



First South African Symposium on Teacher Education for Inclusion

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Abstract Book and Programme



OPTENTIA

 NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

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Prof. Mirna Nel

Prof Petra Engelbrecht



ABOUT THE OPTENTIA RESEARCH FOCUS AREA



The mission of the Optentia Research Focus Area is to develop and organise knowledge for the optimal expression of individual, social and institutional potential from the perspective of positive social science. **Optimal** refers to the point at which the condition, degree, or the amount of something is the most favourable. **Potential** refers to having or showing the capacity to develop into something in the future and latent qualities or abilities that may be developed and lead to future success or usefulness. Positive social science is a humane scientific approach that aims at the individual level to delineate, measure and promote human fulfilment, and at the institutional level to take civic virtue as its subject. The research programme utilises the inputs from various disciplines in the social sciences, including Psychology, Industrial/Organisational Psychology, Educational Psychology, Sociology, Employment Relations, and Social Work.

Optentia is located at the picturesque Vaal Triangle Campus of the North-West University (NWU). Optentia has 32 permanent researchers, 13 extraordinary professors, two support staff, one statistical consultant, and one project manager. Currently, Optentia has 95 Master's and 41 Ph.D. students. Optentia members produced 85 (46 equivalents) peer-reviewed publications in 2015. Furthermore, 32 chapters in handbooks will be published in 2015. Finally, 75% of the publications are in ISI-listed journals.



First South African Symposium: Teacher Education for Inclusion

SUB-PROGRAMMES IN THE OPTENTIA RESEARCH FOCUS AREA

 <p>Prof. Ian Rothmann</p>	<p>Flourishing in Institutions: The sub-programme investigates satisfaction with life (and various life domains), positive emotions, strengths and virtues, engagement, self-determination, meaning and purpose, positive relations, harmony, positive leadership, a positive lens on problems and challenges, as well as positive leadership and institutions.</p>
 <p>Prof. Linda Theron</p>	<p>Pathways to Resilience and Post-traumatic Growth: This sub-programme explores how and why some South African children, youths, and adults adjust well to adversity, and flourish following experiences of trauma. We are particularly interested in how culture, gender and evidence-based interventions shape resilience and post-traumatic growth processes. Much of our work involves innovative, visual methodologies that involve participants as co-researchers.</p>
 <p>Prof. Tumi Khumalo</p>	<p>Psychosocial Well-being and Communal Thriving: This sub-programme aims to study the measurement and promotion of psychosocial well-being on three related levels, namely across a life-course, across life domains, and across cultures. Psychosocial well-being is conceived as a multi-dimensional and faceted construct that includes individual, social and community well-being.</p>
 <p>Prof. Jaco Hoffman</p>	<p>Aging and Generational Dynamics: This sub-programme aims to explore ageing across the life-course as well as the relationships between and within generations on both the familial and societal levels.</p>
 <p>Prof. Mary Grosser</p>	<p>Holistic Learner Development in Diverse Contexts: Built on the premise of caring, this sub-programme focuses on the enhancement of teachers' ability to respond to a diversity of learning needs, thus developing a school's enabling component. The sub-programme aims to increase a teacher's repertoire of strategies for working with a wide range of individual differences among learners and creating a caring context where learners receive nurturance, support and empathy in order to master learning outcomes.</p>
 <p>Prof. Isaac Xaba</p>	<p>Unlocking Potential in Educational Processes: This sub-programme focuses its research on unlocking potential in educational processes, including educational management and leadership, school governance and parent involvement, school infrastructure, facilities, safety and security, curriculum delivery and assessment (teaching and learning) as well as inclusive education.</p>
 <p>Prof. Llewellyn van Zyl</p>	<p>Optimising Performance: The purpose of the Optimising Performance sub-programme is to research factors associated with the optimisation of institutional (individual, team, organisational, community and societal) performance. We are particularly interested in understanding (a) how optimal performance should be conceptualised, defined and measured, (b) the individual, team, organisational and societal factors associated with, leading to and impacting on institutional performance, and (c) how optimal performance could be developed/achieved within applied contexts.</p>

MESSAGES FROM THE HOSTS

Message from the Dean of the Faculty of Humanities, NWU, Vanderbijlpark



Prof. Tinie Theron
Executive Dean: Faculty of Humanities,
North-West University, Vaal Triangle
Campus

It is a sincere pleasure to welcome you to the First South African Symposium on Teacher Education for Inclusion, hosted by the Optentia Research Focus Area in the Faculty of Humanities, Vaal Triangle Campus, North-West University.

The aim of this symposium is to provide an update on international as well as national research advances concerning teacher education on inclusive education. Furthermore, the symposium aims to provide opportunities for teacher educators at higher education institutions and teachers-in-practice to have discussions and establish networks on how to ensure that research on teacher education can change practice. This is what the Optentia Research Focus Area endeavours to do through its sub-programmes.

The symposium will provide opportunities for critical discussion, scholarly debate, promotion of

knowledge, development of skills, and future networking. It potentiates opportunities that may shape how we as academics and practitioners can make this world a better place through understanding and optimising individual, social and institutional potential.

My hope is that each person who attends this symposium will have an optimal experience. I trust that the insights shared and gained will urge personal, professional and collective flourishing and that this in turn will snowball in the communities represented by each delegate.

Message of the Director of the Optentia Research Focus Area



Prof. Ian Rothmann
Director: Optentia Research Focus Area,
NWU, Vaal Triangle Campus,
Vanderbijlpark

Welcome to the first First South African Symposium on Teacher Education for Inclusion!

The Optentia Research Focus Area was established in December 2011. Its mission is to develop and organise knowledge for the optimal expression of individual, social and institutional potential. The research focus area is unique in the sense that it includes researchers from Industrial Psychology, Psychology, Labour Relations, Educational Sciences, Educational Psychology, Sociology, and Social Work.

Optentia has five strategic thrusts, namely focused (problem-based) research; competence (and well-being) of staff and students; internationalisation with African relevance and application; quality master's and PhD programmes and research; marketing and dissemination of knowledge gained from research, and optimal use of structures and technology. This

symposium supports our strategic thrusts.

