud that illustrates the concept or inviting students to draw an illustration of what they guess the concept might mean. There are many modes to uncover student knowledge and expand new ideas. By incorporating at least three different approaches in your instruction, you will have increased your student's learning outcomes by a factor of three. ✓ Ask other teachers how they have taught or would teach a lesson how they have taught or would teach a lesson. Try out new approaches, even if you may not have used that approach before. ✓ Share with your colleagues a lesson that you created and ask if they see evidence of the three learning styles being addressed or have any other ideas or suggestions. Learn from each other! ✓ Listen carefully to student's questions and comments. Learning is a dialogue between students and teachers, with both asking questions and seeking answers from each another. Allow and encourage students to feel comfortable enough to ask for more information, or to seek clarification of information that has already been given. Draw upon the prior knowledge and life experience that students bring to the classroom. Integrate their comments and questions authentically into discussion. ✓ Expect student's backgrounds and abilities to be different. Try to be considerate of these differences and help the students reflect on their individuality and to cultivate a sense of belonging in your learning community. 		

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	<p>2. Exploring Multiple Identities Building confidence and affirming identity for students supports their learning. Students who are excited about themselves and other people, and who are inquisitive about the world around them will more easily learn to be compassionate and understanding of people who are different from them. They are less likely to hold negative feelings about others, if they are comfortable with themselves and also with those who are different.</p> <p>Here are some ways to affirm and encourage student’s identities:</p> <ul style="list-style-type: none"> ✓ Create activities that help students talk about, and feel pride in, themselves and their unique experiences. ✓ Engage students in projects where they can talk about their experiences as it relates to the academic content, so that their experiences gain status by becoming part of academic knowledge. ✓ Encourage all aspects of each student's individuality. Let them know it is okay to be themselves. ✓ Create an environment where it is safe to wonder and investigate about self and others. Help students to see that none of us is a “final product!” Rather, we are all in a constant state of developing as learners and as members of our communities. ✓ Discuss all areas in which a student may find opportunities for success — academic, artistic, athletic, physical, emotional and personal. ✓ Help students understand the ways in which their identities and their experiences may be linked to their gender and sexual identity, their ethnicity and racial identity, or their religious beliefs and religious identity. ✓ Maintain a respectful environment among the students among the students. Help them to use respectful language and behaviors with all their classmates and peers. Work with students so that they learn to disagree respectfully. Students should not shy away from conflicting ideas but learn how to use divergent points of view as an opportunity to deepen their understanding of themselves and others. Cultivate a classroom community where 		

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	<p>questions are welcomed and expected.</p> <p>3. Preventing Prejudice All of us are influenced by the legacy of institutionalized inequalities that permeate history as well as the stereotyped ideas and images we encounter every day. The best way for an educator to address preconceived stereotypes and to prevent them from escalating into feelings of prejudice and bias is to create awareness. This can be done by discussing students' stereotypes in both large and small groups.</p> <div style="border: 1px solid black; padding: 5px;"> <p>This topic may bring up some challenges and sensitivities from the class and the teacher, as well. Here are some ways to discuss the topic of prejudice. It is important to talk about all topics the students bring up.</p> </div> <p>These are a number of suggestions about how to create student awareness of stereotyped beliefs and inequality:</p> <ul style="list-style-type: none"> ✓ Teach explicitly about histories of unfairness, or institutionalized inequality. Guide students in understanding that institutionalized inequality is not everybody's fault, but that it is everybody's responsibility to become aware, and to create fair and equitable learning communities. ✓ Talk about all of the student's feelings and attitudes. Do not ignore prejudicial behaviors or feelings. They will not go away on their own. Cultivate a productive atmosphere of trust, examination and responsibility rather than one of guilt. ✓ Set clear boundaries and rules about behaviors that are based on prejudices, such as teasing, bullying or excluding. Set goals for an anti-racist, anti-sexist, anti-biased classroom or learning community. Work explicitly with students to create ways to recognize and interrupt discriminatory or biased language and acts. Be clear with students that you and they will benefit from an inclusive learning community. ✓ Introduce key words to students that can alert them to the presence of a stereotype. "All women..." "They always..." "My people would never..." and "Those people..." are a good start. ✓ Help students to identify prejudicial behavior (as opposed to making generalizations). 		

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	<p>opposed to making generalizations). We all put people, places and things into categories so that we can contextualize them in relationship to ourselves. But when we place a value on people that is less than the value we place on ourselves, we are prone to treat those people in an unfair manner.</p> <ul style="list-style-type: none"> ✓ Don't be afraid to talk about stereotypes. If you do not feel you have been able to get a point across, you can always come back to it at a later time, or consult with another educator for assistance. ✓ Train students to discern fact from fiction, especially when it comes to stereotypes. If a student makes a statement or uses words that are prejudiced or are based on a stereotype, the teacher should address the situation by asking questions about the information source, asking whether there are other points of view on the stereotype, provide concrete information that will enable students to rethink their stereotypes based on new information. <p>For example, if a student says that women are not good at sports, ask the student, “What makes you say that?” or “Does anyone know of women who have excelled in sports?” Try to help students gain an understanding of their own source(s) of misinformation. Then, engage in activities and dialogue that illustrate the many professional and amateur female athletes, who have defined sports throughout the ages (such as Wilma Rudolph, Kerri Strug, Lisa Leslie, Dara Torres, Mia Hamm, Serena Williams, Venus Williams and more).</p> <ul style="list-style-type: none"> ✓ Develop dialogue and reflection. Help the students ask themselves, Why do I feel this way? Where did I learn this misinformation? How can I incorporate and act upon this new information? <p>4. Promoting Social Justice</p> <p>Young people are good judges of what is or is not fair. Talk to students about issues of fairness, and of justice or injustice in terms of equality for all.</p> <p>Here are some ways to promote social justice in your classroom:</p> <ul style="list-style-type: none"> ✓ Make comparisons. Help students compare situations of injustice in their own lives to larger social issues. For some students, their experiences of injustice are directly linked to larger social issues, such as access to equitable education, immigration rights and civic neglect of urban environments. For other students, these larger social issues will be “new” ideas with which to grapple. These dialogues help students develop empathy and awareness of their 		

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	<p>personal context within the broader community.</p> <ul style="list-style-type: none"> ✓ Develop a worldview. Encourage students to explore their perspective on issues within and outside their immediate communities and their relationship to the larger world. For example, if the air or water in their community is polluted, what are the sources of pollution? ✓ Engage in critical thinking. Ask students to explore why they think what they think and examine where they got their opinions. Have they taken other people’s perspectives into account? Assist students in activities to gain accurate information or to see other perspectives. ✓ Explore power dynamics. Ask students if every view has been represented in a given situation. Ask students to explore how they define “power,” who has power, who doesn’t, and examine issues of access to power. Use students’ own experiences to explore power dynamics. Who has greater or lesser power on sports teams? In math or spelling or beauty competitions? In the classroom? In the school? ✓ Encourage students to develop a sense of civic responsibility. Use academic learning to encourage students to understand their unique roles in society and the contributions that they can make. Provide role models by teaching about students and communities who have created social change. ✓ Bring these discussions into all subject areas. Don't limit your discussions to one day a week, month, or year. Fully integrate a social justice perspective into all content areas. These topics can be addressed continuously and in many different contexts. For example, you can draw attention to a character's behavior in a book or in a math problem that compares the resources of one city with another. ✓ Service learning and action planning. Get students involved in taking social justice issues into their own hands. Service opportunities can help students feel empowered to address issues of inequity in their own communities. Help students develop concrete projects that are achievable and relevant in their own communities. Guide students in critically examining the misguided assumptions of taking on the role of “rescuer” in humanitarian aid/“charity work.” 		

#	QUESTION	YEAR	MARK ALL
	<p>Engage the voices and viewpoints of the communities with which the service learning is taking place.</p> <p>5. Choosing Appropriate Materials It is important to choose books and materials that reflect accurate images of diverse peoples. Books, magazines, movies, web-based media and handouts can be guides for behavior and ideas, but they also have the potential to perpetuate some stereotypes. Read over all materials you are planning to use with students and decide if they promote a positive and appropriate image of people and themes. The following are a number of things to keep in mind when choosing what you present to the students:</p> <ul style="list-style-type: none"> ✓ Be diverse. Have multiple pictures, sources, or readings by . and about different groups and people. ✓ Let groups speak for themselves. Use sources from within the contexts you are studying. For example: when studying about women, make sure you use women authors to describe situations, not just men writing about women. ✓ Experts are everywhere. Go outside the traditional people, organizations and resources to find sources that relate to your studies. These will offer a unique perspective that can round out more traditional sources. Draw from the richness of democratic media such as YouTube, blogs and other interactive sources. ✓ Use primary sources. Secondary sources are useful – but are used best to accompany primary sources and not as a stand in for them. ✓ Show past and present images of different groups. Societies and cultures are constantly changing and people often appear very different now from how they may have appeared in the past. It is important for students to recognize the ways in which culture and people change over time. For example, ceremonial dress is for ceremonies. Make sure that students don't confuse the actions and dress celebrating an important day for a cultural or religious group, 		

#	QUESTION	YEAR	MARK ALL
	<p>with the usual daily actions and dress of that same group.</p> <p>6. Teaching and Learning about Cultures and Religions It is important that students learn about other cultures and religions in a positive and comfortable manner. This includes learning about the cultural and religious differences among their peers – as well as other cultures and religions that are more remote from their experiences. Some ways to do this are:</p> <ul style="list-style-type: none"> ✓ Teach students the value of asking questions. As a teacher, model ways of asking respectful questions in the classroom or learning community. Encourage them to think about how to ask respectful questions of each other and to practice doing so. ✓ Discuss appropriate ways to ask questions about identity, religion, culture and race. Help the students use positive terms to gain information about others. ✓ Provide anonymous ways for students to ask questions such as an anonymous “question box” in a prominent place in the classroom. This is essential for a learning community that hopes to open dialogue. When students realize they may ask previously silenced questions, they can become more eager participants in their learning. ✓ Emphasize that culture is not a fixed or permanent condition. Society and culture are constantly changing. Languages, religions, rituals, traditions and ways of knowing change over time. People often appear very different now from how they may have appeared in the past. It is important for students to recognize the evolving nature of, and the inaccuracies of, previously assumed images. ✓ Allow opportunities for students to learn about the ever changing cultures of the world. Complicate this goal through a range of subjects - not just social studies. For example, an abacus can be a tool to teach both math and the similarities between Chinese, Japanese, and Russian cultures. Yet, the use of the abacus has changed drastically in the past fifty years, especially the past ten years – the lifetime of many of our students - so these kinds of examples should be approached with a contemporary framework. Furthermore, avoid making sweeping statements about “Chinese, Japanese, and Russian cultures” or other cultural groups. There is vast diversity within every cultural group. It may be more helpful for students 		

