Cape Peninsula
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DEVELOPING A FRAMEWORK TO FACILITATE PRIMARY SCHOOL TEACHERS' CHANGE OF PROFESSIONAL DISCOURSE ABOUT INCLUSIVE PEDAGOGICAL APPROACHES

by

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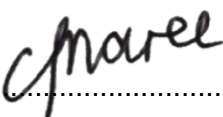**Co-supervisor:** Associate Professor Lawrence Meda

Mowbray
13 February 2023

DECLARATION

I, Carien Maree, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

According to recent research studies, teachers foster negative attitudes toward inclusive pedagogical approaches. These negative attitudes are the result of surface level training in inclusive pedagogical approaches and Inclusive Education (IE) policies implemented by the South African (SA) Department of Education (DE) and Department of Basic Education (DBE). A plethora of IE policies on addressing learning barriers and implementing inclusive pedagogical approaches in schools have been developed in recent years, however teachers are still unsure of how to implement these approaches in their classrooms. There is a limited professional discourse of inclusive pedagogical approaches in SA schools as a result of inadequate training, limited support from government structures and a lack of understanding of how to implement IE strategies in the diverse contexts of SA schools. This thesis addresses the identified gap by implementing a five-week Intervention Programme (IP) and investigating how comprehensive IE training may facilitate a change in discourse.

This study has one main research question and addresses the aim of the research: "How can a framework which facilitates primary school teachers' change of professional discourse about inclusive pedagogical approaches be developed?" The main research question was guided by five sub-questions: (i) What were teachers' initial professional discourse on pedagogical approaches before the IP? (ii) How can teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles? (iii) How can teachers change their professional discourse through a process of reflective practice? (iv) Why do teachers change their professional discourse on inclusive pedagogical approaches? (v) How can teachers implement inclusive pedagogy principles in their own classrooms after the five-week IP?

Theoretical and conceptual frameworks such as Engeström's (1987) Activity Theory Framework (ATF), Garrison, Archer and Anderson's (2000) Community of Inquiry (CoI) and Strampel and Oliver's (2007) Levels of Reflection underpinned this research study. Research Question 1 was guided by the ATF and Research Question 2 to 5 were guided by the CoI (Garrison et al., 2000) and Strampel and Oliver's (2007) Levels of Reflection.

A critical interpretive paradigm, qualitative approach and collective case study design were used. The investigation was conducted in the Western Cape (WC), South Africa at three full-service schools situated in the Metro Central Education District (MCED). The IP was presented at the Cape Peninsula University of Technology's (CPUT) library. Twelve teachers with a range of teaching experiences and who actively worked with inclusive pedagogical approaches in their classrooms were involved in this study. The duration of the IP was from July 2019 to September 2019.The five-week IP was used as a diagnostic tool to facilitate a change in teachers' discourse of inclusive pedagogical approaches. Relevant theory and practical

knowledge, as stipulated in the IE policies, were presented. Pedagogical techniques such as participant collaboration, case studies, critical discussion and evaluative/reflective strategies were used during the IP to promote an active learning environment. An initial open-ended questionnaire, IP, an open-ended questionnaire used as a tool for reflective writing, observations, focus group discussions and individual interviews were the data collection methods that best suited the nature of this research study. The data was transformed by the researcher using category analysis, a deductive approach and an inductive approach. The researcher organised her data in accordance with the five research questions and the three theoretical frameworks. Following the organisation of the data under the headings of the research questions, the researcher used the indicators of the theoretical and conceptual framework to colour-code all of the data in a word-processor.

In this study, there were five important findings, namely: (i) it was found that teachers had limited prior knowledge of inclusive pedagogical approaches and were unsure of their roles and responsibilities in implementing IE strategies in their classrooms; (ii) a shared definition of IE emerged during the IP and participants learned the value of IE's collaborative culture; (iii) for teachers to grasp IE theoretical and practical knowledge on a deeper cognitive level, focused instruction and reflective practices were required; (iv) an active learner-centred approach to the IP encouraged teachers to implement IE strategies in their classrooms; and (v) after the five-week IP teachers felt more confident in their abilities regarding IE implementation and subsequently changed their professional discourse on IE. Based on these findings, the Facilitating Discourse Framework (FDF) conceptual framework was developed to explain the complex process of facilitating change in professional discourse. The FDF is a significant contribution because it employs an in-depth training approach that equips teachers with a thorough understanding of how to successfully implement IE policies and strategies in their classrooms.