A colleague, Prof. Deo Strumpfer told me that he once heard that the word "symposium" means "a place to drink". Being a researcher, I wanted to make sure about the meaning of the word. I found the following definition for the word 'symposium': "A convivial meeting for drinking, music, and intellectual discussion among the ancient Greeks". The word convivial means "fond of feasting, drinking, and good company, and sociable".

I hope that this symposium will be remembered for all of these, but also for the intellectual discussions. I trust that the symposium will enable you to become involved in optimising individual, social, and institutional potential in Southern Africa.

THE SYMPOSIUM ORGANISING TEAM



Prof. Ian Rothmann
(Director: Optentia)



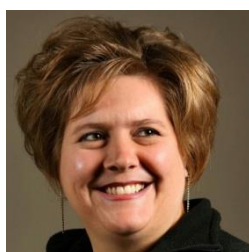
Prof. Mirna Nel
(Programme Chairperson)



Prof. Petra Engelbrecht
(Programme Co-chairperson)



Ms Lynn Booysen
(Administrative Officer)



Mrs Marinda Malan
(Administrative Officer)

Over the past two decades, the notion of including and educating learners with diverse educational needs in mainstream schools has shaped developments in education across the world. Dealing with a diversity of needs in an inclusive educational environment, however, seems to remain difficult for teachers. A lack of appropriate training is reported worldwide by teachers as a fundamental cause for this. Research continues to explore teacher educators, pre-service as well as in-service teachers' feelings, opinions, experiences, frustrations and needs concerning training, but it appears not to change practice drastically. It is, critical that researchers, policy makers, teacher educators and practitioners (teachers) convene to discuss how research and practice can meet to ensure the effective training of pre-service and well as in-service teachers. The aim of this symposium is to provide an update on international and national research advances concerning teacher education on inclusive education. However, a major objective is also to provide opportunities for teacher educators at higher education institutions and teachers-in-practice to have discussions and establish collaboration networks on how to ensure that research on teacher education can change practice. Welcome to the symposium!

Prof. Mirna Nel and Prof. Petra Engelbrecht

KEYNOTE SPEAKERS

		
Prof. Petra Engelbrecht Compres North-West University	Prof. Hannu Savolainen University of Jyväskylä, Finland	Prof. Elizabeth Kozleski University of Kansas, United States of America
		
Prof. Rolf Werning University of Leibniz, Germany	Dr. Elizabeth Walton Witwatersrand University	Prof. Mirna Nel Optentia Research Focus Area North-West University

WORKSHOPS

Workshop 1

Topic: Mixed Methods Research

Presenter: Prof. Petra Engelbrecht, Compres, North-West University

ABSTRACT

This mixed methods workshop will use examples to illustrate successes and challenges in mixed methods research. Examples will include various international research project with specific reference to the international comparative research project on 'Teachers' roles in Inclusive Education' under the leadership of Prof. Petra Engelbrecht and Prof. Hannu Savolainen. Contents of the workshop include introduction to mixed methods research, choosing a mixed methods design, the four major types of mixed methods designs, selecting a type of mixed methods design, implementing the design decision, steps in the design of a mixed methods study, and questions often asked.

Workshop 2

Topic: Quantitative methods for longitudinal research

Presenter: Prof. Hannu Savolainen, University of Jyväskylä, Finland

ABSTRACT

This workshop discusses quantitative methods available for longitudinal research. The emphasis in the presentation is in the application of different methodologies, not on statistical theory. The leading question is: what kind of research questions can we answer by using different research designs and statistical analysis methods available for longitudinal research? Examples of analyses will be taken from the several research projects, including the international comparative research project “Teachers’ roles in inclusive education” led by Prof. Petra Engelbrecht (Compres, Faculty of Education Sciences, North-West University, Potchefstroom Campus) and Prof. Hannu Savolainen (University of Jyväskylä, Finland). Topics include different longitudinal research designs, description, prediction and explanation in quantitative research, benefits and opportunities offered by structural equation modeling (SEM) techniques, and examples from research including answering research questions with repeated measures ANOVA, path analysis with manifest or latent variables, growth curve modeling, and latent profile analysis.