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	<p>to grasp the notion of diversity within groups and geographic regions than to try to oversimplify the experiences of a certain people, nation or region.</p> <p>✓ Help students see a range of nuanced views and make connections within and between cultures. For example, a generalization such as “Muslim women cover their hair” is not only false, but it does not address the range of beliefs among Muslims about modesty in dress and what that entails. A more helpful discussion may guide students in seeing connections between Islam and other religions where people may cover their hair in different instances due to religious requirements and preferences (for example: Amish women, Jewish women, Greek Orthodox women, Sikh men and women, Catholic women, etc.) These discussions require constant attention to nuance and acknowledging the spectrum of practices that spring from the range of ways people interpret their religious teachings and beliefs.</p> <p>7. Adapting and Integrating Lessons Appropriately</p> <p>It is important that educators be flexible in the adaptation of all the lessons in our curriculum as well as prescribed curriculum in general. Sometimes, the most teachable moments are unplanned and unscripted. Often pre-designed lessons are a good starting point for dialogues or critical thinking.</p> <p>Some ways to do this include:</p> <p>✓ Be mindful of who is in your classroom, so that the lessons can be more culturally-lessons can be more culturally relevant. When utilizing a lesson that shows representations of a particular place (such as the country of Kenya in East Africa), first ask students if they have ever been to the place in question. The students who have been there, or have family from there, may be able to participate in the activity in a leadership role. Also, be cognizant that stereotypes or ignorance on the part of students or educators can make some students hesitant to share their connection or personal stories. Students and families may feel more trusting to share stories in a classroom that makes distinctions among the range of perspectives and experiences held by individual Kenyan families and that avoids the all-too-common pitfall of assuming that all experiences from Kenya, or worse, from the continent of Africa, are similar. It is also presumptuous to assume that the student from the place in question is an expert or wants a leadership role. Caution should be taken to be certain that the student is comfortable sharing. For example, students or family members, who</p>		

#	QUESTION	YEAR	MARK ALL
	<p>have survived severe conditions and possibly entered the United States as refugees, may not homeland.</p> <p>✓ Proceed with caution and thoughtfulness about student family histories. Provide meaningful opportunities for students to present their beliefs and traditions, based on their own readiness and willingness to share them. This is very important so that you can make connections throughout the various lessons to their personal experiences. Themes of family history and immigration are commonly used in classrooms that aim to bring a multicultural perspective; however, when doing this, a social justice perspective points to the need to include discussions on the forced immigration of enslaved people and refugee people as well as the forced migration and genocide of American Indian people. Children of adoption and foster care may not have access to stories of “where my family is from,” so caution needs to be taken in how to include stories of questioning. Do not assume students have access to family history, or that it is a topic with which the family wants to share.</p> <p>✓ Do not assume that you can tell where students are from or how they identify just by looking at them, by the sound of their names or articles of dress. Remember race and ethnicity are social constructions, not scientific law.</p> <p>(Sources: ©2011 TANENBAUM / Center for Interreligious Understanding / 254 W. 31st Street, New York, NY 10001 / (212) 967-7707 / www.tanenbaum.org)</p>		
	<p>Inclusion in international context</p>		
	<ul style="list-style-type: none"> •What happens in schools is a reflection of the developments and changes in society. •Societies are becoming more diverse and multicultural, resulting in classrooms consisting of learners from diverse ethnic, linguistic, cultural and socio-economic backgrounds and with diverse abilities 		

#	QUESTION	YEAR	MARK ALL
29	<p>Explain why Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive education Refer to any six different systems of the model and give 2 examples of each system – one with a positive and one with a negative influence on the learner's development, participation and learning</p> <p style="text-align: right;">[18]</p>	O/N 2016	18
30	<p>4 1. Child abuse is one of the aspects that is increasing at an alarming rate in several countries It is important for teachers to be aware of different types of</p>	O/N 2016	22
	<p>child abuse in order to ensure their safety and their effective learning in schools.</p>		

#	QUESTION	YEAR	MARK ALL						
	<p>4 1 1 Mention signs that can alert you that a child has been abused (7)</p> <p>4 1.2. Explain the following factors that can result in child abuse</p> <p>4.1.2.1 Parents factors (5)</p> <p>4 1 2.2 Child factor (5)</p> <p>4.1 2.3. Crisis or stress factors (5)</p>								
31	<p>3 1 Name your phase of specialisation, the grades and the ages of the learners involved in this phase (3)</p> <table border="1" data-bbox="376 938 1491 1126"> <tr> <td data-bbox="376 938 745 999">Phase of specialisation</td> <td data-bbox="745 938 1491 999"></td> </tr> <tr> <td data-bbox="376 999 745 1059">Grades</td> <td data-bbox="745 999 1491 1059"></td> </tr> <tr> <td data-bbox="376 1059 745 1120">Ages of learners</td> <td data-bbox="745 1059 1491 1120"></td> </tr> </table>	Phase of specialisation		Grades		Ages of learners		M/J 2011	3
Phase of specialisation									
Grades									
Ages of learners									

#	QUESTION	YEAR	MARK ALL						
32	<p data-bbox="286 212 1467 284">3 2 The focus in this module is on the following education setting to provide for learners who experience barriers to learning (indicate the answer with an X) (1)</p> <table border="1" data-bbox="376 311 947 494"> <tr> <td data-bbox="376 311 822 368">Regular schools</td> <td data-bbox="822 311 947 368"></td> </tr> <tr> <td data-bbox="376 368 822 426">Full-service schools</td> <td data-bbox="822 368 947 426"></td> </tr> <tr> <td data-bbox="376 426 822 494">Special schools</td> <td data-bbox="822 426 947 494"></td> </tr> </table>	Regular schools		Full-service schools		Special schools		M/J 2011	1
Regular schools									
Full-service schools									
Special schools									
33	<p data-bbox="286 834 1503 906">3 3 This module emphasises the following intensity level of support to learners who experience barriers to learning (indicate the answer with an X) (1)</p> <table border="1" data-bbox="392 933 1055 1109"> <tr> <td data-bbox="392 933 969 991">Low-intensity level of support</td> <td data-bbox="969 933 1055 991"></td> </tr> <tr> <td data-bbox="392 991 969 1048">Moderate-level of support</td> <td data-bbox="969 991 1055 1048"></td> </tr> <tr> <td data-bbox="392 1048 969 1109">High-intensity level of support</td> <td data-bbox="969 1048 1055 1109"></td> </tr> </table>	Low-intensity level of support		Moderate-level of support		High-intensity level of support		M/J 2011	1
Low-intensity level of support									
Moderate-level of support									
High-intensity level of support									
34	<p data-bbox="286 1217 1547 1265">3 5 Describe the meaning of the concept "learners who experience barriers to learning".</p>	M/J 2011	2						
	<p data-bbox="286 1377 1608 1409">Barriers to learning are difficulties learners experience which hinder the access or progress of</p>								

#	QUESTION	YEAR	MARK ALL										
	<p>education, or academic advancement due to unfavorable educational environments, or the child being gifted, or experiencing any physical impairments, psychological problems, physiological impairments, socio-economic circumstances, behavioral disorders, social barriers, sensory impairments, learning difficulties, or intellectual barriers. Different barriers require different levels of support</p>												
35	<p>3 6 Critically explain six reasons why the concept "special educational needs" have been changed to the concept "learners who experience barriers to learning" in the South African transformation towards the inclusive education approach (3)</p> <table border="1" data-bbox="367 582 1476 919"> <thead> <tr> <th data-bbox="367 582 916 671">Learners with special educational needs</th> <th data-bbox="916 582 1476 671">Learners who experience barriers to learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 671 916 730"></td> <td data-bbox="916 671 1476 730"></td> </tr> <tr> <td data-bbox="367 730 916 790"></td> <td data-bbox="916 730 1476 790"></td> </tr> <tr> <td data-bbox="367 790 916 849"></td> <td data-bbox="916 790 1476 849"></td> </tr> <tr> <td data-bbox="367 849 916 919"></td> <td data-bbox="916 849 1476 919"></td> </tr> </tbody> </table>	Learners with special educational needs	Learners who experience barriers to learning									M/J 2011	3
Learners with special educational needs	Learners who experience barriers to learning												

#	QUESTION	YEAR	MARK ALL				
36	<p data-bbox="293 220 1534 256">3 7 List four benefits of the inclusive education approach to you as a teacher (2)</p> <table border="1" data-bbox="367 284 1480 560"> <tr> <td data-bbox="367 284 1480 352">1</td> </tr> <tr> <td data-bbox="367 352 1480 421">2</td> </tr> <tr> <td data-bbox="367 421 1480 489">3</td> </tr> <tr> <td data-bbox="367 489 1480 560">4</td> </tr> </table>	1	2	3	4	M/J 2011	2
1							
2							
3							
4							
37	<p data-bbox="293 799 1534 863">3 8 Keep the challenges of inclusive education in mind and discuss your role and responsibilities as a supporter of learners who experience barriers to learning (7)</p>	M/J 2011	7				

#	QUESTION	YEAR	MARK ALL				
38	<p>3 9 List four of the most important stakeholders involved in the educational network of support at school-based / institutional level (2)</p> <table border="1" data-bbox="365 309 1467 579"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> </table>	1	2	3	4	M/J 2011	2
1							
2							
3							
4							
39	<p>4 1 List four of the identification procedures (techniques) from which you as a teacher can select those that are applicable to your early identification of learners who experience barriers to learning in your phase of specialisation (2)</p> <table border="1" data-bbox="365 916 1451 1185"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> </table>	1	2	3	4	M/J 2011	2
1							
2							
3							
4							
	<p>a) observation b) Questioning c) Parental assessment</p>						

