MAY 2013 TO MAY 2015

- **A parent can become a resource to a teacher**
- **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**

- ✓ 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:
    - ✓ 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
- ✓ 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

Special School as a great resource to neighbouring schools.

- 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.

- Serves as a mentor for the full service schools

- It provides assistive technology resources

✚ Discuss the similarities and differences between a special school and a full-service school
✚ Discuss the characteristics of a full-service school

Special School:

- ✓ 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.
- ✓ 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.

Full-service School:

- ✓ A full-service school is an ordinary primary school that is converted to become an inclusive school.
- ✓ 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-going institutional development aiming at transforming the whole school.
- ✓ 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.

The teacher is key in creating an inclusive environment

- Assign group tasks and activities every once in a while
  Example: Open and closing of windows/ class or group leader/ handing out of workbooks, etc.
- Let students participate in discussions
  Example: Also give them a task or opportunity to talk about subject
- Be a confident teacher
  Example: Be professional, set rules, follow plans and stick to them
- Do not discriminate
  Example: Treat everyone in your class as equals
- Be accommodative regardless of the learners situation
  Example: Let learners participate in movement/physical activities, music lessons, etc.
- Include the parents
  Example: It would be great if the parents can be updated as to how their child is doing whether or not it is very good or not. After all, the parents are also a key to the child's learning.
- Nature and educate all children
  Example: Regardless of their gender, physical, intellectual, social, emotional, linguistic or other characteristics
- Classroom organization is a big factor
  Example: Make all learners feel included, enough space for learners with wheelchairs, etc.
- Have a positive attitude
  Example: Accept all learners, avoid labelling, acknowledge differences, etc.
- Give additional support for learners with barriers
  Example: All development and work in the classroom should strive to achieve goals set out for learners with barriers

What is Curriculum adaptation

- ✓ 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.

Curriculum adaptation can be done in many ways; by adapting:

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.

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

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.

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.

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.

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.

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).

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.

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.

Advantages of Curriculum adaptation

- It is a learner cantered approach.

- It is in accordance with the learner ability.

- It is based on learner pace

- 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.

Discuss the education support structure and its relationship at various levels: national, district, school and classroom. Give examples

National level

- Promotes and provides education for all

- Provides inclusive framework for the country.

- 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.

Provincial level
- 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

District level

- Coordinate learning support

- 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

School level

- 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

Classroom Level
- Implement practices that reveal high values with respect to both diversity and inclusiveness
- 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

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?

The Principal is Key to creating inclusive environment

- 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.

Inclusive education: is it justifiable. Give five reasons for your answer:

- yes it is
- It is a human right.
- It makes good education sense.
- It makes good social sense.
- It promotes the right to learn and live together.
- It promotes acceptance of diversity.
- It builds respect for one another.
- It supports a uniform and responsive education and training system.
- It supports the removal of all elementary discrimination.
- It supports positive interaction and learning from one another.
- It helps to build a rehabilitative and supportive society.

Discuss five reasons for the movement towards an inclusive education.

- 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 diversity

- **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?**
- **You are a teacher at a school where the principal and the staff have a negative attitude towards learners who experience barriers to learning. How are you going to change their perception and attitudes towards those learners?**

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.

Encourage teachers and adults to examine their own values, fears and assumptions about and reactions towards learners who experience barriers to learning. They should examine their own teaching styles.
Encourage teachers to be a mediator of learning; teachers must respect themselves first to be able to teach the learners to respect themselves.

Promote equal participation
Educators should ensure that all learners have equal opportunity to participate in activities.

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

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.

Positive attitudes / thinking
Positive attitude, positive thinking, and optimism are now known to be a root cause of many 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.