DAY 1	PROGRAMME: FIRST SOUTH AFRICAN SYMPOSIUM ON TEACHER EDUCATION FOR INCLUSION			
8h00 - 9h00	Registration and Coffee/Tea/Refreshments - Foyer			
9h00 - 9h15	Welcoming - Prof. Ian Rothmann / Logistical Arrangements - Prof. Mirna Nel - Lecture Room			
	Keynote Presentation - <u>Prof. Petra Engelbrecht</u> :			
9h15 - 10h00	'International perspectives on teacher education for inclusion: Challenges and opportunities for South African education'			
	Lecture Room - Chairperson: Dr Ansie Kitching			
	Keynote Presentation - <u>Prof. Elizabeth Kozleski</u> :			
10h00 - 10h45	'Teacher Education for inclusive education in the USA'			
	Lecture Room - Chairperson: Dr Elizabeth Walton			
10h45 - 11h15	Coffee/Tea/Light Refreshments - Foyer			
	Parallel Sessions			
11h15 - 13h00	<u>Lecture Room - Chairperson: Prof. Mirna Nel</u>	<u>Venue A - Chairperson: Ms Payne-van Staden</u>		Poster : <u>C.N. Diko & Prof. M.J. Themane</u> : 'Screen and segregate of include and support: assessing South Africa's readiness for inclusion in early childhood education'
	<u>Prof. Estelle Swart</u> :	<u>Dr Annelize du Plessis</u> :		
11h15 - 11h45	'Teacher educators: Walking the talk?'	'Multisensory teaching: The missing link to successful inclusive education'		
	<u>Dr Ansie Kitching & Ms Carla Feenstra</u> :	<u>Mr Andy Bloor</u> :		
11h50 - 12h20	'Training teachers to identify barriers to learning: A complexity perspective'	'Naughty or not: An investigation into Student Teachers' Perceptions of Attachment Disorders'		
	<u>Prof. Johnnie Hay</u>	<u>Mrs Marietjie Bruwer</u>		
12h25 - 12h55	'Linking Life Orientation teacher training to the inclusive education project in South Africa'	'Inclusive education and insufficient school readiness in Grade 1: Policy versus Practice'		
13h00 - 14h00	LUNCH - Explorer Garden			
	Keynote Presentation - <u>Prof. Rolf Werning</u> :			
14h00 - 14h45	'Teacher Education for inclusive education in Germany'			
	Lecture Room - Chairperson: Prof. Estelle Swart			
	Parallel Sessions			
14h55 - 16h00	<u>Lecture Room - Chairperson: Ms Neethling</u>	<u>Venue A - Chairperson: Dr Stef Esterhuizen</u>	<u>Venue E - Chairperson: Ms Petzer</u>	Poster: <u>Prof. M Nel, Dr O Stephens & R.S. Mphahlele</u> : 'Teaching and learning of Mandarin as a foreign language in South African Schools'
	<u>Ms Jean Fourie & Ms Elizabeth Hoolier</u> :	<u>Ms C Harup, Dr E Walton & Mr D Andrews</u> :	<u>Prof. Christo Pienaar & DJ Swart</u> :	
14h55 - 15h25	'Curriculum Differentiation promoting inclusive education: Reflections on a workshop for district officials in a South African Province'	'Does pre-service teacher education enable beginner teachers to teach inclusively?'	'Supportive strategies for teachers and parents dealing with learners experiencing mild intellectual barriers to learning'	
	<u>Ms Karlien Conradie</u> :	<u>Dr Sue Soan</u> :	<u>Prof. Mahlapahlapana Themane & H.R. Thobejane</u> :	
15h30 - 16h00	'The situatedness of professional learning of teachers who teach for inclusion'	'Changing minds for inclusion through knowledge and child-centered multi professional working'	'Full service schools for the effective implementation of inclusive education in Limpopo Province'	
16h00 - 16h15	Coffee/Tea/Light Refreshments - Foyer			
	Parallel Sessions			
16h20 - 17h25	<u>Lecture Room - Chairperson: Ms Vorster</u>	<u>Venue A - Chairperson: Dr Sipho Kwatubana</u>		
	<u>Ms Wacango Kimani & Vimbavi Matanhire</u> :	<u>Dr Soezin Krog, Prof. Norma Nel & Dr Oluwemi Stephens</u>		
16h20 - 16h50	'Could Professional Learning Communities be the answer for teacher learning for inclusion in South Africa?'	'An overview of Grade R Literacy Teaching and Learning in Inclusive classrooms in South Africa'		
	<u>Dr Oluwemi Stephens</u> :	<u>Ms Isabel Payne-van Staden, Prof. Mirna Nel & Prof. Petra Engelbrecht</u>		
16h55 - 17h25	'The influence of substance abuse on the emotional intelligence of Adolescents in a special school in South Africa'	'Exploring Full-Service School teachers' self-efficacy within an inclusive education system'		
18h00 - 20h30	Cocktail dinner - Garden			

Poster : C.N. Diko & Prof. M.J. Themane:
'Screen and segregate of include and support: assessing South Africa's readiness for inclusion in early childhood education'

Poster: Prof. M. Nel, Dr O. Stephens & RSS Mphahlele:
Teaching and learning of Mandarin as a foreign language in South African Schools'

DAY 2	PROGRAMME: FIRST SOUTH AFRICAN SYMPOSIUM ON TEACHER EDUCATION FOR INCLUSION		
8h00 - 8h30	Registration and Coffee/Tea/Refreshments - Foyer		
8h30 - 9h15	Keynote Presentation - <u>Prof. Hannu Savolainen:</u>		Poster: C.N. Diko and M.J. Themane 'Screen and segregate or include and support: assessing South Africa's readiness for inclusion in early childhood education'
	'Teacher Education for inclusive education in Finland'		
Lecture Room - Chairperson: Prof. Petra Engelbrecht			
9h15 - 10h00	Keynote Presentation - Dr Elizabeth Walton:		
	'Developing professional knowledge for inclusive education'		
10h00 - 10h15	Lecture Room - Chairperson: Ms Jean Fourie		
	Coffee/Tea/Light Refreshments - Foyer		
10h15 - 11h00	Keynote Presentation - <u>Prof. Mirna Nel:</u>		
	'A Critical Analysis of Teacher Education for Inclusion in South Africa'		
11h05 - 11h35	Lecture Room - Chairperson: Prof. Johnnie Hay		
	Parallel sessions		
11h05 - 11h35	<u>Lecture Room - Chairperson: Dr Soezin Krog</u>	<u>Venue A - Chairperson: Ms Schaffler</u>	Poster: <u>Prof. N.M. Nel, Dr O. Stephens & RSS Mphahlele:</u> 'Teaching and learning of Mandarin as a foreign language in South African Schools'
	<u>Prof. Johanna Geldenhuys & Dr Glynis Pieterse:</u>	<u>Andrew Drummond:</u>	
The eradication of support challenges present within South African inclusive classrooms for the establishment of holistic, integrated educational support framework'		Critiquing and redesigning texts 'othering' to African learners with in service teachers, according to Janks' (2014) 5 stage model'	
11h40 - 12h10	Keynote Presentation - <u>Ms Sheri Brynard:</u>		
	'Being the master of your destiny'		
12h15 - 12h55	Lecture Room - Chairperson: Dr Susette Brynard		
	Dr Moses Simelane - Department of Basic Education Mrs Marie Schoeman - Department of Education		
13h00 - 14h00	LUNCH - Explorer Garden		
14h00 - 15h30	Panel discussion - Teacher Education for Inclusion in South Africa: Implications for the practice		
	Lecture Room - Chairperson: Prof. Elizabeth Kozleski		
	Panel members:		
	Prof. Hannu Savolainen		
	Prof. Rolf Werning		
	Dr Moses Simelane		
	Ms Marié Schoeman		
	Mr Whitty Green		
	Dr Elizabeth Walton		
	Prof. Estelle Swart		
15h30 - 15h45	Way forward / Closing (Refreshments served in Auditorium)		

ABSTRACTS AND PRESENTERS

KEYNOTE PRESENTATIONS

ABSTRACTS

International Perspectives on Teacher Education for Inclusion

Petra Engelbrecht

COMPRES, Faculty of Education Sciences-Potchefstroom Campus, NWU

ABSTRACT

This paper focuses on the implications of the development of inclusive education for initial teacher education programmes and subsequent international developments in this regard. In order to do so the paper is structured around the following: a systematic review of literature on international perspectives on teacher education for inclusion, identifying two prevailing approaches to initial teacher education for inclusion and discussing findings of research into the impact of these programmes on the development of inclusive school communities.