#	QUESTION	YEAR	MARK ALL
	d) Peer assessment		
40	<p>4 2 Discuss one of the following adapted assessment techniques to assess learners who experience barriers to learning and indicate the advantages and disadvantages of these techniques (keep your phase of specialisation in mind)</p> <p>4 2 1 Formal observation 4 2 2 Keeping a portfolio 4 2 3 Interviews</p> <p style="text-align: right;">(8)</p>	M/J 2011	8
	<p>4 2 1 Formal observation</p> <p>Observation is a conscious analysis of something fleetingly observed. This form of observation allows for reflection of snap judgments made when learners actions or behavior catch our attention. Observation as an assessment technique must be deliberate, questioned, reflected on, analyzed and recorded in order to pick up patterns in performance or behavior which may be related to something that needs further investigation, eg. A learner day-dreaming too often in class may be an undetected petit-mal candidate. Observation demands a sharp eye, a keen ear, and sound memory. Parents and peers are also sources of important information about a learner. Observation must be done in casual settings as well as serious settings s during academic tasks in order to gather holistic data on the learner. It prevents teachers from jumping to conclusions about what may be once – off circumstances.</p> <p>4 2 2 Keeping a portfolio :</p> <p>A learner’s portfolio consists of a collection of the learner’s best works which can vary from drawings to written work to a project – in fact anything that the teacher or learner consider valuable for assessment. Items can even include audio or video cassettes. The collection may be stored in personal boxes or large stitched bags which can be nailed to the wall to facilitate storage space, Portfolios are a form of continuous assessment technique which collects works throughout the year. The choice of inclusion of work by learners is as significant as the evaluation since by choosing learners sharpen critical faculties. They assess their own outcomes</p>		

#	QUESTION	YEAR	MARK ALL
	and evaluate own progress towards achieving the criteria. Teachers value portfolios as a tangible demonstration of progress & development in one or all areas. It provides evidence to parents, principle, other teachers, or governing body. Also it serves as a basis for interviews and discussions with individual learners who may be identified as having special needs.		
	<p>Adapted assessment techniques</p> <p>Observation, listening & questioning</p> <p>all situations & circumstances, monitoring behaviour & emotional responses.</p> <p>Keeping a portfolio it contains an assortment of learners work, a learner selects his own work to be placed in the portfolio.</p> <p>Interviews with stakeholders Parents, other teachers, the learner him/herself & other role players, arrange interviews, take notes, atmosphere be conducive, concentrate on specific that will be useful in developing supportive relationships.</p>		
41	<p>5 1 Explain the concept "learning support"</p>	M/J 2011	2
	Learning support can be defined as all activities that increase the capacity of a school to respond to diversity (CSIE 2000:11). Identify & assess barriers to learning, plan & implement a support programme & adapt teaching strategies and discover teaching approaches that you will be able to use again.		
	Learning support refers to assistance provided to learners who experience any form of barriers to learning or who require special needs in education in order to overcome or remove the barrier to		

#	QUESTION	YEAR	MARK ALL					
	learning and advance academic progress. Such support comes from a vast no. of levels, eg. Teachers, schools, government support teams, parents, community, and other stakeholders who have an interest in the child's learning success.							
42	3.10 Critically explain the inclusive institutional level support network with the emphasis on the support to the teacher in their support of learners who experience barriers to learning (8)	M/J 2011	8					
43	<p>5 2 List four aspects of the curriculum that you consider to be important in your planning of the learning support programme in your phase of specialisation (2)</p> <table border="1" data-bbox="367 775 1447 1102"> <tr> <td data-bbox="367 775 1447 839">List the curriculum aspects</td> </tr> <tr> <td data-bbox="367 839 1447 903">1</td> </tr> <tr> <td data-bbox="367 903 1447 967">2</td> </tr> <tr> <td data-bbox="367 967 1447 1031">3</td> </tr> <tr> <td data-bbox="367 1031 1447 1102">4</td> </tr> </table>	List the curriculum aspects	1	2	3	4	M/J 2011	2
List the curriculum aspects								
1								
2								
3								
4								
	<p>List the curriculum aspects</p> <p>1 learning outcomes 2 use of teaching aids, or material 3 teaching strategies 4 assessment strategies</p>							

#	QUESTION	YEAR	MARK ALL
44	<p>5.3 Discuss, with the aid of examples, SIX adapted strategies for the entire class to accommodate learners who experience barriers to learning in your phase of specialisation (6)</p>	M/J 2011	6
	<p>1) Encourage learners to think aloud, e.g. When debating a certain point during a discussion allow learners to voice their thoughts, or while doing a maths problem to voice sequential or logical sequence of thoughts.</p> <p>2) Encourage questions, e.g. ask learners if they have something to ask in order to promote the asking of questions during class discussion, what do you want to ask me regarding child abuse?</p> <p>3) Allow opportunities for feedback, e.g. During discussion throw a topic for discussion and ask for opinions and encourage reciprocated feedback regarding the topic, What do you think was going through her mind during the funeral?</p> <p>4) Provide clues for use in the solution of problems, e.g. Direct a learner towards certain options when problem solving, eg. What happens if you add or multiply the components? The learner will exercise the clue to reach the answer.</p> <p>5) Integrate what was learned previously with the next step, e.g. when engaging in Profit & Loss problems in MATHs, integrate the topic of percentages into the topic since the method of solving problems from both topics is the same.</p> <p>6) Make provision for revision, e.g. Allocate a part of the beginning of a lesson to recap and revise a section of the lesson that was done before starting a new section. Also revision of work could be allocated to a time outside of school time...</p>		
45	<p>1. School policies and ethos can be barriers to learning when they do not reflect the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms. How can you influence and encourage principals to accommodate learners who experience barriers to learning</p>	O/N 2014	5
	<p>(Can also transfer answer from how to motivate teachers and relate it to the principal) The principal is key to creating an inclusive environment because he is the leader and model of the entire school. This can be done in a variety of ways including the following: □ The principal should have an overall concept of what inclusion means. He must understand that inclusion is about developing inclusive communities and education systems. Inclusion is</p>		

#	QUESTION	YEAR	MARK ALL
	<p>based on a value system that invites and celebrates difference and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement and disability. The principal needs to realise that inclusion is about ensuring the access, active participation and success of everyone regardless of such markers of differences, particularly for learners from vulnerable groups. Inclusion is about more than just “special needs” and disabilities, and is concerned with reform that embraces and supports diversity, equality and collective belonging. If the principal knows and understands the above, he will be able to formulate school policies which are not marginalizing or excluding of any learner. These policies must ensure that</p> <p>they do not refuse admission to other learners on the basis of disability.</p> <ul style="list-style-type: none"> □ The principal of the school must create the inclusive ethos of the school. ‘Ethos’ has been defined as “the character-based spirit of a community as seen in its goals and aspirations.” He should also develop an ‘ethos statement’, based on the principle of inclusivity, to help establish a culture of support in which specific policies based on non-discrimination can be recognised, valued and enabled to flourish. □ In order to ensure an inclusive environment, the principal should have an inclusive admissions policy. The admissions policy should not discriminate <p>against or refuse entry to any learner based on any markers of difference. The admissions policy should encourage the admissions of any child.</p> <ul style="list-style-type: none"> □ The principal should help the teachers build an inclusive environment by providing opportunities for them to be trained on accommodating diversity when teaching. The teachers could, for example, be sent on a training course on teaching learners with visual disability etc. He/she must have a positive attitude towards learners with learning barriers or disabilities. He/she should not be discriminating or impolite towards the learners in any way. □ The responsibility of providing adequate resources and assistive devices for those learners who need them lies on the principal of the school. He should provide whatever resources he is able to, for example, Braille for learners who are blind etc. □ All learners have different needs and different learning styles and will <p>therefore require different devices. The principal of the school should be sensitive towards these</p>		

#	QUESTION	YEAR	MARK ALL
	<p>diverse needs and accommodate them when possible.</p> <p>□ With regards the diverse learner needs, the principal should be able to respond to these needs and support the child wherever necessary and whenever possible.</p> <p>The principal is the one who needs to ensure that the inclusive environment is run smoothly and that both his teachers and learners are supported and included by whatever means necessary.</p> <p>The principal can also be reminded about how the previous education system treated children with disabilities and children with barriers to learning. The inclusive education system is all about including all learners and not discriminating anyone</p>		
	<p>The reorientation and training of the institutional support team is key in the provision of support at a full-service (inclusive) school. Discuss this idea and give examples</p>	M/J 2014	25
	<p>The guiding principles for the new education and training system focus on:</p> <ul style="list-style-type: none"> ✓ Protecting the rights of all people and ✓ making sure that all learners are treated fairly. ✓ Making sure that all learners can participate fully and equally in education and society. ✓ Making sure that all learners have equal access to a single, inclusive education system. ✓ Making sure that all learners can understand and ✓ participate meaningfully with the teaching and learning processes in schools. ✓ Addressing and ✓ correcting inequalities of the past in education. ✓ Making sure that there is community involvement in changing the education system. 		

#	QUESTION	YEAR	MARK ALL
	<p>✓ Making sure that education is as affordable as possible for everyone.</p> <p>The goal for the new education and training system is to: Build an inclusive education and training system that provides good quality education for all learners over the next 20 years. To do this, the Department of Education planned to:</p> <ul style="list-style-type: none"> ✓ Strengthen the weaknesses in the education system as it is now; ✓ Include more of the learners that are not receiving education into the education system, and provide more opportunities for learners to be educated; ✓ Help teachers and other education support services to meet the needs of all learners; and ✓ Make sure that all of these changes are happening successfully. <p>By doing this over the next 20 years, the Department of Education will be developing an inclusive education and training system that will identify and address barriers to learning, and recognise and accommodate the different learning needs of all learners.</p> <p>So, what is an inclusive education and training system? An inclusive education and training system is one that:</p> <ul style="list-style-type: none"> ✓ Recognises and respects the differences among all learners, and builds on their similarities; ✓ Supports all learners, teachers and the system as a whole so that all learning needs can be met. This means developing ways of teaching that help teachers to meet the different learning needs of all learners. ✓ Focuses on overcoming and getting rid of the barriers in the system that prevent learners from succeeding. <p>Teacher training and classroom support</p> <ul style="list-style-type: none"> ✓ The teacher training courses can be held at the teacher's own schools or at a venue within the district. 		

