



A Critical Analysis of Teacher Education for Inclusion in South Africa

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**OPTENTIA**
RESEARCH FOCUS AREA



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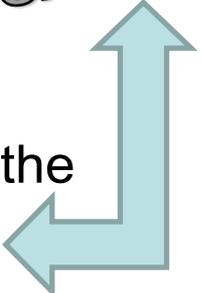
INTRODUCTION

- What does it mean to critically analyse?
- A **critical analysis** is subjective writing because it expresses the writer's opinion or evaluation of a text.
- **Analysis** means to break down and study the parts.

(www2.southeastern.edu/Academics/Faculty/elejeune/critique.htm)

- My road to critical analysis:
 - Subjective but based on theory, research and practice
 - To conceptualise (to visualise)
 - To ask questions?
 - To look at the good, the bad, the ugly and the exceptional
 - What works? What works not?
 - What is in place?
 - What needs to be put in place?

AGREE OR DISAGREE



INTRODUCTION continue

Answer the following question by choosing one of the following options:

What is inclusive education all about?

- a) Is it all about words or actions?
- b) Is it about words and actions?
- c) Is it about children?
- d) Is it about teachers?
- e) Is it about systems
- f) All of the above?

Open questions:

1. Please motivate your answer

2. If you can add any other options please provide them



CONCEPTUALISING INCLUSION

COMPLEX OR
AS PLAIN AS THE NOSE ON
YOUR FACE?

Complex because
of the
idiosyncrasies
of contexts

We know it
is the right
thing



- KEY WORDS from scientific articles and policy documents
- [WORDS - KEY NOTE SYMPOSIUM 2015 MIRNA.docx](#)

CONCEPTUALISATION CONTINUES

- KEY WORDS CONTINUED
- Quotes
 - <https://www.google.co.za/search?q=quotes+about+inclusion+in+education&biw=1366&bih=643&site=webhp&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDMQsARqFQoTCPeCxZqCkMgCFQZdGgodNk8LMA>
- Google inclusive education
 - About 13 000 000 results (0,47 seconds)
- Google inclusion in education
 - About 119 000 000 results (0,43 seconds)
- Google inclusion
 - About 126 000 000 results (0,55 seconds)

CONCEPTUALISATION CONTINUES

NAMED/CONCEPTUALISED
IN MANY DIFFERENT WAYS

IT IS HOW WE TAKE
ACTION
WITH THESE NAMES and CONCEPTS



**What's in a name? That
which we call a rose by
any other name would
smell as sweet.**



William Shakespeare

English poet and playwright

(1564-1616)

QuoteHD.com

MY BELIEFS



- A world of diversity, conflict, judgement and disrespect
- Exclusion on the basis of not fitting in

**Children are the most
vulnerable
when it comes to not fitting in**



MY BELIEFS continue



- Inclusion
 - Everyone in any community is respected, accommodated and valued.
 - This means accepting each person for what he or she is, despite us all looking different, having different needs and having different ways of living, believing and thinking.
 - Inclusive education
 - every child is seen as a child and human being first with his or her own specific needs,
 - and is not stereotyped and/or labelled because of poverty, illness, disability or any other barrier to learning
- However, in the implementation of inclusive education learners who experiences intrinsic barriers to learning (disabilities) and barriers to learning because of extrinsic factors (systemic, socio-economic, curriculum, LOLT in second language, etc) need to be a critical and central focus

THE GOOD



- Examples of policies and other governmental documents:
 - 2001. Education White Paper 6 (Special Needs Education): Building an inclusive education and training system.
 - 2005. Conceptual and operational guidelines for district-based support teams.
 - 2008 and 2014. National strategy on screening, identification, assessment and support.
 - 2010. Guidelines for full-service/inclusive schools.

THE GOOD



- Theoretical frameworks
 - Social constructivism
 - Bio-ecological framework
 - Socio-historical framework
 - Cultural-historical activity theory (CHAT)

THE GOOD continues



- POLICIES on teacher education
 - 2000. Norms And Standards for Educators.
 - 2011. National Qualifications Framework Act 67 of 2008 – policy on the minimum requirements for teacher education qualifications (MRTEQ)

THE GOOD continues



- Policy on the minimum requirements for teacher education qualifications. 2011 - Competences of newly qualified beginner teacher
- Must know:
 - how to teach their subject(s) and how to select, determine the sequence and pace content in accordance with both subject and **learner needs**.
 - **who their learners are and how they learn**; they must understand their individual needs and tailor their teaching accordingly.
 - how to **communicate effectively** in general, as well as in relation to their subject(s), in order to mediate learning.
- Must **understand diversity** in the South African context in order to teach in a manner that **includes all learners**. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.
- Must be able to **manage classrooms** effectively **across diverse contexts** in order to ensure a conducive learning environment.