Teacher Education for Inclusion in the United States of America

Elizabeth Kozleski

University of Kansas, United States of America

ABSTRACT

I plan to accomplish three outcomes. First, I explore the context for inclusive teacher education in the US. Second, I frame the approach to developing inclusive professional teachers. Third, I outline the technical, contextual, and critical understandings and practices that inclusive teachers need. All three outcomes stem from research on inclusive education programs in the U.S.

A Critical Analysis of Teacher Education for Inclusion in South Africa

Mirna Nel

North-West University, Vaal Triangle Campus, Optentia Research Focus Area

ABSTRACT

In this paper, I conceptualise teacher education, as well as present my beliefs as impacted by a literature review, various international and national research findings, policy guidelines and my experience as teacher educator. The positive as well as negative factors that influence teacher education for inclusion in South Africa are explored. An integrated framework is proposed as suggestion, including some practical recommendations, on how to guide teacher education for inclusion on the way forward within a South African context.

Teacher Education for Inclusive Education in Finland

Hannu Savolainen,
University of Jyväskylä, Finland

ABSTRACT

This paper describes the educational context in Finland, in particular how teacher education is organized. On the basis of short historical account of the complexities of inclusive education developments in Finnish school system, the paper discusses critically some of the challenges and opportunities of teacher education for inclusive education. The paper concludes to pointing out a few possible future directions for teacher education.

Developing Professional Knowledge for Inclusive Education

Elizabeth Walton
University of Witwatersrand, South Africa

ABSTRACT

Both pre-service and in-service teachers clamour for 'practical' knowledge to implement inclusive education. I will argue that this is problematic in teacher education for inclusive education and that more, not less theory is needed. Using Legitimation Code Theory, I shall show that much of what pre-service teachers learn *is* practical knowledge, which limits transferability and reduces inclusive education to a series of procedural interventions. I suggest that inclusive education needs to be positioned rather as professional knowledge in which teachers make theoretically informed judgments in a principled response to learner diversity. Ways to move inclusive education from practical to professional knowledge will be discussed.

Teacher Education for Inclusion in Germany

Rolf Werning,
University of Leibniz, Hannover, Germany

ABSTRACT

This paper gives a short overview of the German education system and initial teacher training programmes. After describing the basic understanding of inclusive education in Germany, the current situation of teacher training will be presented. Afterwards, some perspectives for a future-oriented teacher training approach for inclusive schools in Germany will be discussed.

An Inclusive Multi-Grade Teacher Programme to Undo the Pedagogy of Poverty

Mic Barnes
Clive Kronenberg
Adrienne van As
Rodger Adams

ABSTRACT

In countries with relatively large rural territories such as Brazil, Columbia, Finland and India multi-grade (MG) teaching programmes have been well-accepted. Perhaps this is because thought leaders in social constructivism and progressivism have taken seriously and acted upon the works of Jos   Mart  , John Dewey, Paulo Freire and Henry Giroux amongst others, in overcoming the pedagogy of the oppressed. In South Africa this is not the case; we have relegated MG teachers and learners to the lowest rung of economic possibility which in the extant neoliberal capitalist system means extreme poverty. The Centre for Multi-Grade Education (CMGE) at CPUT offers a part-time course for in-service MG teachers, which aims to ameliorate this unacceptable situation. The MG teacher requires strong classroom management skills and programme planning ability to orchestrate learners of differing ages and developmental levels mostly unaware of their potentialities, all in the same learning space, at the same time. This paper reflects on the CMGE's programme and reviews recent research to promote inclusion of the MG teacher and learner to empower both to advance socio-economically in a young democracy that requires positive role-models and better social cohesion.

Naughty or Not: An Investigation into Student Teachers' Perceptions of Attachment Disorder

Andy Bloor
Canterbury University, England

ABSTRACT

This paper will present a small-scale study into the perceptions of student teachers from a University in England (UK) to drivers behind children's behaviour. The study will examine students' perceptions before and after they have been given a short introduction to the theory and practice around Attachment Disorder in the UK. This paper will also consider what the implications are for inclusive practice when an understanding of a child's emotional development is considered by the teachers they encounter. This study will be placed in the context of current research, legislature, political ideology and socio-economic drivers in England and Wales (UK).

Inclusive Education and Insufficient School Readiness in Grade 1: Policy versus Practice

M. Bruwer
C.G. Hartell
M.G. Steyn

ABSTRACT

A significant number of young learners entering into Grade 1 in South Africa have not reached the required level of readiness for formal learning due to inadequate early learning experiences. As found in many studies worldwide, these learners are often traumatised because they cannot keep up with the pace and requirements of the formal learning situation, putting them at risk for school failure. Focus group interviews were conducted with Grade 1 teachers at two city schools in Pretoria to explore their experiences regarding the insufficient school readiness of their learners and the impact thereof on the learning process. The predominant concerns emerging from this investigation are the inaccessibility of the current curriculum (Curriculum and Assessment Policy Statement (CAPS) for learners with insufficient school readiness, and education policies which seem to work against inclusivity. Although Education White Paper 6 (RSA DoE 2001) states that providing quality education to all learners requires adapting curricula, teaching strategies and organisational arrangements to meet the needs of the learners, the teachers in this study feel that they are not allowed the freedom to do so. Recommendations are made to remedy the situation.