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

Briefly discuss, with the aid of examples the core functions of District Based Support Team

- The development and ongoing back up of support teams in schools and ECD centres in supporting their capacity building.
- Identifying, assessing and prioritising learning needs and barriers to learning. (extrinsic /intrinsic)
- 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 can be addressed.
- Providing indirect support to learners through supporting teachers and school management.
- Providing direct learning support to learners where necessary
- Supporting institutions (e.g. schools) in the development and functioning of institution-based support teams.
- Offer in service training
- Organise assessment
- Identify risks

Institutional level support team

- 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 as well as NGO's, welfare, health and justice dept.
- 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 progress.

Implications of inclusive education (IE)

- 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.

Challenges to the teacher
- 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.

Explain with the aid of examples, how barriers to learning located outside the learner may manifest in Intermediate phase.
- External factors are factors within systems that are in the environment and outside or external to the individual
- 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

Administrative Factors:
- Materials not available/accessible for educators/learners

Inappropriateness:
- Exclusion and marginalization of learners who experience barriers by educators/other learners

Environmental Factors:
- Unsuitable classrooms

Governmental Factors:
- No facilities or facilities don't meet the basic requirements

Economic Factors:
- Rich/poor

Socio-economic barriers:
- Poverty and underdevelopment is one of the greatest barriers, it leads to poor health, malnutrition, and unemployment etc. learners living under these conditions are subject to increased emotional stress.
- Malnutrition leads to lack of concentration.
- Lack of access to basic services, for example, in many poor communities, particularly in our own country in rural areas, learners are unable to reach centers of learning because there are no transport facilities available to learners or the roads are so poorly developed and maintained that centres cannot be reached.
- Other factors are crime, child abuse, gangsterism, bullying, substance abuse, teenage pregnancy.

Negative and harmful attitudes
- Towards difference in our society, for example discrimination against race, gender, culture, disability, religion and so forth.

Political factors
- Like wars, unrest and discrimination.

Social barriers
- Like no empowerment, no facilities, negative attitudes of learners/educators, social justice and discrimination.

Inflexible curriculum
- Prevents it from meeting diverse needs among learners.

Language
- Can be extrinsic factor when because of poverty and unemployment which leads to people moving to cities, where schools don't make provision for all home languages, which leads to a barrier to learning.

Relationship barriers
- There are many different cultures in schools; these cultural differences can cause communication problems.
- Parents may feel unwelcome at school and this may cause bad relationships between school and parents.

School factors
- The school environment is not conductive to learning, inaccessible and unsafe.
- Learning material is unavailable.
- The teachers are insensitive, have bad attitudes and don't show caring and respect

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 Bronfenbrenner's bio-ecological model in Landsber et al.

- 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.
  <u>The bio-eco logical model</u>:
- 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.
- Microsystem- the immediate environment e.g. School, family, peers

National level
- 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
- 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
- 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

Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of inclusive education.

- 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.
- They are not capable of establishing, helping and improving situations where learners are experiencing barriers to learning, whether language or cultural.
- They become barriers to inclusion when they formulate school policies and excluding learners with barriers or special needs.
- 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.
- When they are insensitive towards these learners and the needs they have.
- 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.
- They might be unable to respond to a wide range of leaner needs.

Discuss the central findings of the NCSNET and NCESS report

- 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.
- Special education and support services were provided on a racial basis with the best resources going to the white learners.
- 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.
- 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.
- While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.

Discuss with the aid of examples, how you would accommodate and support learners who experience low vision

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

How to accommodate low vision:

- 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 adaption
- 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.
- 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.

If you were a teacher with a learner with learning difficulties in your class, how would you address the challenge of learning barrier experienced by this learner? Give examples.

The teacher's attitude towards learners with learning problems

- ✓ 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 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.

Organisation of the classroom and lesson.

- ✓ 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 place 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.

✓ 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) 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

Accompaniment of learners to deal with their learning problems

✓ This includes problems in school subjects like Mathematics, language, reading, spelling and written language and handwriting problems.

Choose an intrinsic barrier and discuss it showing that if you were a teacher and have a learner with such an intrinsic barrier in your class, how you would address the challenges of the learning barriers experienced by this learner

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

Ways on how to address the challenge of a physical impairment
- Identify the intrinsic barrier
- 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 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.