THE GOOD continues



- Research examples
 - Numerous international examples of good teacher education practices:
 - [Examples of international research on teacher education for inclusion.docx](#)
 - South African examples
 - Still in its baby shoes (due to recent political transformation and continuous policy developments)
 - [Examples of national research on teacher education for inclusion.docx](#)

THE GOOD continues



- Research in South Africa (E.g Nel & Engelbrecht, in progress; Nel & Savolainen, in progress; Savolainen, *et al.* 2012; Walton & Rusznyak, 2014; Oswald & Swart, 2011)
 - Inclusive education accepted on the basis of human rights
 - Neutral to positive **attitude**
 - *"treat all children with barriers alike"*
- Pre-service teachers acknowledge - Learners have diverse needs for a variety of reasons and it is the teacher's responsibility to accommodate those needs in an inclusive classroom environment (Nel & Engelbrecht, in progress) *" This module taught me how to meet the different needs and interests of all diverse learners*

THE GOOD continues



- Global impetus to continue with an inclusive education approach
 - Example:
 - Jomtien 1990
 - Salamanca statements of 1994
 - DAKAR framework 2000
 - Convention on the **Rights of Persons** with Disabilities, Article 34 (2008)
 - Education For All (EFA) - UNESCO
 - International and national conferences where dialogues continue
- South Africa supports

THE GOOD continues



- Can you add any good?

THE BAD AND THE UGLY

Or the
other way
around?



- Negative attitudes – influenced by practice
(e.g. Sayed & Ahmed, 2015; Walton, 2015; Nel *et al*/2014; Bornman & Donohue, 2013; Chataika *et al.* 2012; Oswald & Swart, 2011; Wildeman & Nomdo, 2007; etc)
 - Large classroom numbers
 - Not enough and appropriate resources and learning material
 - Inadequate training
 - Restricted financial resources
 - Limited and inadequate support from education departments
 - Curriculum changes
 - Inflexible curriculum
 - Discipline problems
 - Learning needs to diverse
 - Home backgrounds
 - Poor parent support
- **Can you add more?**

***It always starts
with attitudes
or does it?***

THE BAD AND THE UGLY continue



- Obstacles to the implementation of **quality** education
 - "Quality is still being defined as literacy and numeracy and still being constrained by what can be measured"
 - "...what is needed is a continued foregrounding of quality as a dynamic, process oriented **social justice** endeavour to give effect to a **holistic and comprehensive** approach to the broad quality agenda" (Sayed & Ahmed, 2015:330)
 - **ALL LEARNERS CAN LEARN!**

THE BAD AND THE UGLY continue



- Disability (or any learner experiencing barriers to learning) and inclusion
- "Discussing **quality education for persons with disabilities** is somewhat like describing the emperor's new clothes in the fable by Hans Christian Anderson. In the fable, two thieves dupe the vain emperor. They convince him that they can spin a cloth so fine that it is invisible to anyone who cannot appreciate its quality. The emperor's advisors and all of his subjects fear to admit that they can't see the new clothes he claims to wear as he parades through the streets. Only a young child is honest enough to admit that in fact, the emperor is naked" (Richler, 2005 :1 EFA MONITORING REPORT)

THE BAD AND THE UGLY continue



- In South Africa, up to 70% of children of school-going age with disabilities are out of school. Of those who do attend, most are still in separate, "special" schools for learners with disabilities (Donohue & Bornman, 2014)

THE BAD AND THE UGLY continue



- Inadequately qualified teachers

(e.g. Sayed & Ahmed, 2015; Nel *et al*/2014; Walton & Rusznyak, 2014; Bornman & Donohue, 2013; Engelbrecht *et al*/2013; Chataika *et al.* 2012; Oswald & Swart, 2011 etc)