Changes in the professional discourse surrounding inclusive pedagogical approaches are necessary for the implementation of IE strategies to be successful. These approaches are more likely to be used in classrooms by teachers who have a better understanding of and attitude towards inclusive pedagogy. Additionally, teachers who work together to address IE implementation issues are more likely to create IE plans that are viable in their particular school environment. As the focus of this study was solely on full-service school teachers interested in implementing inclusive pedagogical approaches in the MCED of the Western Cape Education Department (WCED), SA, this information cannot necessarily be generalised to other teachers or mainstream/full-service schools in SA or internationally. It is recommended that all IE policies be updated to include more specific inclusive pedagogical approaches rather than the broad strategies currently provided. It is recommended that the DBE and District Based

Support Teams (DBST) provide in-depth training to teachers on inclusive pedagogical approaches using the FDF framework. Future research may be carried out in full-service and mainstream schools in SA. It is suggested that future research investigate how the FDF can be used to facilitate professional discourse in other areas of education.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

AET	Adult Education and Training
ATF	Activity Theory Framework
CA	Curriculum Advisor
CAPS	Curriculum Assessment Policy Statement
CBST	Circuit Based Support Team
CoI	Community of Inquiry
CPTD	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
DBST	District Based Support Team
DE	South African Department of Education
DBE	South African Department of Basic Education
ECD	Early Childhood Development
EWP6	Education White Paper 6
ELSEN	Education for Learners with Special Education Needs
IE	Inclusive Education
FDF	Facilitating Discourse Framework
FP	Foundation Phase
HOD	Head of Department
ImP	Intermediate Phase
IP	Intervention Programme
LST	Learner Support Teacher
LSEN	Learners with Special Education Needs
MCED	Metro Central Education District
NCS	National Curriculum Statement
NCSNET	National Commission on Special Needs Education and Training
NCESS	National Committee for Education Support Services
NQT	Newly Qualified Teacher
OBE	Outcomes Based Education
RNCS	The Revised National Curriculum Statement
SA	South Africa
SACE	South African Council for Educators
SBST	School Based Support Team
SIAS	Screening, Identification, Assessment and Support

SME	Subject Matter Expert
SMT	Senior Management Team
SNA	Support Needs Assessment
SP	Senior Phase
UK	United Kingdom
WC	Western Cape
WCED	Western Cape Education Department

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1. BACKGROUND TO THE STUDY

A myriad of research indicates that the implementation of inclusive pedagogical approaches is being neglected as schools in South Africa (SA) are struggling to bridge the gap between Inclusive Education (IE) policy and the practical implementation thereof (Donohue & Bornman, 2014; Drake, 2014; Nel, Tlale, Engelbrecht & Nel, 2016; Oswald & Engelbrecht, 2017). Paradoxically, there are a plethora of IE policies and documents developed by the SA Department of Education (DE) and the Department of Basic Education (DBE) addressing IE and the implementation of inclusive pedagogical approaches in schools today, while teachers on the ground are struggling to know how to address barriers to learning in their classrooms (Donohue & Bornman, 2014; Nel et al., 2016). The policies that have been referred to in this research study include:

- Education White Paper 6, Special Needs Education: Building an Inclusive Education and Training System (EWP6), DE, 2001;
- Guidelines for Inclusive Teaching and Learning, DBE, 2010;
- Guidelines for Full-Service/Inclusive Schools, DBE, 2010;
- Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements, DBE, 2012; and
- Screening, Identification, Assessment and Support (SIAS), DBE, 2014.

Although the DBE has IE policies (DE, 2001; DBE, 2010, 2012, 2014) and support structures in place to address some of the barriers encountered in SA schools, these resources frequently offer broad strategies that are neither appropriate for the community's context nor adapted to the diversity of learners SA teachers encounter in their classrooms (Donohue & Bornman, 2014:3; Drake, 2014). It is argued that for inclusive pedagogy interventions to be successful, they must be tailored to the specific context of each community (Donald, Lazarus & Moolla, 2014; Drake, 2014; Nel et al., 2016). To be able to make this task feasible, schools should be approached on an individual basis to ensure that the interventions are effective and focus on the needs of teachers and learners (McLeskey, Waldron & Reddy, 2014; Nel et al., 2016), where they are supported to create a shared meaning (Fullan, 2016) of inclusive pedagogical approaches.

SA teachers are struggling to implement these many IE policies in their classrooms due to some of these possible barriers (Donohue & Bornman, 2014): teachers who do not carry a shared meaning of inclusive pedagogical approaches, limited IE training, resistant attitudes toward inclusive principles, lack of government support structures and the diverse contexts of SA schools (Donohue & Bornman, 2014; Drake, 2014; Nel et al., 2016). Creating a shared