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	<ul style="list-style-type: none"> ✓ In addition, members of the training teams also supported teachers in their classrooms between the training courses. This was to help the teachers to put into practice what they had learned on the training courses. ✓ It is important to understand that it's not the workshops alone that helps teachers to develop new knowledge, attitudes and skills. There are three other reasons for the success of the training. ✓ These are, the training and classroom support approach, the school-based approach, and the involvement of communities and universities in the training and support. <p>The training and classroom support approach</p> <ul style="list-style-type: none"> ✓ Teachers have learned from experience in the past, that training workshops alone do not bring about real change in classrooms and schools. ✓ Teachers also need support in their classrooms after they have been trained so that they can practise what they have learned in workshops. For this reason, the pilot project used a combination of training workshops and classroom support activities for teachers. ✓ The classroom support activities involved action research. This is when a researcher works with a teacher in their classroom to see how they are teaching. In this way, the researcher helps the teachers to think about (or reflect on) how they can improve the way they are teaching and doing things. ✓ The researcher also helps teachers to develop the skills to reflect on their own teaching so that they become independent reflective teachers. ✓ The combination of training at schools, and action research support in the classrooms was one of the main strengths of the project. This is what an evaluator said about this approach to supporting teachers: <p style="text-align: center;">“The classroom-based support and action research processes provide the basis for an excellent model of participatory, interactive facilitation and learning processes”</p>		

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	<p>The school-based approach</p> <ul style="list-style-type: none"> ✓ A school-based approach means that the training and support activities happen at the school as part of the normal staff development programme. ✓ In this project, the school-based approach was very successful. This is because it avoided the uncoordinated 'overload' of in-service courses that many teachers complain about. It also promoted staff development programmes in schools. <p>Participation by universities and community organizations</p> <ul style="list-style-type: none"> ✓ A community partnership approach was also used in the pilot project. This is in line with other developments in South Africa, and in other countries. ✓ It involved bringing together universities, community organizations and the Department of Education in groups called consortiums. The consortiums played a very important role in the project. ✓ They developed the training and capacity building programmes and materials for teachers, education officials and other role players. ✓ They also supported teachers through ongoing action research in the schools and the district as a whole. 		
	<p>The guiding principles for the new education and training system focus on:</p> <ul style="list-style-type: none"> □ Protecting the rights of all people and □ making sure that all learners are treated fairly. □ Making sure that all learners can participate fully and equally in education and society. □ Making sure that all learners have equal access to a single, inclusive education system. □ Making sure that all learners can understand and 		

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	<p>□ participate meaningfully with the teaching and learning processes in schools.</p> <p>□ Addressing and correcting inequalities of the past in education.</p> <p>□ Making sure that there is community involvement in changing the education system.</p> <p>□ Making sure that education is as affordable as possible for everyone.</p> <p>The goal for the new education and training system is to: Build an inclusive education and training system that provides good quality education for all learners over the next 20 years. To do this, the Department of Education planned to:</p> <p>□ Strengthen the weaknesses in the education system as it is now;</p> <p>□ Include more of the learners that are not receiving education into the education system, and provide more opportunities for learners to be educated;</p> <p>□ Help teachers and other education support services to meet the needs of all learners; and</p> <p>□ Make sure that all of these changes are happening successfully.</p> <p>By doing this over the next 20 years, the Department of Education will be developing an inclusive education and training system that will identify and address barriers to learning, and recognise and accommodate the different learning needs of all learners.</p> <p>So, what is an inclusive education and training system? An inclusive education and training system is one that:</p> <p>□ Recognises and respects the differences among all learners, and builds on their similarities;</p> <p>□ Supports all learners, teachers and the system as a whole so that all learning needs can be met. This means developing ways of teaching that help teachers to meet the different learning needs of all learners.</p>		

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	<p>☐ Focuses on overcoming and getting rid of the barriers in the system that prevent learners from succeeding.</p> <p>Teacher training and classroom support</p> <p>☐ The teacher training courses can be held at the teacher's own schools or at a venue within the district.</p> <p>☐ In addition, members of the training teams also supported teachers in their classrooms between the training courses. This was to help the teachers to put into practice what they had learned on the training courses.</p> <p>☐ It is important to understand that it's not the workshops alone that help teachers to develop new knowledge, attitudes and skills. There are three other reasons for the success of the training.</p> <p>☐ These are, the training and classroom support approach, the school-based approach, and the involvement of communities and universities in the training and support.</p> <p>The training and classroom support approach</p> <p>☐ Teachers have learned from experience in the past, that training workshops alone do not bring about real change in classrooms and schools.</p> <p>☐ Teachers also need support in their classrooms after they have been trained so that they can practise what they have learned in workshops. For this reason, the pilot project used a combination of training workshops and classroom support activities for teachers.</p> <p>☐ The classroom support activities involved action research. This is when a researcher works with a teacher in their classroom to see how they are teaching. In this way, the researcher helps the teachers to think about (or reflect on) how they can improve the way they are teaching and doing things.</p> <p>☐ The researcher also helps teachers to develop the skills to reflect on their own teaching so that</p>		

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	<p>they become independent reflective teachers.</p> <ul style="list-style-type: none"> □ The combination of training at schools, and action research support in the classrooms was one of the main strengths of the project. This is what an evaluator said about this approach to supporting teachers: “The classroom-based support and action research processes provide the basis for an excellent model of participatory, interactive facilitation and learning processes <p>The school-based approach</p> <ul style="list-style-type: none"> □ A school-based approach means that the training and support activities happen at the school as part of the normal staff development programme. □ In this project, the school-based approach was very successful. This is because it avoided the uncoordinated „overload“ of in-service courses that many teachers complain about. It also promoted staff development programmes in schools. <p>Participation by universities and community organizations</p> <ul style="list-style-type: none"> □ A community partnership approach was also used in the pilot project. This is in line with other developments in South Africa, and in other countries □ It involved bringing together universities, community organizations and the Department of Education in groups called consortiums. The consortiums played a very important role in the project. □ They developed the training and capacity building programmes and materials for teachers, education officials and other role players. □ They also supported teachers through ongoing action research in the schools and the district as a whole. <p>The Education White Paper 6 states the following regarding support: “The Ministry believes that the key to reducing barriers to learning within all education and</p>		

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	<p>training lies in a strengthened education support service. This strengthened education support service will have, at its centre, new district-based support teams that will comprise staff from provincial, district, regional and head offices and from special schools. The primary function of these district support teams will be to evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and training centres, colleges and higher education institutions to recognise and address severe learning difficulties and to accommodate a range of learning needs.</p> <p>At the institutional level, in general, further and higher education, we will require institutions to establish institutional-level support teams. The primary function of these teams will be to put in place properly coordinated learner and educator support services. These services will support the learning and teaching process by identifying and addressing learner, educator and institutional needs. Where applicable, these teams should be strengthened by expertise from the local community, district support teams and higher education institutions. District support teams will provide the full range of education support services, such as professional development in curriculum and assessment, to these institutional-level support teams.</p> <p>The Ministry will also investigate how, within the principles of the post-provisioning model, designated posts can be created in all district support teams. Staff appointed to these posts can, as members of the district support team, develop and co-ordinate school-based support for all educators.</p> <p>The Ministry recognises that the success of this approach to addressing barriers to learning and the provision of the full range of diverse learning needs rests with education managers and educator cadre. Accordingly, and in collaboration with provincial departments of education, the Ministry will, through the district support teams, provide access for educators to appropriate pre-service and in-service education and training and professional support services. The Ministry will also ensure that the norms and standards for the education of educators, trainers and other development practitioners will include competencies in addressing barriers to learning and provide for the development of specialised competencies such as life skills, counselling and learning support.”</p> <p>Training of educators and staff of all schools is the key to providing efficient support within a district of schools. In the foundation phase for example, a learner struggles to see the board clearly, the government/ department of education should send in a trained professional to test the</p>		

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	<p>learners eye sight. Once it has been confirmed that the child does have a vision impairment, that professional could then train the staff who teach the learner how to help him/her to learn. The child should of course get a pair of glasses which could help correct their eye sight but in some cases the vision impairment could be too server for spectacles to correct. Therefore it is evident that frequent reorientation and training in vital in the provision of a good, effective support team, at all level of education.</p>		
	<p>Discuss the origin of Education White Paper 6 and it's implication for the implementation in your phase with learners who experience barriers to learning</p>	M/J 2014	
	<p>One of the key motivations for the proposed structure and ideology of an inclusive education system was based on the findings of a National Commission's review in 1997 of the key barriers in the South African context. These rendered a large number of children and adults vulnerable to learning breakdown and sustained exclusion from education.</p> <p>In October 1996 the Ministry of Education decided to determine how the old Department of Education managed and accommodated the needs of learners who experienced learning difficulties and disabilities. Two teams were set up to accomplish this and to make recommendations on improving all aspects of special needs and support services in education and training in South Africa. These teams were the National Commission on Special Needs in Education and Training, and the National Committee on Education Support Services. The two research teams presented a draft report to the Minister of Education in November 1997. The final report was published by the Department of Education in February 1998. The public was invited to read the report and to give feedback and advice to the Department of Education Department of Education.</p> <p>The report, Education for All (Department of Education, 1997:5-40), contained the following aspects:</p> <ul style="list-style-type: none"> □ Under the apartheid education system education for learners who experienced learning difficulties and learners with disabilities, was known as special education. These learners were known as learners with special education needs. 		

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	<p> <input type="checkbox"/> Special education and support services had been provided mainly for a small number of learners with special education needs, in special classes in ordinary schools or in special schools. </p> <p> <input type="checkbox"/> Special education and support services were provided on a racial basis with the best resources going to the white learners. </p> <p> <input type="checkbox"/> Most learners with disabilities were either not in special schools or had never attended school. A few were in ordinary schools unable to adequately meet their needs. </p> <p> <input type="checkbox"/> In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school. </p> <p> <input type="checkbox"/> While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected. </p> <p> <input type="checkbox"/> In response to this situation the report made many recommendations that the Department of Education included in its new policy, which is briefly discussed below. </p> <p> The Department of Education took this report and its recommendations seriously and initiated a new policy in July 2001. The policy was called Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System. </p> <p> This policy provided guidelines for the new education system it was going to create in South Africa to ensure all learners would have equal opportunities for education. Furthermore, the policy stressed the fact that learners with special or diverse needs should be accommodated in mainstream classrooms. In this policy the Department of Education committed itself to promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society. </p> <p> The guiding principles for the new education and training system focus on (Department of Education, 2001): </p> <p> <input type="checkbox"/> Protecting the rights of all people and making sure that all learners are treated fairly. Making sure that all learners can participate fully and equally in education and society. </p> <p> <input type="checkbox"/> Making sure that all learners have equal access to a single, inclusive </p>		

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	<p>education system.</p> <ul style="list-style-type: none"> □ Making sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools. Addressing and correcting inequalities of the past in education. □ Making sure that there is community involvement in changing the education system. □ Making sure that education is as affordable as possible for everyone. 		
	<p>Implications of inclusive education (IE)</p>		
	<ul style="list-style-type: none"> □ Training – teachers needs to be empowered in IE □ Positive attitude towards IE- to be able to accommodate learners with diverse needs and support them, teachers need to accept those who are different. □ Differentiate the curriculum, e.g. plan a learning support programme. □ Collaborate with stakeholders, e.g. health services (nurses, psychologists, doctors etc), social services, community, NGOs, etc. 		
	<p>Challenges to the teacher</p>		
	<ul style="list-style-type: none"> □ Support IE, □ Advocate and raise awareness, □ embrace diversity, □ change perceptions and attitudes, □ stop discrimination, □ Address the barriers or needs of all learners, □ Accept people who are facing challenges 		
	<p>The origin of education white paper 6 and its implications for the implementation (the process of inclusive education in South Africa)</p>		