The teacher should also:

- 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.

Choose an extrinsic barrier and discuss it showing that if you were a teacher and have a learner with such an extrinsic barrier in your class, how you would address the challenges of the learning barriers experienced by this learner

Extrinsic factors are those emanating from outside the learner, e.g.:
- School factors like poor teaching, incomplete participation on the part of the learner
- The school environment is not conductive to learning, inaccessible and unsafe.
- Learning material is unavailable.
- The teachers are insensitive, have bad attitudes and don't show caring and respect

How to address it

Promote equal participation
Educators should ensure that all learners have equal opportunity to participate in activities.

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

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.

Positive attitudes / thinking

Positive attitude, positive thinking, and optimism are now known to be a root cause of many 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.

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

TRUE AND FALSE

NO	MAY 2015	OCT 2014	MAY 2014	OCT 2013	MAY 2013	OCT 2012	MAY 2012	MAY 2011	OCT 2010
1	T	T	F	F	T	T	T	T	T
2	T	F	F	F	T	F	T	T	T
3	F	T	F	F	T	F	T	F	T
4	F	T	T	F	T	F	F	T	T
5	T	F	F	T	F	T	T	T	T
6	T	F	F	F	T	T	T		
7	F	F	F	T	F	T	F		
8	F	F	T	F	F	T	T		
9	T	F	F	F	F	T	T		
10	T	F	F	F	T	F	F		
11							F		
12							F		
13							T		
14							T		
15							T		

ASSIGNMENT QUESTIONS (NOT IN PAST PAPERS)

List and discuss the principles of inclusive education and their relevance for your school

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

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.

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.

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.

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.

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.

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.

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.

White Paper 6 on inclusive education and training:

- 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 need).
- 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.
- Quality education for all.
- Basic education for all
- Access to basic education.
- Catering for diversity at various levels of support.
- Involve of parents/caregivers and community.
- Focus on the abilities of the learners and not on the "problems" or "what is wrong".
- Acceptance of the learner as he or she is
- Is learner-centred

How these principles are relevant to your school?

In applying all these principles

- Protects the rights of all people and makes sure that all learners are treated fairly.
- Makes sure that all learners can participate fully and equally in education and society.
- Makes sure that all learners have equal access to a single, inclusive education system.
- Makes sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools.
- Addresses and corrects inequalities of the past in education.
- Makes sure that there is community involvement in changing the education system.
- Makes sure that education is as affordable as possible for everyone.

The origin of education white paper 6 and its implications for the implementation (the process of inclusive education in South Africa)

- 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.

- 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.

- The report, Education for All (Department of Education, 1997:5-40) contained the following aspects:

  ✓ 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.

- ✓ Special education and support services were provided on a racial basis with the best resources going to the white learners.

- ✓ 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.

- ✓ 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.

- ✓ While some attention had been given to special needs and support in schools, other levels of education (for example, ECD) had been seriously neglected.

- ✓ 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.

- The Department of Education took this report and its recommendations seriously and initiated a new policy in July 2001.
- The policy is called Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System.
- 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 (Engelbrecht, Green and Naicker, 2007:54).
- In this policy, the Department of Education, (Department of Education, 2001:10-42) 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.

- The guiding principles for the new education and training system focus on (Department of Education, 2001):

  - ✓ 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.

The reorientation and training of teachers is the key factor in theimplementation of inclusive education in a full-service (inclusive) school.Discuss this idea giving examples.

The guiding principles for the new education and training system focus

on:

- ✓ 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.

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:

✓ Strengthen the weaknesses in the education system as it is now;

✓ Include more of the learners that are not receiving education into theeducation system, and provide more opportunities for learners to beeducated;

✓ Help teachers and other education support services to meet the needsof all learners; and

✓ Make sure that all of these changes are happening successfully.

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.

So, what is an inclusive education and training system?