The Situatedness of Professional Learning of Teachers Who Teach for Inclusion

Karlien Conradie

ABSTRACT

Professional learning is very much a lived experience and a human endeavour. It is not a peripheral matter that wishes to provide a version or image of acquired subject content. Some competent teachers have reported significant difficulty critiquing their epistemological development within the environment of training. In the context of teacher education for inclusion this signals a dilemma of practice as these teachers show resistance to critically contemplate their roles within their own learning processes. Phenomenological sensibility allows us to ask teachers about a time in their lives when they have experienced themselves as open to engage in new, refreshing ways of professional learning. In specific instances, teachers reported that when they feel confident about themselves, motivated and recognised and accepted by significant others, they are most likely to be fully receptive of learning. Professional learning reflects a personal and contingent “situatedness” which can be linked to the process of professional identity formation. Teachers’ experiences as professional beings are illuminated when they engage in professional learning. Truly meaningful teacher education for inclusion should thus be embedded in professional learning which enables positive professional identity reconfiguring.

Screen and Segregate or Include and Support: Assessing South Africa's Readiness for Inclusion in Early Childhood Education

C. N. Diko

M.J. Themane

School of Education, University of Limpopo

ABSTRACT

In the construction of the child as knowledge, identity and culture reproducer, the child is understood as starting life with and from nothing – an empty vessel or *tabula rasa*. Viewed from this perspective, early childhood is the foundation for successful progress through later life. It is the start of a journey of realization, from the incompleteness of childhood to the maturity and fullness of adulthood, from unfulfilled potential to a productive human resource. Central to the aforementioned premise are the constructs of Lee Vygotsky's theories of learning (scaffolding and the zone of proximal development), social constructivism (*cultural-historical activity theory* and *dysontogenesis*) and their significance on inclusion. For children with special education needs, inclusion is more than just attending programs with typically developing peers, an instructional strategy, or a curriculum; but also about having choices, belonging, being valued, and accepted by all. In this study, we interrogate ethical, social and developmental issues about inclusion in early childhood education within the South African context.

Multisensory teaching: The missing link to successful inclusive education

Dr Annelize du Plessis

ABSTRACT

Since the adoption of an inclusive education policy as a way to address barriers to learning in the education system in South Africa, its implementation has been hindered by teachers' lack of knowledge and skills on how to design and present the curriculum in ways that meet the diverse needs of learners in their classrooms, ensuing in improper training and facilitation. It is imperative that teachers should be properly trained in a variety of teaching methods and strategies to support learner' strengths and address their diverse needs. These teaching methods and strategies entail a multisensory approach as a starting point, active and collaborative learning (engaged learning), learner-centred approaches and a flipped classroom. Research revealed the importance of a multisensory approach to teaching in an inclusive classroom, claiming its success. Multisensory teaching requires a total paradigm shift to teach the way our learners perceive information. The author confirms these findings to be true based on the findings of a vast number of studies investigated, as well as hands-on experience in both the academic arena and in private practice. This paper provides practical suggestions about how multisensory teaching may be implemented successfully to enhance lifelong learning, making it an unforgettable experience.

Critiquing and redesigning texts ‘othering’ to African learners with in-service teachers, according to Janks’ (2014) 5 stage model

A. Drummond

ABSTRACT

A persistent barrier to the inclusion of the full identity of our learners in the learning process is their positioning as different, deficient and other in relation to material originating from non-African sources such as the publishing houses of the UK and the USA. Janks’ (2014) proposed a 5 stage model for critically exploring such texts with learners in order to expose them to how they are being positioned by the text and to then redesign the text to instantiate a more inclusive and diverse vision of the world. I facilitated this same exploration and redesign process with in-service ELT teachers at a school in Johannesburg, where ostensibly ‘neutral’ texts exemplifying the use ‘present simple’ for daily routines were discovered to be othering for almost all but aspirational, attractive, middle-class Westerners. The in-service teachers then redesigned the texts to be more inclusive of African learners and in the process became better equipped to produce more appropriate, inclusive texts exemplifying the same language point by identifying and correcting bias in original material. They are now potentially better able to engage their learners in similar awareness-raising projects to critically equip them to recognise and engage with their potential agency in the world.

**Curriculum Differentiation-promoting inclusive education:
Reflections on a workshop for district officials in a South African province**

J. Fourie
E. Hooijer

ABSTRACT

Curriculum differentiation is viewed as a key lever for promoting inclusive education in South Africa. Implementing a differentiated curriculum that meets diverse learning needs is, however, a complex challenge for both educators and district officials. In a five-day workshop educators from inclusive services and curriculum and foundation phase specialists engaged with the intricacies of planning, teaching and assessment in widely diverse classrooms. Vigorous debates centered around the planning and recording of differentiated lessons. Embedded attitudes were questioned, and more sensitive and empathic behaviours in understanding the social complexity of impairments were uncovered. Conflict arose from the disconnect between educators from “inclusion” and those from “curriculum” who viewed implementation of inclusive education from seemingly opposing viewpoints. Rigid ideas of wanting a “one size” “recipe-type” solution with “expert templates” were voiced. Providing multiple and varied learning and assessment opportunities, were viewed as an insurmountable challenge given under-resourced and large class sizes. Political undertones were evident in the debates around the legitimacy of policies and implementation imperatives. The official curriculum and assessment policy statements were seen as mandating inflexible content which needed to be taught in a set manner. Altering these strong beliefs and fostering innovative solutions for educators was addressed during creative workshop interactions.

The Eradication of Support Challenges Present within South African Inclusive Classrooms for the Establishment of Holistic, Integrated Educational Support Framework

J.L. Geldenhuys
G. Pieterse

ABSTRACT

Even with efforts worldwide to ensure quality education for all learners through inclusive education, indications are that many learners are still excluded from full access to quality and unbiased education in mainstream schools. This presentation uses a qualitative approach and phenomenological strategy to determine which support challenges teachers and learners face within inclusive classrooms in the Eastern Cape, South Africa. The eco-systemic approach served as framework. The data collection consisted of documentary analysis, open-ended questionnaires and semi-structured interviews. Data analysis took place through open, axial and selective coding. Eleven themes emerged, namely: poverty and economic hardship, high levels of drug and alcohol abuse, unsafe and inaccessible learning environments, lack of physical resources, lack of human resources, overcrowded classrooms, teacher workload, behavioral difficulties, dysfunctional families, academic underperformance due to literacy and numeric challenges, and medical related barriers. In order to provide a model of inclusive education that is in line with the “Education for All” principle, schools, in a collaborative partnership with all relevant role-players, need to prioritise the elimination of those factors identified as support challenges. Based on the findings of the study, a framework for establishment of integrated holistic, community-based educational support structure, is proposed.