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	<p>□ One of the key motivations for the proposed structure and ideology of an inclusive education system was based on the findings of a National Commission's review in 1997 of the key barriers in the South African context which rendered a large number of children and adults vulnerable to learning breakdown and sustained exclusion.</p> <p>□ In October 1996 the Ministry of Education decided to determine how the old Department of Education managed and accommodated the needs of learners who experienced learning difficulties and disabilities.</p> <p>□ Two teams were set up to accomplish this and to make recommendations on improving all aspects of special needs and support services in education and training in South Africa.</p> <p>□ These teams were the National Commission on Special Needs in Education and Training, and the National Committee on Education Support Services. The two research teams presented a draft report to the Minister of Educa</p> <p>in November 1997.</p> <p>□ The final report was published by the Department of Education in February 1998. The public was invited to read the report and to give feedback and advice to the Department of Education Department of Education.</p> <p>□ The report, Education for All (Department of Education, 1997:5-40) contained the following aspects:</p> <p>□ Under the apartheid education system education for learners who experienced learning difficulties and learners with disabilities, was</p> <p>known as special education. These learners were known as learners with special education needs.</p> <p>□ Special education and support services had been provided mainly for a small number of</p>		

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	<p>they could develop and extend their potential and participate as equal members of society.</p> <ul style="list-style-type: none"> □ The guiding principles for the new education and training system focus on <p>(Department of Education, 2001):</p> <ul style="list-style-type: none"> □ Protecting the rights of all people and making sure that all learners are treated fairly. □ Making sure that all learners can participate fully and equally in education and society. □ Making sure that all learners have equal access to a single, inclusive education system. □ Making sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools. □ Addressing and correcting inequalities of the past in education. □ Making sure that there is community involvement in changing the education system. □ Making sure that education is as affordable as possible for everyone 		
	<p>List and discuss the principles of inclusive education and their relevance for your school</p>	MAY 2012	
	<p>The Principles and values contained in the Constitution and in the White Papers on Education and Training includes among others: the right to equality, protection from discrimination, respect for human diversity, the right to equal benefit and protection from the law, redress of past inequalities faced by previously disadvantaged groups in order to create equal opportunities for all people, and an education system that is accessible and responsive to all learners</p> <p>Human rights and social justice for all learners: All learners must enjoy equal rights and protection of human dignity. This means that each learner has the right to quality education, and to be treated with dignity and respect.</p>		

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	<p>Participation and social integration: All learners must be given the chance to partake in their communities, being provided with the widest possible educational and social opportunities. Centres of learning must support and promote social integration in these communities so that mutual respect is fostered.</p> <p>Equal access to a single, inclusive education system: Suitable and effective education must be organised in such a way that all learners have admission to a single education system that is open to diversity. No learners should be prevented from participating in this system, irrespective of their physical, intellectual, social, emotional, language, or other differences.</p> <p>Access to the curriculum: All learners are entitled to participate in the common education curriculum. All aspects of the curriculum (including what is taught and how it is taught and assessed, teaching and learning materials, and the learning environment) should therefore be available to all learners. Where necessary, learners must be provided with the essential support to enable them to access the curriculum effectively.</p> <p>Equity and redress: Educational change must focus on eliminating past inequalities in education provision and must make certain that all learners have equal opportunity to benefit from the education system and society as a whole. Barriers which formerly isolated particular learners from education and the general community should be overcome, and processes developed to facilitate their integration into education and society as a whole. Particular attention must be paid to improving access to lifelong learning for learners with disabilities in disadvantaged and rural areas, in particular to those excluded from education provisioning in the past and present.</p> <p>Community responsiveness: Education must be relevant and significant to the lives of all learners. This means that their education should train them for both work and life. This includes ensuring the successful integration of all learners into society. A community-responsive education system is also one which facilitates optimal and effective involvement of the community in the education of learners at all levels. The development of strong links between the centre of learning and the community is therefore a fundamental prerequisite to ensure that all needs are addressed and appropriate support provided. The strengths of community support already present in most parts of South Africa should be drawn on to achieve this.</p>		

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	<p>Cost effectiveness: There is a need to create a system of education provision and support for all learners that is appropriate, effective, affordable, implementable and sustainable.</p> <p>White Paper 6 on inclusive education and training:</p> <ul style="list-style-type: none"> ☐ Acknowledges that all children and youth can learn and that they all need ☐ Acknowledges that all children and youth can learn and that they all need support ☐ Accepts and respects that all learners are different and have different learning needs which are equally valued ☐ Acknowledges and respects differences in learners whether due to age, gender, ethnicity, language, class, and disability or HIV status. Caters for learners' diverse needs / acceptance of diversity. ☐ Is broader than formal schooling. There is also learning in the home and community and within formal and informal structures ☐ Is about changing attitudes, behaviours, teaching methodologies, curricula and the environment to meet the needs of all learners ☐ Is about adapting education structures, the system and learning methodologies to meet the needs of all learners ☐ Maximizes the participation of all learners and identifies and minimizes barriers to learning ☐ Empowers learners by developing individual strengths and enabling them to participate critically in the learning process. ☐ Provision of education to all learners (cater for intensity level of support learners' needs. ☐ Enables education structures, systems and learning methodologies to meet the needs of all learners. ☐ Acceptance that all learners can learn but not at the same pace. ☐ Respect for human dignity. ☐ Respect for human rights. ☐ Equality. 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Quality education for all. <input type="checkbox"/> Basic education for all <input type="checkbox"/> Access to basic education. <input type="checkbox"/> Catering for diversity at various levels of support. <input type="checkbox"/> Involve of parents/caregivers and community. <input type="checkbox"/> Focus on the abilities of the learners and not on the "problems" or "what is wrong". <input type="checkbox"/> Acceptance of the learner as he or she is <input type="checkbox"/> Is learner-centred <p>How these principles are relevant to your school?</p> <p>In applying all these principles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Protects the rights of all people and makes sure that all learners are treated fairly. <input type="checkbox"/> Makes sure that all learners can participate fully and equally in education and society. <input type="checkbox"/> Makes sure that all learners have equal access to a single, inclusive education system. <input type="checkbox"/> Makes sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools. <input type="checkbox"/> Addresses and corrects inequalities of the past in education. <input type="checkbox"/> Makes sure that there is community involvement in changing the education system. <input type="checkbox"/> Makes sure that education is as affordable as possible for everyone. 		
	Name phase of specialization, misconceptions about HIV/AIDS	MAY 2012	
	Critically discuss the misconceptions with communities about HIV and Aids		
	Grade R – 3 Foundation Phase		
	<p>1 My phase of specialisation is Foundation Phase from grade 1 to grade 3. It also includes Early Childhood Education right up to Grade R.</p> <p>1 There are some really damaging misconceptions going around within communities about HIV/AIDS. The only way to counteract this damaging and false information is to educate the</p>		

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	learner and community. There is no known cure for AIDS as yet -		
	<p>Below are some of the misconceptions:</p> <ol style="list-style-type: none"> 1 Taking Immune Boosters or Vitamins can cure AIDS - while taking the correct doses of vitamins and eating a healthy diet, exercising, not smoking and cutting down on drinking, can keep you healthy. Large doses of vitamins or immune boosters can be damaging to your health. 2 Mosquitoes can transmit HIV/AIDS – they cannot, they do not inject the blood from people that they have bitten to other people. We cannot get HIV/AIDS from insects or animals such as monkeys, spiders or snakes. Only humans carry the virus. 3 Condoms don't work – if a condom is used more the once, if it breaks or the condom date has expire then yes the condom won't work effectively. Correctly used condoms are almost 100% effective. 4 Having sex with a virgin will cure HIV – this idea has been around for a long time, there is some evidence of people actually believing this and acting on it. This is only a misconception and myth, it is not true.HIV was invented to get rid of Black people and homosexuals – there is no evidence to support this claim and people should not be taught to believe plots devised to cause problems within the community. 5 There are HIV positive criminals waiting to stab victims with injections – unfortunately we cannot say whether a person has or has not been a victim of such an incident, but it is a misconception for the community to think that there are people waiting to stab them with needles injected with the HIV virus. The same goes for one-night stands where people sleep with an unknown stranger and they leave notes on the bed saying that they have now been infected with the HIV virus. 6 HIV/AIDS is a black person's disease only – all race groups in South Africa are susceptible to the virus. 		
	Grade 4-6 Intermediate phase, ages 10-12, in an ordinary primary school.		
	<p>☐ Sexual intercourse with a virgin will cure AIDS.</p> <p>(Sex with an uninfected virgin does not cure an HIV infected person, such contact will expose the uninfected individual to HIV)</p>		

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	<p><input type="checkbox"/> If a person is very thin they have HIV.</p> <p>(The belief is that individuals who are infected will appear in a certain way – different than an uninfected person, HIV infections cannot be detected based on appearance. Disease progression can occur over a long period of time before the onset of symptoms.)</p> <p><input type="checkbox"/> If a person coughs a lot.</p> <p><input type="checkbox"/> HIV cannot be transmitted through oral sex.</p> <p>(Oral sex has a much lower HIV infection risk; risk of infection from a single encounter is small but increases with frequency.)</p> <p><input type="checkbox"/> HIV is transmitted by mosquitoes.</p> <p>HIV is not transmitted in this manner; mosquitoes don't inject the blood of previous victim into the person they bite next. Inject their saliva – may carry other diseases – malaria, yellow fever etc.)</p> <p><input type="checkbox"/> HIV survives for only a short time outside the body.</p> <p>(HIV can survive @ room temp outside the body for hours if dry and for weeks if wet-syringes/needles)</p> <p><input type="checkbox"/> An HIV infected mother cannot have children.</p> <p>(HIV infected woman are still fertile – risk of miscarriage, transmitting HIV to unborn 15-30%)</p> <p><input type="checkbox"/> HIV can be spread through casual contact with an infected person.</p> <p>(One cannot become infected through day-to-day contact- shaking hands, dry kiss, hugging, in social settings.)</p> <p><input type="checkbox"/> HIV can infect only homosexual men & drug users.</p> <p>(HIV can infect anybody regardless of age, sex, ethnicity or sexual orientation.)</p> <p><input type="checkbox"/> HIV is the same as AIDS.</p> <p>(False. HIV=virus that causes the immune system to break down, result of this breakdown = AIDS (collection of symptoms).</p>		