meaning of inclusive pedagogical approaches, according to the DBE (2010, 2012 and 2014), can lead to a change in professional discourse on IE. As teachers' professional discourse changes, it may result in a paradigm shift in beliefs and opinions toward an inclusive school culture (Pantić & Florian, 2015; Shirley, 2017). Teachers' current discourse is that they understand the importance of implementing IE methodologies in their classrooms, but they are unsure of how inclusive pedagogical approaches will work in practice (Soudien, Carrim & Sayed, 2007; Donohue & Bornman, 2014; Drake, 2014; Nel et al., 2016). Teachers with more experience, who received their training in the medical-deficit model prior to 1995, hold the opinion that learners with different learning needs should be accommodated in specialised schools. These teachers feel that it is not their responsibility to make accommodations for learners who have learning difficulties and that such learners should be handled by specialists (Stofile, Green & Soudien, 2017). Other teachers have little experience working with learners who have learning challenges because they did not receive IE training as part of their undergraduate degrees (Oswald & Engelbrecht, 2017). As a result of limited training and not carrying a shared meaning of IE, negative attitudes foster toward IE pedagogical practises in the classroom. Negative attitudes are reinforced by teachers perceiving a lack of financial, physical and institutional resources, insufficient time to implement IE strategies and inadequate DBE support (Donohue & Bornman, 2014; Pantić & Florian, 2015; Nel et al., 2016; Stofile et al., 2017).

Despite many DBE policy documents explicitly stating the support structures offered by the government, teachers have limited knowledge on how to access the support that is available to them (Oswald & Engelbrecht, 2017). In order to be proactive and offer schools support in this particular field, the DBE continues to offer numerous training programmes (SIAS training, Barriers to Learning Workshop, the District Based Support Team [DBST] training, Whole School Development, to mention a few) to practically implement the IE policies in classrooms (DE, 2005; DBE, 2014). However, many of these training sessions have been presented using PowerPoint Presentations, which discuss generic barriers to learning and how to manage them in the classroom. A teacher-centred approach, which offers limited conversations between the presenter and the teachers about how to adapt this knowledge to the many diverse classrooms that are found in SA, is frequently used in these training sessions. As teachers are unable to contribute to their own learning process, the DBE training often leaves them feeling more overwhelmed and without strategies to implement in their classrooms. Teachers report that a learner-centred and comprehensive training programme is required to assist them in understanding how to support the diverse needs of learners in their classrooms (Donohue & Bornman, 2014; Stofile et al., 2017).

A diverse array of barriers to learning is present in the classrooms of many SA schools. Societal, systemic, extrinsic and intrinsic barriers are among them. The barriers are indicated in Table 1.1, yet the researcher is aware that this list may not capture all the barriers experienced in SA schools.

Table 1.1: Barriers to learning experienced in South African schools

Societal Barriers	Systemic Barriers
• Poverty and underdevelopment • Lack of access to basic services • Lack of early intervention programmes • Natural disasters and epidemics • Crime • Negative attitudes	• Lack of basic materials and equipment • Inadequate provision of support • Inappropriate language channels • Overcrowded classrooms
Extrinsic Barriers	**Intrinsic Barriers**
• Lack of support from educators • Inappropriate and inadequate assessment procedures • Inflexible curriculum	• Neurological (epilepsy, specific learning problems, cerebral palsy, autism) • Sensory (deafness, hard of hearing, blindness, weak sightedness) • Behavioural barriers • Emotional barriers • Intellectual barriers

Source: (DE, 2001)

Unlike more affluent schools, schools situated in the quintile 1-3 areas[1] do not have access to external specialists who are able to deal with these many and diverse barriers and rely fully on the DBE for specialist support (Donohue & Bornman, 2014; Nel et al., 2016).

1.2.   RATIONALE AND CONTEXT

In an attempt to address the policy-practice gap, the researcher set out to develop a framework to facilitate primary school teachers' change of professional discourse about inclusive pedagogical approaches. The researcher drew from her twelve years of experience as a learning support teacher, an IE trainer and researcher. During these twelve years, the researcher attended numerous training opportunities offered by the DBE and had a similar 'teacher-centred approach' experience. Although different theories and strategies on IE were

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[1] "All South African public schools are categorised into five groups, called quintiles, largely for purposes of the allocation of financial resources. Quintile one is the 'poorest' quintile, while quintile five is the 'least poor'" (WCED, 2013).

presented, many of the teachers who attended the workshops did not implement what they had learnt in the DBE IE training neither did they agree that inclusive pedagogical approaches had a place in their classrooms.

The researcher, who was actively using IE in her own school as a learning support teacher, and in her own private practice, had many experiences where she saw physical evidence that IE pedagogical approaches were beneficial. Not only did IE benefit learners, but comprehensive IE training assisted teachers in developing a positive attitude toward IE methodology. As an IE trainer, the researcher developed her own learner-centred comprehensive IE training programmes. She used a different strategy for her teacher presentations than the DBE. She began by presenting IE theories, case studies and practical strategies, and welcomed discussions throughout the training about teachers' lived classroom experiences. The researcher gathered information through feedback forms and observed the participants' teaching methods in their classrooms to ensure that her training was relevant to the teachers' needs and that they implemented the strategies presented during training. According to the feedback she received, teachers were more enthusiastic about implementing IE methodologies, and the researcher observed that they successfully managed to transfer this information into their classrooms. This left her questioning how and why teachers changed their professional discourse on IE and if their discourse had an impact on whether or not they employ inclusive strategies in their classrooms. These thoughts led her to conduct her current study where she wanted to recruit teachers who were interested, able to and prepared to change their pedagogical discourse as far as IE philosophies were concerned.