Does Pre-Service Teacher Education Enable Beginner Teachers to Teach Inclusively?

C. Harrup
D. Andrews

ABSTRACT

Schools in South Africa are required to implement inclusive education. Despite this, inclusive practices are not one of the realities in many classrooms with teachers believing themselves to be under-equipped to be pedagogically responsive to learner diversity. It has been noted that globally there has been very little attention given to systematic research on teacher education for inclusive education. Although research based on course evaluation by presenters and participants is abundant, we do not know the extent to which pre-service teacher education prepares beginner teachers for inclusive teaching. This paper reports on a study located in a broader research project involving Limpopo, Gauteng and the Northern Cape where in-service and pre-service teacher education for inclusive education is being investigated. This paper focuses on the inclusive practices of beginner teachers. We report on data from a scale quantitative survey, follow-up classroom videotaping and reflective interviews. We show that beginner teachers consciously draw on aspects of their learning about inclusive education from initial teacher education in their classroom practice. We conclude by suggesting that although teachers are attempting to teach inclusively, personal and environmental factors may be more significant in explaining the extent to which beginner teachers teach inclusively.

Linking Life Orientation teacher training to the inclusive education project in South Africa

Johnnie Hay

ABSTRACT

Life Orientation has been phased in as novel learning area/subject in democratic South Africa since Curriculum 2005 of 1997. It survived the adaptations to the school curriculum in the form of the Revised National Curriculum Statement (2002) as well as the latest Curriculum and Assessment Policy Statements (2011). It is the author's contention that Life Orientation educators should be playing a critical role in the implementation of inclusive education, because no dedicated posts for inclusive or learning support educators can be created within the current financially challenged provincial departments of education (Hay, 2015). Some of the topics that are treated in Life Orientation also link strongly with the principles of inclusive education. Balfour (in Nel, 2014) indicated that Life Orientation's biggest challenge may be to educate for diversity - and this connects directly with the basic tenet of inclusion. This argument has definite implications for the training of Life Orientation educators - and this paper will interrogate how the training at BEd and PGCE level could be adjusted to serve the inclusive education cause.

Could Professional Learning Communities be the answer for teacher learning for inclusion in South Africa?

Wacango Kimani
Vimbai Matanhire

ABSTRACT

A current study in a full service/inclusive school in Gauteng is investigating teachers' learning in Professional learning Communities (PLCs). PLCs are situated in practice and are known to promote and sustain teachers' learning over an extended period. To explore the potential of PLCs for inclusive education we first discuss the shaping of professional identity through interactions in PLCs. An analysis of teachers' talk shows how they make decisions, take initiative and are accountable to each other regarding implementing inclusive practices. The narratives that emerge as teachers discuss inclusive practices in PLCs offers insight into their developing identities as inclusive teachers. We then move to explore the role of the PLC facilitator. We argue that facilitators are crucial in creating a supportive environment that enables teachers to discuss their anxieties when working with children from diverse backgrounds. Regarding interview data and transcriptions from PLC meetings, we show that the facilitators take responsibility for giving direction on inclusive pedagogies through collaboration, guidance and reflection with their groups. Our tentative conclusion is that well-facilitated PLCs can provide a conducive environment for teachers to challenge their perceptions, share their experiences and engage in new inclusive practices.

Training Teachers to Identify Barriers to Learning: A Complexity Perspective

A. Kitching

C. Feenstra

ABSTRACT

The identification of barriers to learning is considered an important skill that teachers need to implement inclusive education policy in their classroom. Recent research in the South African context indicates that teachers still seem to be unable to identify barriers to learning. Surveys were conducted over the past three years (2013-2015) as part of a well-being initiative in six schools in the Western Cape. All the teachers in these schools were requested to identify those learners in their classroom who according to their observations and experience needed support. The results of these surveys revealed certain patterns of identifying barriers to learning. In this paper, the results of these surveys will be discussed and used to argue for a more generative, non-linear way of thinking about the identification of barriers to learning.

An Overview of Grade R Literacy Teaching and Learning in Inclusive Classrooms in South Africa

S. Krog
N. Nel
K. Mohangi
O. Stephens

ABSTRACT

Pre-school literacy teaching in Early Childhood Education (ECD) inclusive classrooms is crucial in preparing learners for the transition to formal literacy teaching. We embarked on a collaborative exploratory research project with a university in China, to gain an overview of early literacy teaching and learning in the two countries respectively. In the case of South Africa, the focus was on Grade R literacy teaching and learning. Teacher participants in three rural schools, three township schools and four inner city schools in Mpumalanga and Gauteng were purposively selected. Data was gathered using open-ended questions in a questionnaire, individual interviews with Heads of Departments (HOD) and classroom observations. Coding, categorising and identifying themes were manually conducted. Persisting challenges were identified of which limited resources, low socioeconomic conditions, English as the language of learning and teaching, inadequate teaching strategies used to implement the Curriculum Assessment Policy Statement and barriers to learning were highlighted. The overview we gained of early literacy teaching in South Africa serves as a precursor for the second phase of the project.

Teaching and Learning of Mandarin as a Foreign Language in a South African School

N.M. Nel
O.A. Stephens
R.S.S. Mphahlele

ABSTRACT

The Department of Education has made amendments (Government Gazette of 20 March 2015) to the regulations about the National Curriculum Statement Grades R-12 to provide for the listing of Mandarin second additional languages. With the assistance of the Chinese Culture and International Education Exchange Centre, selected schools in Johannesburg and Pretoria are teaching Mandarin as a foreign language (FL) to volunteer learners. The researchers were propelled to explore what motivates learners to learn Mandarin; how Mandarin is taught as a FL in a selected primary school and what lessons can be learnt. A qualitative inquiry strategy, namely case study and purposeful sampling was employed. A questionnaire containing open-ended questions will be completed by the learners' parents; individual interviews conducted with the learners and Mandarin teacher/s; observations of Mandarin lessons will be done; photos will be taken and relevant documents scrutinised. Content analysis will be done in an attempt to identify core meanings, patterns or themes. A final case study narrative will be compiled. This research aims to describe the current provision of Mandarin as a FL in the research site; to give an analysis of issues featuring in the research questions; and a prediction of possible trends regarding the teaching and learning of Mandarin as a FL.