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	<p>□ A cure for AIDS. (Symptoms may be treated, but that does not constitute a cure.)</p>		
	<p>Adjusting educational practices to accommodate a learner who is affected by HIV/AIDS</p>	MAY 2012	
	<p>Few teachers have been trained to cope with the educational, social and psychological consequences of HIV and Aids. First you need to make sure that you know the correct facts about the virus and how it is transmitted. Teachers in all learning areas need to be able to facilitate responsible decision-making with learners. To be an effective educator you need to be aware of your own values, beliefs, feelings and behaviour, because what you believe, feel and do in the classroom will convey either a positive or negative message around the learner affected with HIV and Aids as well as all the other learners. Here are some questions I would ask myself and other educators:</p> <p><i>How does HIV and Aids affect your teaching?</i></p> <ol style="list-style-type: none"> 1 How do you feel about teaching learners who may be infected and affected? 2 Do you feel able and equipped to integrate this topic into your teaching? 3 What do you still need to learn or change to be an effective HIV and Aids educator? <p>Once the educator is aware of his/her attitude towards HIV and Aids and those infected or affected, they will be able to make sure that they create a safe and supportive school and classroom environment that will encourage learners to share with them any problems that might be affecting their ability to concentrate and learn.</p> <p>HIV and Aids worsens already existing problems, such as poverty, and often the teacher is the only person a learner can turn to for help.</p> <p>Some ideas to help create a supportive environment for vulnerable children include:</p> <ol style="list-style-type: none"> 1 Involve the community in setting up a feeding scheme and/or a vegetable garden 2 Form personal relationships with specific social workers at the department or with the social welfare organisation, to ensure the basic needs of the learners are met and that social 		

#	QUESTION	YEAR	MARK ALL
	<p>welfare can be accessed</p> <p>3 Set up a clothing exchange system where uniforms can be donated or swapped. Hold regular information meetings for parents and caregivers about how to reduce the vulnerability of children. In addition to these practical actions, the school should try to create an environment in which the learners feel loved, secure and valued. This will help them to learn and develop holistically. Something as simple as smiling and greeting each learner by name can make a tremendous difference to their.</p> <p>Some things that can be done to help</p> <ol style="list-style-type: none"> 1 Invite HIV-positive people who are of a similar age and background to the learners into the class to chat to them. Use stories or case studies of real-life people to illustrate that one can live positively with HIV. 2 When choosing your material, choose carefully to respect the cultural beliefs of your learners and the community they live in. Be very careful to choose age-appropriate material. 3 Think about how you speak about HIV and Aids—referring to it as “that disease” or to people living with HIV/Aids as “victims” may send the wrong message. 4 Make your classes interactive — young people learn more when they are engaged, involved and having fun. 		
	<ul style="list-style-type: none"> ☐ Make allowances for a child who needs to take ARV while maintaining confidentiality. ☐ Refer any child who requires special intervention e.g. occupational, speech & learning support teachers. ☐ ECD practitioners should monitor development & progress early so that they can provide early interventions. ☐ Provide space for learners if they need to rest (feeling tired or sick from medication) ☐ Keep the HIV status of a learner confidential. ☐ In order to get rid of misconceptions of HIV in the classroom help your learners understand the concept (HIV/AIDS) ☐ Learners can take many sick days (because of AIDS) make sure the learners don’t fall behind and help those who do to catch up. ☐ Do not discriminate against learners with HIV/AIDS, treat everybody in the classroom the same. 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> ☐ Make sure the school has a good health policy in place. ☐ The teacher should have a good relationship with the HIV infected learner"s parent, to notify any progress or report any problems. <p>Also notify these parents of any illnesses in or at the school (as the learner with HIV has a weak immune system)</p>		
	<p>The Inclusive education approach in ordinary schools</p>		
	<ul style="list-style-type: none"> ☐ Inclusive education means that all schools should accommodate all learners regardless of their physical, intellectual, social, emotional, and linguistic or any other conditions. ☐ This should include disable and gifted learners, street and working learners, learners from remote city populations, learners from language, ethnic or cultural minorities and learners from other disadvantaged or marginalised areas or groups. ☐ Ordinary Schools cater for learners who are in need of low-intensity support. ☐ The teachers are supported by the district-based support team which organises support and draws its resources from the other types of schools. ☐ Learners in need of more support can also be moved to any of the other schools for a short period of time to receive specialised education until they are able to cope in the ordinary school, or support can be rendered in the school by experts from the district-based support teams. ☐ Every child should receive education that is equal to all. There should be no form of discrimination against any disability, no matter what type it is, in line with theme "school for all." ☐ To implement this is very challenging for South Africa and most other countries. ☐ Our constitution gives all citizens the right to basic education and is against discrimination against anybody on any grounds. 		
	<p>31 Inclusive education means that all schools should accommodate all learners regardless of their physical, intellectual, social, emotional, and linguistic or any other conditions.</p>		

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	<p>32 This should include disable and gifted learners, street and working learners, learners from remote city populations, learners from language, ethnic or cultural minorities and learners from other disadvantaged or marginalised areas or groups.</p> <p>33 Ordinary Schools cater for learners who are in need of low-intensity support.</p> <p>34 The teachers are supported by the district-based support team which organises support and draws its resources from the other types of schools.</p> <p>35 Learners in need of more support can also be moved to any of the other schools for a short period of time to receive specialised education until they are able to cope in the ordinary school, or support can be rendered in the school by experts from the district-based support teams.</p> <p>36 Every child should receive education that is equal to all. There should be no form of discrimination against any disability, no matter what type it is, in line with theme “school for all.”</p> <p>37 To implement this is very challenging for South Africa and most other countries.</p> <p>38 Our constitution gives all citizens the right to basic education and is against discrimination against anybody on any grounds.</p>		
	<p><i>Critically discuss implications of Inclusive Early childhood education</i></p>		
	<ol style="list-style-type: none"> 1 Training – Teachers need to be empowered in Inclusive Education. 2 Positive attitude towards IE – To be able to accommodate learners with diverse needs and support them, teachers need to accept learners who are different. 3 Differentiate the curriculum 4 Collaborate with stakeholders Challenges to the teacher – Support Inclusive Education, advocate it and raise awareness of it, embrace diversity, change perceptions and attitudes, stop discrimination, address the barriers or needs of all learners, accept people who face challenges. 		
	<p>Discuss, with the aid of examples, the causes of barriers within the young learner and mention the manifestations</p>	MAY 2012	

#	QUESTION	YEAR	MARK ALL
	<p>Intrinsic barriers</p> <p>Prenatal</p> <p>Examples of causes</p> <p>Incompatible of blood groups Defective placenta Radiation Harmful infection of the mother Viruses</p> <p>Manifestations</p> <p>Cerebral damage Brain damage Epilepsy Heart trouble Visual, hearing, intellectual impairments</p> <p>Perinatal</p> <p>Complications during birth Birth presentation Prolonged birth (too long) Instrument delivery Caesarean section Anesthetics and painkillers Congenital infection Inadequate care</p> <p>Postnatal</p> <p>Accidents Chronic illnesses (AIDS, diabetes, asthma, viruses, Meningitis, polio)</p> <p>Brain damage Deformed head Head/brain may be injured Breathing problems Choking/ lung defects AIDS Visual, hearing, intellectual impairments Loss of senses Cerebral palsy epilepsy Impairments (physical, intellectual, sensory and other impairments such as chronic illnesses and autism) Development delays Emotional problems Behavioral problems Learning delays/difficulties</p>		
	<p>Identify and discuss teachers' tasks, responsibilities, barriers to learning and phases of specialisation</p>	<p>MAY 2012</p>	

#	QUESTION	YEAR	MARK ALL
	<p>According to the Education White Paper 6, inclusive education should pose the following challenges for teachers</p> <ul style="list-style-type: none"> ☐ Change perceptions and attitudes – to meet the needs of all learners ☐ Raise awareness ☐ Embrace diversity – it's a rich source that can be used to support learning ☐ Address the needs of all learners ☐ Accept people who are facing challenges ☐ Accept people who are different ☐ Stop discrimination ☐ Support inclusion – inclusion in education encourages inclusion in society <p>Role of educator</p> <ul style="list-style-type: none"> ☐ Mediator ☐ Researcher, Leader, Manager ☐ Assessor (early identify and assess learners who experience barriers to learning) ☐ Learner supporter (planning and implementing the learning support programme – responsibility to promote positive experiences) ☐ Cooperation with other stakeholders (ministers from church, medical doctors, therapists, parents, caregivers etc.) – this is teacher support <p>Tasks & Responsibilities (Implications for the teacher)</p> <ul style="list-style-type: none"> ☐ Training – teachers need to be empowered in IE ☐ Positive attitude towards IE – to be able to accommodate learners with diverse needs & support them, teachers need to accept those who are different 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> □ Differentiate the curriculum – e.g. plan a learning support programme □ Collaborate with stakeholders – e.g. health services (nurses/doctors/psychologists), social services, community, NGOs etc. 		
	<p>Important aspects for the curriculum that you consider to be important in you planning of the learning support program</p>		
	<ul style="list-style-type: none"> □ Curriculum differentiation □ Content □ Adaption of outcomes □ Teaching materials and aids □ Method/strategies □ Duration of the support □ The environment & management of the classroom environment (create barrier free environment) □ adapting assessment (ongoing assessment) □ And planning the collaboration with the other stakeholders (parents etc.) 		
	<p>Without realising it, teachers and adults can be barriers to learning when they do not have the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms. How can you motivate and encourage teachers and adults to accommodate learners who are experiencing barriers to learning?</p>	Ass 2013	10

#	QUESTION	YEAR	MARK ALL
	Positive attitude of both teachers and learners towards one another, promoting equal participation in school activities, acceptance of one another, acknowledgement of differences, respect for each other, avoid labelling, these are important to support inclusive education. Two paragraphs are adequate to support this.		
	Discuss three reasons for the movement towards an inclusive education	Ass 2013	5
	<p>There are reasons given why inclusive educations have. This includes justice notion, equity and equality, combating exclusion, equal educational opportunities, to have unified and single system of education, to address barriers in education. A paragraph is enough. (5)</p> <ul style="list-style-type: none"> • Human right • Good education sense • Good social sense • Promote right to learn and live together • Promote acceptance and diversity • Build respect for one another 		
	List five implications of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialisation. (5)	Ass 2013	10
	<p>School must show the following:</p> <ol style="list-style-type: none"> 1. It is a school that is equipped and supported to provide a broad range of learning needs. It may not necessarily have all forms of learner support in place, but it should have the potential and capacity to develop and provide them. 2. It is a school aiming at inclusion in the way it is organised concerning structure, policies, practices, pedagogy and culture to increase learning and participation in curriculum as well as address and remove various barriers that hamper learning. 3. It is a school that understands that barriers to learning are not only intrinsic to learners, but can also be cultural and systemic. Barriers might also be related to a learner's 		