For this study, the researcher aimed to create a similar comprehensive IE training to add to the knowledge base of the teachers and to assist them in implementing practical inclusive strategies in their classrooms. To develop an in-depth training programme, she kept in mind that developing a shared understanding of inclusive pedagogy and encouraging reflective practice is critical for all teachers (from quintile 1 to quintile 5 schools) and that they must be involved in and take responsibility for the process of developing inclusive principles for their particular school context (Nel et al., 2016; Oswald & Engelbrecht, 2017). According to Nel et al. (2016), if teachers are included in the development and learning process, the implementation of inclusive principles will be more achievable and practical, and the interventions put in place will be meaningful and sustainable. The collaboration of teachers will motivate them to be invested in inclusive principles applicable to their particular classroom environments and to contribute to the successful implementation of the many IE policies (Fullan, 2006; Soudien et al., 2007). Pantić and Florian (2015) argue that if all teachers can incorporate these methodologies, pedagogies and reflections into their daily practises, teachers' attitudes toward inclusion may improve and they may be able to implement more

effective teaching strategies. The researcher agrees with Donohue and Bornman (2014) that there is a lack of opportunities for teachers to share their experiences with IE, and wanted to create a way for teachers to participate in facilitating their own professional discourse.

The purpose of this study is to develop a framework to facilitate primary school teachers' change of professional discourse about inclusive pedagogical approaches.

1.3   RESEARCH QUESTIONS AND OBJECTIVES OF THE STUDY

The main research question of this study is:

How can a framework which facilitates primary school teachers' change of professional discourse about inclusive pedagogical approaches be developed?

From this main research question, the following sub-questions follow:
1. What was teachers' initial professional discourse on pedagogical approaches before the intervention programme (IP)?
2. How can teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles?
3. How can teachers change their professional discourse through a process of reflective practice?
4. Why do teachers change their professional discourse on inclusive pedagogical approaches?
5. How can teachers implement inclusive pedagogy principles in their own classrooms after the five-week IP?

The main objective of this study was to develop a framework which facilitates primary school teachers' change of professional discourse about inclusive pedagogical approaches.

The sub-objectives for this study were:
1. To examine what teachers' initial professional discourse were on pedagogical approaches before the IP;
2. To investigate how teachers can create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles;
3. To investigate how teachers can change their professional discourse through a process of reflective practice;
4. To investigate why teachers change their professional discourse on inclusive pedagogical approaches;
5. To examine how teachers can implement inclusive pedagogy principles in their own classrooms after the IP.

1.4   ASSUMPTIONS OF THE STUDY

This study makes the reasonable assumption that the selected participants are all representative of teachers working in full-service schools and are trained in either the Foundation Phase (FP) or Intermediate (ImP)/Senior Phase (SP) and teaching from Grades 1-7. It also assumes that all participants who took part in the study did so voluntarily and were not coerced into attending the five-week IP or sharing their experiences during the interviews. It is further assumed that teachers who participated in this study were representative of teachers who are interested in applying inclusive pedagogical approaches in their classrooms and will apply the theory and the reflection techniques acquired during the IP into their daily classroom pedagogies.

1.5   CONTRIBUTION OF THIS STUDY

A contribution of this study was to develop a new framework, based on the components of the Activity Theory Framework (ATF) (Engeström, 1987), Strampel and Oliver's (2007) Levels of Reflection and the Community of Inquiry (CoI) (Garrison, Anderson & Archer, 2000) and from the data obtained from the study. The framework consists of the methodology of collecting views as part of data collection, but at the same time developing insight as a means to change professional IE discourses. This unique framework can assist policymakers, department heads in educational districts who work with IE and teachers working in full-service/inclusive school settings to identify the existing knowledge of school communities and to assist these communities to create a shared meaning of current and innovative inclusive principles and classroom pedagogies and to change their professional discourse on inclusive pedagogical approaches.

1.6   CLARIFICATION OF KEY CONCEPTS

The following terms are explained to ensure a common understanding of their use in this study:

1.6.1   Inclusive pedagogical approaches

Inclusive pedagogical approaches are teaching methodologies that acknowledge individual differences among learners while actively avoiding marginalisation and/or continued exclusion of certain groups (Pantić & Florian, 2015; Phasha, Mahlo & Sefa Dei, 2017). These approaches are seen as a subset of IE and refer to the teaching methodologies teachers use to accommodate learners who experience barriers to learning in their classroom (Pantić & Florian, 2015). Most SA teachers are unfamiliar with the term inclusive pedagogical approaches and refer to these teaching methodologies as IE (Oswald & Engelbrecht, 2017).