An inclusive education and training system is one that:

✓ Recognises and respects the differences among all learners, andbuilds on their similarities;

✓ Supports all learners, teachers and the system as a whole so that alllearning needs can be met. This means developing ways of teachingthat 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.

Teacher training and classroom support

✓ The teacher training courses can be held at the teacher's own schools or at a venue within the district.

✓ 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 helpsteachers 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.

The training and classroom support approach

✓ 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:

 "The classroom-based support and action research processes provide the basis for an excellent model of participatory, interactive facilitation and learning processes"

The school-based approach

✓ 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.

Participation by universities and community organizations

✓ 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.

MAY 2012

Name phase of specialization, misconceptions about HIV/AIDS

Grade 4-6 Intermediate phase, ages 10-12, in an ordinary primary school.
- Sexual intercourse with a virgin will cure AIDS.
  (Sex with an uninfected virgin does not cure an HIV infected person, such contact will expose the uninfected individual to HIV)
- If a person is very thin they have HIV.
  (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.)
- If a person coughs a lot.
- HIV cannot be transmitted through oral sex.
  (Oral sex has a much lower HIV infection risk; risk of infection from a single encounter is small but increases with frequency.)
- HIV is transmitted by mosquitoes.
  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.)
- HIV survives for only a short time outside the body.
  (HIV can survive @ room temp outside the body for hours if dry and for weeks if wet- syringes/needles)
- An HIV infected mother cannot have children.
  (HIV infected woman are still fertile – risk of miscarriage, transmitting HIV to unborn 15-30%)
- HIV can be spread through casual contact with an infected person.
  (One cannot become infected through day-to-day contact- shaking hands, dry kiss, hugging, in social settings.)
- HIV can infect only homosexual men & drug users.
  (HIV can infect anybody regardless of age, sex, ethnicity or sexual orientation.)
- HIV is the same as AIDS.
  (False. HIV=virus that causes the immune system to break down, result of this breakdown = AIDS (collection of symptoms).

- A cure for AIDS.
  (Symptoms may be treated, but that does not constitute a cure.)

Adjusting educational practices to accommodate a learner who is affected by HIV/AIDS

- 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.
- 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.
- Also notify these parents of any illnesses in or at the school (as the learner with HIV has a weak immune system)

The Inclusive education approach in ordinary schools

- 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.

Discuss, with the aid of examples, the causes of barriers within the young learner and mention the manifestations

Intrinsic barriers	Examples of causes	Manifestations
Prenatal	Incompatible of blood groups Defective placenta Radiation Harmful infection of the mother Viruses	Cerebral damage Brain damage Epilepsy Heart trouble Visual, hearing, intellectual impairments
Perinatal	Complications during birth Birth presentation Protracted birth (too long) Instrument delivery Caesarean section Anesthetics and painkillers Congenital infection Inadequate care	Brain damage Deformed head Head/brain may be injured Breathing problems Choking/ lung defects AIDS Visual, hearing, intellectual impairments
Postnatal	Accidents Chronic illnesses (AIDS, diabetes, asthma, viruses, Meningitis, polio)	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

Identify and discuss teachers' tasks, responsibilities, barriers to learning and phases of specialisation

According to the Education White Paper 6, inclusive education should pose the following challenges for teachers

- 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

Role of educator

- 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

Tasks & Responsibilities (Implications for the teacher)

- 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

- 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.

Explain the concept "learning support"

Learning support can be defined as all activities that increase the capacity ofa 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.

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

- 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 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…

Important aspects for the curriculum that you consider to be important in you planning of the learning support program

- 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.)

Adapted assessment techniques

Observation, listening & questioning

all situations & circumstances, monitoring behaviour & emotional responses.

Keeping a portfolio

it contains an assortment of learners work, a learner selects his own work to be placed in the portfolio.

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.

Describe the meaning of the concept "learners who experience barriers to learning"
Barriers to learning are difficulties learners experience which hinder the access or progress of 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.