#	QUESTION	YEAR	MARK ALL
	<p>environment. These could include negative attitudes to and stereotyping of learners, inflexible teaching methods and practices.</p> <p>4. It is a school that has additional support programmes and structures for teaching and learning. All development and work in the school should strive to achieve these goals by sharing expertise (e.g. expertise in orthodidactics) and constantly thinking about the development of both teachers and learners.</p> <p>5. It is a school that is prepared to explore and address the challenges of everyday school life through capacity building among teachers and on-going institutional development aiming at empowering the whole school.</p> <p>6. It is a school that wards off practices which exclude learners so that learning and development can happen.</p> <p>7. It is a school that makes efforts to ensure that all children of school-going age in the locality attend the school and achieve to their potential by ensuring that the school is accessible. Such a school will have a policy of inclusion and on-going programmes on anti-discrimination, democracy and human rights.</p> <p>8. It is a school with good leadership that serves as a beacon of the transformation process in education by developing cultures, policies and practices that celebrate diversity, respect difference and value innovation and problem-solving.</p> <p>9. It is a school where both learners and teachers feel safe and supported and where learners feel a sense of belonging and are able to engage in the learning process.</p> <p>10. It is a school that welcomes teachers from schools in the area to learn new skills and ideas and may admit learners from neighbourhood schools for short periods for intensive training in specialised areas, such as Braille, orientation-and-mobility or skills for daily living. These services might be run in collaboration with various organisations for persons with disabilities.</p>		
	<p>Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education.</p>	Ass 2013	
	<p>The smt can be a barrier to inclusive education when they:</p> <ul style="list-style-type: none"> • lack an overall concept of what inclusion means. They can formulate school policies are 		

#	QUESTION	YEAR	MARK ALL
	marginalizing and excluding. <ul style="list-style-type: none"> • Negative attitude towards learners with disabilities • Discriminate learners with disabilities • The personnel can be insensitive to the special needs • They might be unable to respond to a wide range of learner needs.. A paragraph is enough. 		
	Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronferbrenner's bio-ecological model in Landsberg et al (2011).	Ass 2013	20
	National level <ul style="list-style-type: none"> • lack of advocacy and information programme in support of inclusion model • ignoring the rights of learners • unclear policy • if they don't collaborate with other government department • if they don't give support or guidelines to the province Provincial level <ul style="list-style-type: none"> • provide expects to act as consultants • see that actual policy is implemented in the province • see that all services in the provinces are properly coordinated • coordinate different projects • money received from central government for education is judiciously spend District <ul style="list-style-type: none"> • lack of training, monitoring and support • lack of resources and equipment e.g assistive devices • lack of guidelines to support learners with barriers to learning • no coordination of learning support with special and full service schools • lack of partnerships with other agencies in the vicinity 		
	Explain, with the aid of examples, how barriers to learning located outside the learner may	Ass 2013	10

#	QUESTION	YEAR	MARK ALL
	manifest in your phase of specialisation.		
	<p>The context: the environment that is not accessible, material that is not available in an accessible format, attitude of teachers and other learners, exclusion and marginalization of learners who experience barriers. Two paragraphs discussing this aspect are enough. (10)</p> <ul style="list-style-type: none"> • Economic factors e.g poverty • Political factors e.g war, unrest, discrimination • Social barriers e.g no empowerment, no facilities ,negative attitude, social justice, discrimination 		
	<p>Explain, with the aid of examples, how factors in the education system at the various levels (national, provincial, district and school) may cause barriers to learning. Refer to Bronferbrenner’s bio-ecological model in Landsberg (2011)</p>	Ass 2013	20
	<p>Briefly discuss the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST).</p>	Ass 2013	10
	<p>The dbst is a district support structure. It offers training and support to schools. The schools has an ilst. This is a school based support among the teachers and the smt.It deals with immediate challenges of the school regarding inclusion and support.</p> <p>Capabilities. This introduces the notion of district-based support teams that would advise teachers and schools about coping with their learning and teaching challenges. District-based support teams are conceptualised to have core educational, psychological and other medical professional expertise, which would be made available to a full-service school or resource centre.</p>		

#	QUESTION	YEAR	MARK ALL
	<p>From a costing perspective, Education White Paper 6 argues that deployment of such professionals at the district level is much more cost-effective and embodies one of the costsaving drives of the White Paper (Wildeman, 2007:9).</p> <p>District-based support teams are to be brought together in some way to facilitate a morecoordinated and team approach to providing support to schools and other education institutions.</p> <p>There are different ways in which this could happen. Provincial departments of education have the responsibility of identifying and establishing these structures based on their particular local needs. An organising principle that should be used when making decisions about this would be to ensure that the education institutions have relatively easy access to the support they need. Geographical and other factors will play a role in determining this.</p> <p>Some of the functions according to the Department of Education (2001) are</p> <ul style="list-style-type: none"> • To assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They will also provide illustrative learning programmes, learning support materials and assessment instruments. • To evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and training centres, colleges and higher education institutions to recognise and address severe learning difficulties and to accommodate a range of learning needs • To provide direct interventionist programmes to learners in a range of settings, and/or, serve as ‘consultant-mentors’ to school management teams, classroom teachers and school governing bodies. • To foster the development of effective teaching and learning, primarily through identifyingand addressing barriers to learning at all levels of the system. • To develop an on-going support of local institutional-level support teams in schools, colleges, early childhood and adult learning centres. • To support the capacity building of schools/education institutions; identifying and prioritising learning needs and barriers to learning in their local contexts. • To identify the support needed to address these challenges, and pursuing these within a strategic planning and management framework. • To provide indirect support to learners through supporting teachers and schoolmanagement, 		

#	QUESTION	YEAR	MARK ALL
	<p>with a particular focus on curriculum and institutional development.</p> <ul style="list-style-type: none"> • To ensure that the teaching and learning framework and environment is responsive to the full range of learning needs. • To provide direct learning support to learners where necessary and possible, where institutional-level support teams are unable to respond to particular learning needs. 		
	<p>You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning. How are you going to change their perception and attitudes towards those learners?</p>	Ass 2013	10
	<p>Positive attitude of both teachers and learners towards learners who experience barriers to learning, co-operative learning, acceptance of one another regardless, avoiding labelling, mutual respect, acknowledging differences and respecting diversity, teachers apply adaptation and modification of material, safe and accessible environment, availability of material in an accessible format are some of the things that promote inclusion Two paragraphs are enough</p>		
	<p>List three reasons why parental/caregiver empowerment is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialisation.</p>	Ass 2013	5
	<p>Discuss the central findings of the NCSNET and NCESS report.</p>	Ass 2013	5
	<p>The findings include:</p> <ol style="list-style-type: none"> 1. Under the apartheid education system education for learners who experienced learning difficulties and learners with disabilities, was known as special education. These learners were known as learners with special education needs. 2. Special education and support services had been provided mainly for a small number of learners 		

#	QUESTION	YEAR	MARK ALL
	<p>with special education needs, in special classes in ordinary schools or in special schools.</p> <p>3. Special education and support services were provided on a racial basis with the best resources going to the white learners.</p> <p>4. Most learners with disabilities were either not in special schools or had never attended school.</p> <p>A few were in ordinary schools unable to adequately meet their needs.</p> <p>5. In general, the curriculum and the education system had failed to respond to the varied needs of learners. This caused large numbers of learners to drop out of school, or be pushed out of school, or fail at school.</p> <p>6. While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.</p>		
	Additional Information from lecturer		
	Barriers to learning		
	<i>Intrinsic barriers:</i>		
	<p>Sensory</p> <p>Physical</p> <p>Epilepsy</p> <p>Chronic diseases – diabetes, TB, asthma, HIV/AIDS</p> <p>Intellectually challenged learners</p>		
	<i>Extrinsic barriers:</i>		
	<p>Socio-economic context – crime, abuse, gangsterism, teenage pregnancy</p> <p>School – teacher, facilities, language and culture, curriculum, management, learning problems, behaviour problems</p> <p>Political factors</p> <p>Systems of learners important; needs within the system; how to overcome and minimise needs.</p> <p>Look at what learners can do.</p>		

#	QUESTION	YEAR	MARK ALL
	Look at possible causes of barriers		
	White Paper 6 on inclusive education Provision of education:		
	<p>1 Ordinary school Early identification, intervention – staff trained to do this</p> <p>2. Full-service schools – eventually 500 out of 20 000 schools in country Full range of learners’ needs addressed in schools</p> <p>3. Special schools – resource centres Improve, upgrade schools, staff specialists</p> <p>4. District-based support teams Coordinate professional support; start with 30 districts – national plan Learner-support teachers based in district offices</p> <p>5. Learners with disabilities outside the school</p>		
	Intensity of support		
	<p>1 Ordinary schools – low intensity of support. Foundation phase identification and low level of support.</p> <p>2 Full-service schools – moderate, average support. They are ordinary schools especially equipped to support learners. Should be reflected in the culture, policy, practice of school and school ethos. Government supplies infrastructure and whatever is needed.</p> <p>3 Special schools – high intensity level of support; become resource centres. We can talk about schools-based support teams, institution-based support teams or site-based support teams. In ordinary schools teachers refer learners to these teams. If they cannot provide help, districts are called in for optional support.</p>		
	Medical Model / within-child model		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> •Used in medical sectors •Find out what is wrong with the child and cure it •Determine school placements such as special schools. •Model of diagnosis and treatment <p><i>i.e “Find-out-what-is-wrong-and-cure-it”</i></p> <ul style="list-style-type: none"> •Categorisation and labelling •If learner does not “fit” move to special schools or classes to get “fixed”. 		
	Social Model		
	<ul style="list-style-type: none"> • Learning barriers are not only a result of something wrong with the child. • Social, economic and political practices are contributing to the child experiencing barriers to learning. Other factors contributing are the following: <ul style="list-style-type: none"> - attitudes of others - lack of proper resources - lack of access to services • Therefore the system and society can also create the barriers to learning 		
	Social Model of Inclusion		
	<ul style="list-style-type: none"> • Don’t work with children’s problems in isolation • Teaching practices need to respond to learner diversity • Environment must be adapted • Policies and legislation must change 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> • Various stake holders are equal partners in education • Barriers to learning occur from factors within and around the learner • Support can be provided in all schools and classrooms • All learners need support 		
	The Ecosystem approach		
	<p>Bronfenbrenner – An example of a multi-dimensional model of human development</p> <ul style="list-style-type: none"> • This model is useful in understanding classrooms, schools and families by viewing them as systems in themselves <p>□ In the 1970's Bronfenbrenner developed a complex ecological model that explains the direct and indirect influences on a child's life by referring to the many levels of environment or contexts that influence a person's development.</p> <p>□ Interplay between Biology and Environment</p> <p>□ It is helpful to think of the environment or social context "as a set of nested structures, each contained inside the nest like a set of Russian dolls"</p> <p>Bronfenbrenner's ecological model = originally on child development</p> <p>Model providing us with a better understanding of history and Inclusive education in South Africa</p> <p>Management of Barriers to learning</p>		