IE is an umbrella term which refers to diversity in terms of language, gender, religion, learning barriers, sexuality, age, ethnicity, class, disability, HIV or other infectious diseases, and how to include all learners in the school context. IE does not only refer to inclusionary teaching methods (DE, 2001).

Throughout this thesis participants use the term IE while actually referring to inclusive pedagogical approaches. Teachers' knowledge of IE is limited, as is shown by the incorrect use of this term and understand that IE is simply including those learners in the classroom with physical and intellectual disabilities (Phasha et al., 2017; Oswald & Engelbrecht, 2017). As teachers' focus is mainly on these barriers to learning, as part of her comprehensive IE training, the researcher focussed on inclusive pedagogical approaches. A specific focus of the training was accommodating all learners in the classroom, not just those with barriers to learning, and developing each child based on their unique abilities (Phasha et al., 2017).

1.6.2   Facilitating change in discourse

The researcher understands that initiating and implementing change is a complex and challenging process (Makoelle & van der Merwe, 2016). As a result, the term "facilitating change" was conceptualised to acknowledge that change occurs through interactions in which participants are given opportunities and resources to inspire change (Fullan, 2016; Makoelle & van der Merwe, 2016). For this research study, the researcher used a five-week IP as a conduit to initiate change. According to Fullan (2016), in order for change to occur, the facilitator of a training programme must first acknowledge the participants' prior knowledge on the topic which is presented. Following that, it is the facilitator's responsibility to include participants of the training programme in the development of new knowledge and to assist them in developing a shared understanding of the new knowledge. Finally, whether or not participants apply the new knowledge to their current practise determines the success of the change.

1.6.3   Teacher education for inclusive pedagogical approaches

Changing professional discourse on inclusive pedagogical approaches is a significant challenge because it calls into question teachers' prior and current educational theories, knowledge and practices on IE (Oswald & Engelbrecht, 2017). Before any change of discourse can take place, it is critical to understand the current IE discourse of teachers, from both those with more educational experiences and those who are newly qualified teachers (NQTs). Teachers with more experience are those who received their qualifications prior to 1995 during the apartheid era, when IE took place outside of the classroom, and NQTs are those teachers who received initial teacher training with IE as one of their modules (Stofile et al., 2017).

1.7.   THEORETICAL AND CONCEPTUAL FRAMEWORKS

The ATF (Engeström, 1987), Strampel and Oliver's (2007) Levels of Reflections and the CoI are the theories that underpin this study (Garrison et al., 2000). The ATF was used as a research tool to better understand the prior knowledge and context of full-service teachers who actively practice IE principles in their classrooms. This framework was also used to create an IP that was tailored to the participants' circumstances and needs (Gedera, Williams & Engeström, 2015). The Levels of Reflection by Strampel and Oliver (2007) were used as a reflective tool to help teachers reflect on what they had learned during the IP and for the researcher to track the process of change (or lack thereof) in their professional IE discourse. In addition, the CoI framework was chosen because it highlights collaborative learning (Garrison & Arbaugh, 2007; Akyol, Arbaugh, Cleveland-Innes, Garrison, Ice, Richardson & Swan, 2009), which is consistent with the ATF (Engeström, 1987) and the reflection levels (Strampel & Oliver, 2007). The participants and how they make sense of their learning are at the centre of these three frameworks, which is in line with IE's learner-centred philosophy (Akyol et al., 2009).

1.8.   OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

A qualitative approach and a collective case study design were used within a critical interpretive paradigm to gain a holistic perspective of primary school teachers' discourse on inclusive pedagogical approaches (Fraenkel, Wallen & Hyun, 2015). The qualitative approach was chosen because the researcher wanted to interact deeply with participants to understand how their professional discourse about IE had changed (or not changed) over time (Creswell & Creswell, 2018). A collective case study was used to gain a better understanding of how IE is implemented in similar settings (Gay, Mills & Airasian, 2012; Merriam & Tisdell, 2015; Yin, 2018). The critical interpretive paradigm allowed the researcher to see the world through the participants' experiences and perceptions of how they implement inclusive pedagogical approaches in a full-service school (Creswell & Poth, 2018).

Convenience sampling (Yin, 2018) was used to select the full-service schools because the researcher lived and worked in the central area of Cape Town at the time of the research study. Schools located in the Metro Central Education District (MCED) of the Western Cape Education Department (WCED) were chosen. Purposive sampling, which is defined as the deliberate targeting of information-rich participants, was used by the researcher to select participants who were interested in and committed to implementing inclusive pedagogical approaches in their classroom and were representative of teachers who work in a full-service school (Cohen, Manion & Morrison, 2018; Creswell & Creswell, 2018).