Changing Minds for Inclusion through Knowledge and Child-Centred Multi-Professional Working

S. Soan

ABSTRACT

Recent legislation in England and Wales states that all teachers handle the educational progress of every child in a school (DfE and DoH, 2015). Indeed it is considered that for all children to achieve in education as well as they can, teaching and learning must reflect their needs, however complex, in a cohesive and holistic manner. Therefore initial and post qualification teacher education needs to develop programmes that have inclusive principles and practices threaded throughout them. This paper will explore how this can be achieved using initial findings from an on-going research study being carried out by a team of academics from two Faculties in one English University. It will argue, using these findings, that for this to happen every teacher not only needs the underpinning knowledge about how developmental, health and social and emotional issues can influence the availability of children to learn, but the skills and understanding of the roles and responsibilities of other professionals as well. This paper will finally also examine how teacher educators' knowledge and understanding of other professions can influence their thinking and thus their delivery of programmes.

The Influence of Substance Abuse on the Emotional Intelligence of Adolescents in a Special School in South Africa

O.A. Stephens

O. Adetunji

ABSTRACT

Adolescents are indulging in substance abuse in increasing numbers which results in various negative consequences for themselves and society. This study aims to explore the influence of substance abuse on the emotional intelligence of adolescents undergoing substance abuse treatment in a special school in South Africa. The study adopts the pragmatist research approach, with a mixed-method research design using both quantitative and qualitative data. The sample consisted of seven adolescents who were purposively selected. Two instruments, Strydom's emotional intelligence questionnaire and a self-designed questionnaire, the Adolescents Substance Abuse Survey Questionnaire (ASASQ), were used to obtain data from the respondents. The data obtained was analysed in terms of simple percentages. The results show that the emotional intelligence of most respondents was low. Based on this finding, it is recommended that emotional intelligence training be included in the core curriculum of substance abuse treatment programmes. It is also suggested that adolescents undergoing substance abuse treatment be equipped with social skills such as decision-making, assertiveness training and problem-solving skills.

Teacher Educators: Walking the talk?

Estelle Swart

ABSTRACT

A common theme in research about teachers and inclusive education is the importance and transformation potential of teacher education. In South Africa, the Minimum Requirements for Teacher Education Qualifications (2011) outlines the set of competencies required of newly qualified teachers. Amongst others, beginning teachers should be proficient in identifying and addressing the diverse needs of learners as well as differentiate the curriculum for multiple learning levels in a grade. To prepare teachers for schools as they are and serve as change agents for how we envision schools to be. How do we as teacher educators develop a critical consciousness around exclusion and segregation, and how do we develop a vision for inclusivity and education in a democracy? This paper aims to open up a conversation about the positioning and dispositions of teacher educators and faculties of education, collaboration across (segregated) departments and renewal of pedagogies and practices.

Exploring Full-Service School Teachers' Self-Efficacy within an Inclusive Education System

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P. Engelbrecht

North-West University, Vanderbijlpark, South Africa

ABSTRACT

The study aimed to explore full-service school teachers' sense of self-efficacy in teaching within an inclusive education system. This study formed part of a follow-up qualitative phase of an international collaborative research project between South Africa, Finland, China, Slovenia, Lithuania and England. The main purpose of this comparative project was to produce a knowledge base that sheds light on the nature of the development of inclusive education in different countries from a teachers' perspective. The data from the first quantitative phase indicated that many South African teachers experience a lack of self-efficacy in the implementation of inclusive education. In this research, the qualitative phase of the project which included the factors that influence full-service school teachers' sense of self-efficacy, enabling or disabling them to implement inclusive education successfully of the project was further explored. One of the findings from the literature review as well as the empirical data revealed that incompetent and ineffective training are currently disabling teachers' sense of self-efficacy to implement inclusive education successfully. The findings also indicated that increased and improved training as well as continuous professional development opportunities for professional and personal development need to be addressed as enabling factors, in order to develop and enhance teachers' sense of self-efficacy, within an inclusive full-service school.

Supportive Strategies for Teachers and Parents Dealing with Learners Experiencing Mild Intellectual Barriers to Learning

C.F. Pienaar

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Nelson Mandela Metropolitan University

ABSTRACT

Education support provision underwent a complete metamorphosis with the adoption of Education White Paper 6: Building an Inclusive Education and Training System in 2001. Within this new paradigm, learners who experience Mild intellectual barriers to learning are appreciated from a culture of inclusion and accommodation within mainstream education, alongside their unaffected peers. Another important development within Inclusive Education is the recognition of parents as important role-players in their children's education. This bold transformation implies that teachers and parents need the necessary support from health professionals and support staff at DBSTs attached to the local Education Support Centres, in order for them to support their children who experience Mild intellectual barriers to learning. As a result of the radical overhaul of the education system to accommodate learners who experience Mild intellectual barriers to learning in mainstream schools, the main aim of the study is to establish what the implications for teachers and parents who deal with such learners are. The researcher employed a qualitative research design within an interpretive paradigm from a phenomenological perspective.

The researcher made use of a combination of convenience, judgement and purposive sampling. The sample group included teachers and parents from two primary schools who deal with learners who experience Mild intellectual barriers to learning. The learners had previously been assessed psychometrically by Educational Psychologists and identified as fulfilling the criteria for Mild intellectual barriers to learning. Data was collected by means of semi-structured interviews and separate interview schedules were drafted for teachers and parents. Data was analysed using Tesch's eight step data analysis procedure to identify common themes which emerged from the participants' responses. The findings of the research indicated that teachers and parents had different perceptions about their roles in supporting the children whose learning they support. It also indicated that teachers experience challenges in their attempts to support their learners who experience Mild intellectual barriers in their classes, and with understanding the philosophy of Inclusive education. Furthermore, both parents and teachers experience a lack of support from health professionals and Inclusive Education specialists at the DBSTs within Bronfenbrenner's eco-systemic framework, which formed the theoretical foundation for this study. Consequently, strategies to support teachers and parents to address these challenges, were proposed.