#	QUESTION	YEAR	MARK ALL
	<p>Implementation of Inclusive Education</p> <p>SOCIAL VS BRONFEBRRENER 'S MODEL</p> <ul style="list-style-type: none"> •Strongly related to the social model •Focus on ecological systems theory <ul style="list-style-type: none"> - Understand influences of other system towards an individual learner <p>The major challenge of an educational system is to understand the complexity of the influences, interactions and interrelationships between the individual learner and multiple other systems that are connected to the learner from an ecological system theory or systems change perspective.</p> <p>Levels of interactive systems influence the growth, change and development of the child</p> <ul style="list-style-type: none"> □ Different levels and groupings of the social context is seen as „systems” where the functioning of the whole is dependent of the interaction between all the parts. □ There are thus different systems that are made up of different parts (family, school, etc.). □ A major challenge of an educational system is to understand the complexity of the influences, interactions and interrelationships between the individual learner and multiple other systems that are connected to the learner from an ecological system theory □ What happens in one system affects and is affected by other systems. □ This model is useful in understanding classrooms, schools and families by viewing them as 		

#	QUESTION	YEAR	MARK ALL
	<p>systems in themselves. See the CHILD IN CONTEXT</p> <p>□ The child is part of a broader social context including a variety of systems (of which the child is one of those systems)</p> <p>The nested structures include</p> <p>□ Microsystem (Family, School, Peers),</p> <p>□ mesosystem,</p> <p>□ exo-system,</p> <p>□ macrosystem.</p> <p>These all interact with the chronosystem</p> <p>Microsystems Activities, roles and interpersonal relations experienced between the systems closest to the child and the child i.e: (The child have face to face interaction) Family – Microsystem of the family peers - Microsystem of the peers Schools - Microsystem of the school</p> <p>Micro-systems</p> <p>□ It is characterised by those individuals and events closest to one’s life, and involves continual face-to-face contact, with each person influencing one another</p> <p>□ Between the individual and the systems in which they actively participate, such as family, peer group or school</p> <p>Mesosystem</p> <p>•Refers to the relationships that develop and exist between these microsystems – it is a system of</p>		

#	QUESTION	YEAR	MARK ALL
	<p>microsystems.</p> <ul style="list-style-type: none"> •At this level the family, school and peer group interact with one another, modifying each of the systems. •E.g. what happens at home (one micro-system) will influence what happens at school (another micro-system) <p>Exosystem</p> <ul style="list-style-type: none"> □ Refers to one or more environments in which the developing learner is not involved directly as an active participant but which may influence or be influenced by what happens in settings and relationships that directly influence the learner. □ E.g. the education system, health systems, etc. services etc. <p>Exosystems Any environment..... Learner not:</p> <ul style="list-style-type: none"> -directly involved -active participating <p>Influencing the child development, learning etc</p> <ul style="list-style-type: none"> - Health system - Parent’s workplace - Local community - Extended family - Neighbours - Local community <p>Macrosystem:</p> <p>Refers to the attitudes, beliefs, values and ideologies inherent in the systems of a particular society and culture which may have an impact or be influenced by any of the other systems.</p> <p>E.g.</p> <ul style="list-style-type: none"> SA Constitution Bill of Rights Inclusive Education 		

#	QUESTION	YEAR	MARK ALL
	<p>Macrosystems BROADER COMMUNITY / SOCIETY</p> <ul style="list-style-type: none"> •Economic welfare of the community. (POOR/RICH) Example: Different services between rich and poor community. •Political issues •Attitudes •Believes •Values <p>Particular society – impact towards above systems</p> <p>Chronosystem:</p> <p>□ Refers to the developmental time-frames which cross through the interactions between these systems and their influences on individual development.</p> <p>In summary: Bronfenbrenner’s ecological model</p> <p>□ According to Bronfenbrenner – there are levels of interaction system that result in a change in a person</p> <p>- Emphasises the interaction between individual’s development and the systems within the social context / SA CONTEXT</p> <p>that:</p> <p>What happens in one system affects the other system</p> <p>Inclusion in the South African context</p> <ul style="list-style-type: none"> •Did not develop in vacuum •History of South African specialised education – political and philosophical issues •Gross inequalities and inconsistencies 		

#	QUESTION	YEAR	MARK ALL
	<p>•SUPPORTED BY THE FOLLOWING:</p> <p>From exclusion to inclusion</p> <ul style="list-style-type: none"> •Policy documents: <ul style="list-style-type: none"> –White Paper on Education and Training in a Democratic South Africa – 1995 –The South African Schools Act (1996) –White Paper on an Integrated National Disability Strategy (1997) –The National Commission on Special Educational Needs and Training and The National Committee on Education Support Services (1997) –Education White Paper 6: Special Needs Education: building an inclusive education and training system (2001) <p>Introduction of IE in S.A</p> <ul style="list-style-type: none"> •After 1994, there has been <p>major transformation in the South African Education System.</p> <ul style="list-style-type: none"> •In October 1996, the ministry of Education appointed two bodies: The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) <p>Special needs in education refers to needs or priorities which the individual person or the system may have which must be addressed to ensure effective learning. Suggestion: To use the concept barriers to learning and development</p> <p>Education Support Services include all human and other resources that provide support to learners and to all aspects of the system (schools, teachers, etc). These services aims at minimising or removing barriers to learning and development</p> <p>Support required by learners or the system could include: teaching and learning; provision of assistive devices (e.g. Braille facilities, specialised communication devices, etc; general and</p>		

#	QUESTION	YEAR	MARK ALL
	career guidance and counselling; various forms of therapeutic support (medical, psychological, occupational, speech, physiotherapy); nutritional programmes; social interventions; parental support; teacher training and support; organisation development; and curriculum development		
	Collaboration and support •All systems of the school working together •Embedded within 6 characteristics of collaboration <input type="checkbox"/> Is voluntarily and respectful <input type="checkbox"/> Requires parity among participants <input type="checkbox"/> Based on mutual goals <input type="checkbox"/> Depends on shared responsibilities <input type="checkbox"/> Share resources and accountability for outcomes		
	Causes of poverty in S.A •Overpopulation •Unemployment		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> •Lack / poor education •Lack of infrastructure in the country •Lack of skills <p>Impact of poverty towards schooling: Schools, teachers, learners.</p> <ul style="list-style-type: none"> •Lack of order in communal structures •Culture of vandalism •Negative peer influence •Non stimulation environment •In security •Poor orientation towards school •Low level of education drive 		
	<p>LEARNING SUPPORT TEACHER</p> <ul style="list-style-type: none"> •What is the role of the LS teacher? -Supporting the child -Supporting the family -Supporting the community 		

#	QUESTION	YEAR	MARK ALL
	<p>Child abuse affects everyone in South Africa</p> <ul style="list-style-type: none"> •Government •Schools •Teachers •Parents •Children <p>Child abuse Child abuse consists of any act that endangers or impairs a child’s physical or emotional health and development. Child abuse includes any damage done to a child which cannot be reasonably explained and which is often represented by an injury or series of injuries appearing to be non-accidental in nature</p> <p>Physical abuse Any non-accidental injury to a child. This includes hitting, kicking, slapping, shaking, burning, pinching, hair pulling, biting, choking, throwing, shoving, whipping, and paddling</p> <p>Neglect(emotional neglect, social neglect, psychological abuse) Failure to provide for a child’s physical needs. This includes lack of supervision, inappropriate housing or shelter, inadequate provision of food and water, inappropriate clothing for season or weather, abandonment, denial of medical care and inadequate hygiene</p> <p>Sexual abuse Any sexual act between an adult and child. This includes fondling, penetration, intercourse, exploitation, pornography, exhibitionism, child prostitution, group sex, oral sex, or forced observation of sexual acts.</p>		

#	QUESTION	YEAR	MARK ALL
	<p>Role of LS teacher What do you think? First person to be alert if the child is been abused •Adoption of a cop, social worker, health officials etc</p>		
	<p>Inclusive Education Ensure access to education for all learners regardless of their differences and difficulties(culture, language, disability, socio economic status, etc) they experience By providing those learners with support they need= (LEARNING SUPPORT)</p> <ul style="list-style-type: none"> •Reconstruction of Primary schools into Full service schools •Strengthening of Special schools into Special Schools as resource Centers = SSRC •Establishment of District Based Support Teams = DBST •Establishment of School based Support Teams = SBST •One of the commitments the South African Government makes is the provision of adequate and appropriate support and resources to support all learners access the curriculum. •One of the resources the South African government commits to providing is appropriate learning teaching and support materials and assistive devices and technology 		

#	QUESTION	YEAR	MARK ALL
	<ul style="list-style-type: none"> •Various structures to help implement the inclusive education policy have been put in place. These structure and their roles are briefly outlined below 		
	<p>Levels of support</p> <ul style="list-style-type: none"> •Learners in need of <i>Low to moderate level of support</i> <p>Minor modification in a school environment – Child in a wheelchair with intact intellectual skills</p> <ul style="list-style-type: none"> •Learners in need of <i>High level of support</i> <p>Child experiencing more than one impairment</p>		
	<p>Special Schools as Resource Centres (SSRC)</p> <p>Special schools are converted to resource centres and integrated into the district support teams so that they can provide specialised professional support in curriculum, assessment and instruction to neighbourhood schools.</p> <p><i>Learners in need of high level of support</i></p>		
	<p>Full Service Schools</p> <p>Primary schools that will be equipped and supported to provide for the full range of learning needs among all learners.”</p> <p><i>Learners with Low – moderate level of support</i></p> <p>117</p>		

#	QUESTION	YEAR	MARK ALL
	<p>Core members of the DBST Departmental officials (Curriculum, ECD, ABET) Circuit managers Support staff in Special and Full service schools Specialists in Health and Welfare employed by the DoE (psychologists, therapists, etc)</p>		
	SPECIAL NOTES:		
	Those that are similar I have grouped together. Just the way the question is asked may differ or require more or less information		
	Each new question is in a different box with a number		
	Chapters not mentioned: SACE ethics Chapter 2 Socio economic barriers Chapter 3 Identification & assessment Chapter 4 see how I can phrase questions here		
	Exams based on chapter 1-5		