In this study, a variety of data collection methods were used. To collect data prior to the five-week IP, an initial open-ended questionnaire was used. During the IP, observations and an open-ended questionnaire used as a reflective writing tool were used, and after the IP focus group discussions and individual interviews were used. The data collected in this study was analysed using category analysis and a deductive and inductive approach (Henning, van Rensburg & Smit, 2004). To ensure the credibility of this study, the researcher addressed the following criteria in her findings: credibility, transferability, dependability and confirmability (Moon, Brewer, Januchowski-Hartley & Blackman, 2016). The Cape Peninsula University of Technology (CPUT), the WCED, the principals of the schools and the teachers all provided ethical clearance and informed consent. It was agreed the names of the schools and participants would be kept private.

1.9   LIMITATIONS OF THE STUDY

The scope of this study was limited to full-service schools in the MCED, WCED. These schools were conveniently selected and the data may be limited to this collective case study. The findings cannot be necessarily generalised or assumed successful in full-service or mainstream schools, in other districts.

Participant selection was done purposively and was representative of teachers who are interested in applying inclusive pedagogical approaches in their classrooms; therefore it cannot be assumed that all teachers are interested in changing their limited discourse of inclusive pedagogical approaches to a more progressive discourse.

1.10   ORGANISATION OF THESIS

Chapter 1 provides a background to the study and provides a rationale and context for the research. This chapter provides a clarification of the research question and the objectives of the study. In addition, the assumptions and contributions of this study are provided. Key concepts are clarified, and an overview of the theoretical and conceptual frameworks, as well as the research design and methodology, is provided. Finally, the study's limitations and thesis organization are discussed.

Chapter 2 clarifies the theoretical and conceptual frameworks that underpins this study. The three theoretical frameworks that guided the research are justified in this chapter. The ATF, Strampel and Oliver's Levels of Reflection and the CoI were discussed first, followed by the conceptual framework and the justification for using three theories.

Chapter 3 consists of an in-depth review of the existing literature on the themes of this study. The literature highlights the following: IE, inclusive pedagogical approaches, the concept-

tualisation of IE in selected contexts, IE as reflected in SA policies, teacher education in the area of IE, teacher collaboration and changing professional discourse of teachers towards inclusive pedagogical approaches.

Chapter 4 provides a comprehensive discussion of the research process, including research paradigm, approach, design, methodology and analysis, as well as the trustworthiness and ethical considerations taken into account.

Chapter 5 presents and analytically discusses the findings of the Research Question 1. The findings speak to teachers' initial professional discourse on pedagogical approaches before the IP.

Chapter 6 presents and analytically discusses the findings of the Research Question 2 and 3. The findings speak to how teachers can create a shared meaning of IE and how teachers change their professional discourse through a process of reflective practice.

Chapter 7 presents and analytically discusses the findings of the Research Question 4 and 5. The findings speak to why teachers change or do not change their professional discourse on inclusive pedagogical approaches and how teachers can implement inclusive pedagogy principles in their own classrooms after the five-week IP.

Chapter 8 presents an overview of the findings for Research Questions 1, 2, 3, 4 and 5 and how the findings answer the main research question: "How can a framework which facilitates primary school teachers' change of professional discourse about inclusive pedagogical approaches be developed?" To conclude this chapter a new conceptual framework, the Facilitating Discourse Framework (FDF), is introduced and discussed, as inspired by the findings of this research.

Chapter 9 focuses on the summary of the key findings of the study, theoretical and conceptual reflections and research processes, recommendations, concluding comments and reflections of the research process.

CHAPTER 2: THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1   INTRODUCTION

The aim of this chapter is to present the theoretical and conceptual frameworks used to guide this study. To achieve this aim, this research is theoretically grounded upon a composite of three frameworks: the ATF (Engeström, 1987); the CoI (Garrison et al., 2000), and Strampel and Oliver's (2007) Levels of Reflection. Figure 2.1 shows in which manner these frameworks where used:

Before the IP

•**ATF:** To gather the demographic data of the 'Subjects' (participants) and to ascertain their prior knowledge of inclusive pedagogical approaches through initial open-ended questionnaires. An initial IP was developed with the questionnaire information in mind.

During the IP

•**ATF:** To adapt the IP accordingly to assist the teachers in understanding the 'Object' (implementing IE) and to select appropriate 'Tools' to facilitate the teachers' changing understanding of IE;

•**Strampel & Oliver (2007):** Linking participants' previous inclusive pedagogical knowledge and experiences with the theory that was presented during the IP and tracking their changing discourse (Gay, Mills & Airasian, 2012).

After the IP

•**Strampel & Oliver (2007):** To analyse the participants' learning experiences and track their changing discourse;

•**CoI:** To study how the elements of the framework (social, cognitive and teaching presences) interacted to create a meaningful educational experience.