- Research (Nel & Engelbrecht, in progress)

- Knowledge gained in pre-service training – adequate, but needs improvement
- Practice do not link to university education
- Attitude of exclusion still predominant wrt the feasibility of the practice of inclusive education in diverse learning environments
- *I thought teaching was all about teaching the learners rather than being concerned about their needs”.*

THE BAD AND THE UGLY continue



- Curriculum coverage
 - We (teacher educators) emphasize and policies underline
 - Flexibility (modifying, differentiation, thinking on your feet, critically analysing, understanding contexts...)
 - Various teaching and assessment strategies
 - Pace and needs of learners (knowing your learners, understanding contexts...)
 - Craft knowledge (Florian & Graham, 2014)
 - Practice
 - Must cover the prescribed curriculum in prescribed times
 - Teachers complain that many learners, because of various barriers to learning, struggle to keep up
 - Promotion/Progression
 - Pass rates – don't want to be labeled as poor performing school

THE BAD AND THE UGLY continue



- Medical model still being applied
 - Referral
 - Experts
 - Special needs
 - Categorisation
 - Placement

THE BAD AND THE UGLY continue

- CAN YOU ADD MORE?



The exceptional



- Pockets of excellence
- Still need to strive towards the exceptionally good as general practice

So what now?



So what now?

- Suggestions



So what now?



- Collaboration and Networking
 - Who?
 - Academics, teachers, students, department (DBE and DHET), community, health professionals, NGO's.....
 - An association for inclusive education in South Africa?

So what now?



- Key issues that we as teacher educators need to address:
 - Integration of inclusive education principles in whole curriculum – not only in separate modules
 - Implies involving a team approach in faculties
 - Inclusive pedagogy - central approach
 - A shift from an approach that works for *most* learners existing alongside something 'additional' or 'different' for those (*some*) who experience difficulties,
 - towards a rich learning community characterised by learning opportunities that are sufficiently made available for *everyone*, so that all learners are able to participate in classroom life (Florian & Linklater, 2009).

So what now?



- Good theoretical and philosophical foundation – in a specific module, but also infused in whole curriculum (theoretical frameworks of inclusive education – applies to all teacher education programmes)
- Specialised modules from the first year (Identification, assessment, support)
- Applied knowledge and skills during the teaching of modules (e.g. case studies, scenarios, etc)
- Mentored teaching practice in Full Service and Special Schools as Resource Centres – applying knowledge and skills gained in mainstream classes

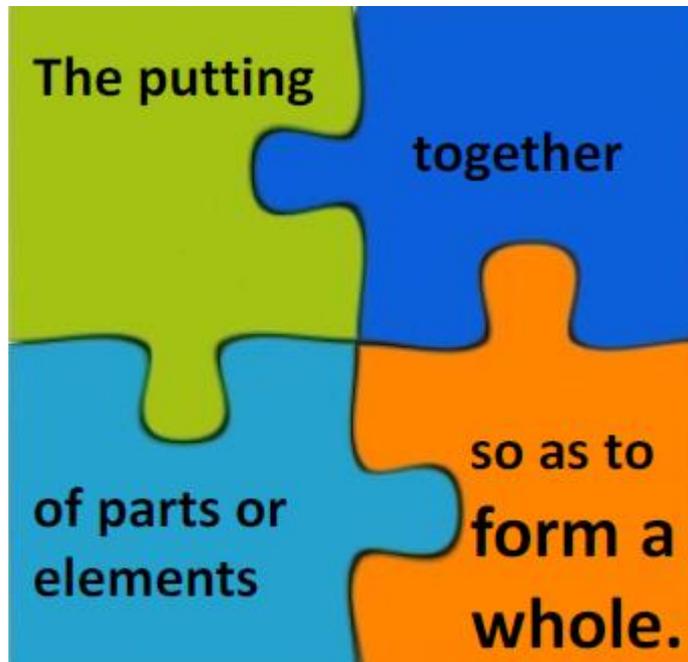
So what now continues



- Professional learning schools
- Continuous open interaction
- Be updated about practice (research, collaboration, networking) - prepare students adequately
 - Action research

Synthesis

- [Teacher education for inclusion framework.docx](#)





- Thank you
- Dankie
- Kea le boha
- Ngiyabonga
- Ndiyabulela Enkosi