Full-Service Schools for the Effective Implementation of Inclusive Education in Limpopo Province

H.R Thobejane

M.J Themane

University of Limpopo

ABSTRACT

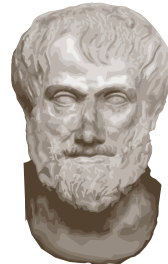
Literature has proved that the implementation of inclusive education remains a challenge in schools of Limpopo Province. Therefore, full-service schools have been assigned the duty of piloting the implementation of inclusive education before the total roll out to all other schools in the Province. This research study uses the qualitative mode of enquiry to investigate the current state of full-service schools for the effective implementation of inclusive education in Limpopo Province. Jonathan Scaccia Heuristic for organizational readiness theory is used to investigate full-service schools' level of readiness portrayed as $\text{Readiness} = \text{Motivation} \times \text{General Capacity} \times \text{Intervention-Specific Capacity}$ ($R = MC^2$). Semi-structured interviews were conducted with eight (8) teachers and eight (8) Head of Departments of eight (8) full-service schools in Limpopo Province. The findings reveal that teachers of full-service schools are motivated to implement inclusive education; they also have the necessary capacity to implement inclusive education; however, there are systemic barriers that serve as a hindrance towards the effective implementation of inclusive education in full-service schools of Limpopo Province.

THE OPTENTIA AWARD

The Optentia Research Focus Area acknowledges the contributions of individuals and institutions that show virtuous behaviour in the Southern African context.

Virtuous behaviour has three characteristics:

- **Human impact:** associated with flourishing and moral character, human strength, self-control, and resilience, and with meaningful human purpose.
- **Moral goodness:** represents what is good, right, and worthy of cultivation.
- **Social betterment:** produces benefit to others regardless of reciprocity or reward.



SYMBOLISM OF THE OPTENTIA AWARD



The symbolism in the Optentia award is a product of the name, nature of the objects in the work, and colours used. The name “Optentia” comes from the combination of two words, namely “optimal” and “potential”. The sun is an emblem of glory and brilliance. It is also a symbol of authority. It represents flourishing, life and spirituality. The rising sun is a symbol of hope. Green as used in the name of Optentia is the colour of life and of nature. Yellow is a strong energy colour and complements the green. The figure “holding” the sun is symbolic of ordinary people’s worthwhile endeavours to bring warmth, light, hope and life into the worlds of others who are less fortunate – giving them “a place in the sun”.

Artists: Daleen and Willie Claasens

OPTENTIA

1. SHERI BRYNARD

Sheri Brynard (33 years old) of South Africa is the only person with Down syndrome who is a qualified teacher with a tertiary teacher's diploma (without any amendments been made to the course), in the world. She is also an international ambassador for all people with Down syndrome. She truly believes that all people have the ability to choose to make the best of their circumstances and she is the living example of that.

She is currently an assistant teacher in a pre-primary school and she gives motivational speeches all over the world. Apart from the more than 380 public speeches she has given in South Africa, she did the opening speech at the last International Down syndrome Conference in 2012 and she has been asked to do the same this year.

In March 2013 Sheri addressed an International Conference on *International Down syndrome day* held in the headquarters of the United Nations in New York and she spoke at the University of Canterbury in the UK in July 2013. In January 2014 she has addressed the community in Guildford in the UK as well as Lord Wandsworth College in Hampshire in the UK. In June 2014 Sheri was also invited to the Childs World Conference in Abarestwith in Wales (UK) and she gave the main Conference Banquet keynote presentation (at which all the delegates of nearly 170 countries, senior university staff and external guests was present).

In May 2014 Sheri did a key note speech at a ECD and Learner Inclusion Conference in Johannesburg, Emperors' Palace and in July 2014 she did the main key note speech at the International African EDU Conference in Johannesburg, South Africa. In August 2014 Sheri did a key note at the "Conference for Woman with Disabilities" organised by the The Deputy Minister for the Department of Social Development in South Africa, Hon. Hendrietta Bogopane-Zulu, who hosted the Conference in Durban, South Africa.

Sheri spoke at the Oxford Education Symposium on 12 December 2014. This is an honor that is bestowed for the first time, for a person with Down syndrome.



Sheri Brynard

Sheri has received numerous awards, among which:

- The Presidential award for people who have made a contribution to the lives of mentally handicapped people in South Africa. This is a national award presented at a gala event of the Hamlet Foundation in Johannesburg, and the first time ever that a person with a disability received it.
- Selected by *Down Syndrome International* to receive the World Down Syndrome Day Award in recognition of her incredible efforts to change the lives and perceptions of people with Down syndrome, which was presented to her at a gala event during the Down Syndrome International conference in 2012.
- Chosen out of more than 1 400 nominations as one of 15 Shoprite Checkers Woman of the Year, in 2012 finalists. She went on to win this competition in her category, "Young Movers", and became the first Shoprite Checkers Woman of the Year in South Africa with a disability as well as the first winner ever to receive a standing ovation.
- Chosen to be honoured by Tribute, a KwaZulu-Natal-based organisation that pays tribute to people with disabilities in South Africa who make a difference in the lives of others. She was invited to a gala dinner to receive the award, which is a National Award.
- Sheri was nominated twice as Bloemfonteiner of the Year because of the work she is doing nationally and internationally to change perceptions of society about people with Intellectual disabilities.
- Sheri receives the following award from the Premier of the Free State: "Most outstanding youth. Best Achiever Award" on National and International level in the Free State, during the Youth Day festivities.

Sheri is proud that she was invited by the London University College, to be part of the LonDown project on Down syndrome, in London. The scientists working on the project are famous for being part of the team that first sequenced chromosome 21 and is now doing cellular research using cells from people with DS to see what we can learn about differences in cellular function, which could point the way to new treatments for problems such as Alzheimer's disease.

Sheri is proud to be who she is, a girl with Down syndrome.