Figure 2.1: The three theoretical frameworks used in the research study

2.2 THE ACTIVITY THEORY FRAMEWORK (ATF)

The ATF provides the foundation for this research and is grounded in the work of Vygotsky (1920) which was later expanded by Engeström (1987) (Hasan & Kazlauskas, 2014). The ATF is based on a triangular model of an activity system and presents a lens for interpretive analysis (Stuart, 2011; Pather, 2012; Gedera et al., 2015). The four main elements of the activity are the 'Subject' (the doer), the 'Object' (motive of activity), the 'Activity/Tools' (to reach an outcome) and the 'Outcome' (including an intended or unintended outcome) (Hashim & Jones, 2007; Karasavvidis, 2009; Hasan & Kazlauskas, 2014). Figure 2.2 represents the earlier triangular model developed by Vygotsky (1920).
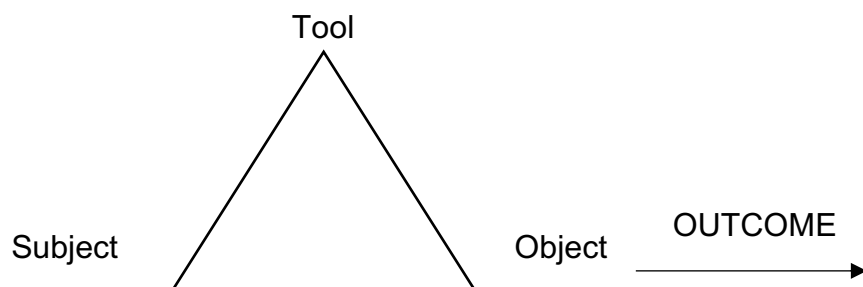
Figure 2.2: Vygotsky (1920) triangular model of an activity system

Later, Engeström (1987) argued that the ATF is a "collective activity system" and added the elements of 'Rules', 'Community' and 'Division of Labour' (Hasan & Kazlauskas, 2014). The 'Rules' are "the explicit and implicit regulations, norms and conventions that constrain actions and interactions" (Pather, 2012: 255) and define how the 'Subjects' fit into the 'Community'. The 'Community' are multiple individuals sharing the same overall object and which makes it distinct from other communities. The 'Division of Labour' is "how the 'Object' of the activity relates to the 'Community'" (Pather, 2012: 255) and how the tasks are represented by members in power and status (Pather, 2012; Hasan & Kazlauskas, 2014; Gedera et al., 2015). Figure 2.3 is Engeström's (1987:78) representation of a collective activity system.
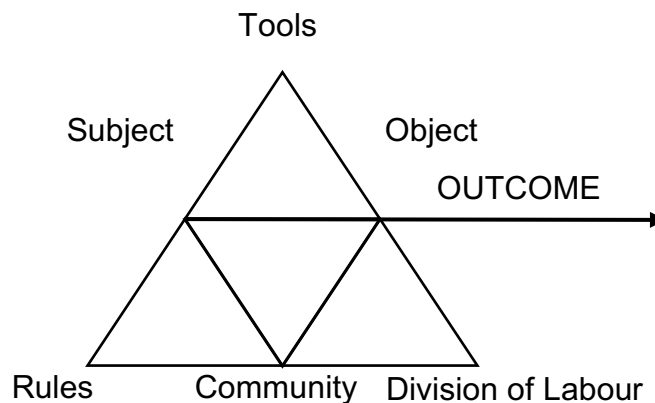
Figure 2.3: The Engeström (1987) representation of a collective activity system

This theory allowed the researcher to look at her research through an objective lens rather than being based on her prior-knowledge or understanding (Hasan & Kazlauskas, 2014). The ATF was used by the researcher to select literature, procedures and analyses that would be useful in developing an IP that matched the participants' prior knowledge and experiences with IE (Merriam & Grenier, 2019).

To plan the five-week IP, the researcher used the ATF to investigate the main elements in full-service schools, namely the 'Subjects' who were the focus of the action (the teachers), the 'Objects' which were the central issues (implementing inclusive pedagogical approaches), the 'Rules' which were the explicit and implicit regulations that define how subjects fit into the community; the 'Community' which were multiple individuals sharing the same overall object; and the 'Division of Labour' mediates between the community and the object (Hasan & Kazlauskas, 2014; Gedera et al., 2015).

The ATF was chosen to assist the researcher in developing a methodology as a framework to facilitate teachers' change of professional discourse about inclusive pedagogical approaches. The ATF was utilised by the researcher to constantly expand on the prior knowledge of the participants while also directing them into new pedagogical approaches that were appropriate to their situation (Pather, 2012; Hasan & Kazlauskas, 2014; Ivala, 2015). This ensured that teachers were equipped with practical knowledge and that they would be able to contribute to a shared vision and ownership of IE (Fullan, 2006). To develop a framework in the context of full-service schools and in order to understand these communities, the components of the ATF were used together with reflective practice levels (Engeström, 1987; Strampel & Oliver, 2007; Pather, 2012; Hasan & Kazlauskas, 2014).

This theory assumes that each individual is situated within a cultural historical context and that this context influences the individual's thought processes. This framework's strength is that it contextualises this study, making it applicable to similar contexts. The participants' subjective viewpoint is influenced by their cultural historical context, which is a limitation. Participants' data may reveal an implicit motivation for actions and operations (Hashim & Jones, 2007; Barnard, 2010; Engeström, 2015).

2.3   STRAMPEL AND OLIVER'S (2007) LEVELS OF REFLECTION

Through reflective writing, based on Strampel and Oliver's (2007) Levels of Reflection, the researcher aimed to use this 'Tool' (i.e. relating to the ATF) to encourage participants to link their previous inclusive pedagogical experiences with the theory which was presented during the IP (Schön, 1983; Gay et al., 2012; Ivala, 2015; Crouch & Cambourne, 2020). Engaging participants in reflective writing created an opportunity for self-analysis and critical evaluation

of the course as well as their classroom practices. Reflection, however, is a complex process and required the participants to interact on many reflective levels (Schön, 1983; Strampel & Oliver, 2007; Ivala, 2015; Crouch & Cambourne, 2020). These levels are represented in Figure 2.4.

Stimulated Reflection
•Noticing something does not quite fit
•Analysing how one affects/is affected by the new situation

Decriptive Reflection
•Recollect and recognise events
•Interpret, classify, summarise, compare and explain new information using prior knowledge

Dialogical Reflection
•Critically analyse the situation using prior knowledge
•Synthesise and integrate knowledge into personal knowledge base

Critical Reflection
•Evaluate new knowledge
•Make decisions as to what the next step should be

Figure 2.4: Levels of Reflection leading to deep levels of learning (adjusted from Strampel & Oliver, 2007)

Strampel and Oliver (2007: 973) describe the action of reflection as "the relationship between thought and action in a particular context [which] must be considered before moving to further thought and action". Drawing on Strampel and Oliver's (2007) Levels of Reflection, the researcher hoped that the process would develop as such:

Step 1: During the **stimulated reflection** phase the participants would construct new information on inclusive pedagogical approaches and try to make sense of how it fits into their discourse;

Step 2: During the **descriptive reflection** phase, the participants would recognise the implementation of inclusive pedagogical approaches in their classroom, interpret and analyse them and reflect on how they may be able to explain how their previous inclusive teaching experiences linked to the new theory;

Step 3: During the **dialogical reflection** phase, it was hoped that the participants would synthesise and integrate this new theoretical knowledge into their own teaching philosophy; and

Step 4: During the **critical reflection** phase they would evaluate this new knowledge and apply this to their existing knowledge.

The assumption of this framework is that when participants reflect on their learning it will increase their understanding of inclusive pedagogical approaches, it will induce conceptual change and will promote transformation. Although this theory promotes deeper learning and reflection, it mainly focuses on the cognitive processing of participants (Ivala, 2015). In addition to using the Levels of Reflection as a reflective writing tool for participants, the researcher used Garrison and Arbaugh's (2007) CoI's cognitive presence as a framework to analyse the data collected during the IP. The cognitive presence has four indicators, namely (i) triggering event, (ii) exploration, (iii) integration, (iv) resolution, which relate closely to the four levels of reflection. Transformation focuses on change on different levels such as the social aspects of participants, which is included in the CoI (Warner, 2016). The intersection of these two theoretical frameworks was utilised by the researcher to understand the participants' possible changing professional discourse on inclusive pedagogy principles and the implementation thereof in their classroom (Strampel & Oliver, 2010; Gay et al., 2012).

2.4   COMMUNITY OF INQUIRY (COI) FRAMEWORK (GARRISON ET AL., 2000)

The CoI framework was seen as fitting for this study as this framework places an emphasis on collaborative learning (Garrison & Arbaugh, 2007; Akyol, 2009) which aligns closely with the ATF (Engeström, 1987) and the Levels of Reflection (Strampel & Oliver, 2007). These three frameworks are centred on the participants and how they make meaning of their learning. Furthermore, they align with the learner-centred paradigm of IE (Akyol, 2009).

In 2000, Garrison et al. introduced the CoI framework, which was inspired by John Dewey's (1938) work on the Theory of Inquiry (Akyol, 2009; Armellini & de Stefani, 2016). Since then, this framework has mostly been used as a theoretical lens and research tool in online and blended learning (Akyol, 2009). For the purpose of this research, however, the framework was used in a face-to-face environment to facilitate the desired learning outcome (changing discourse of inclusive pedagogical approaches). The researcher chose to use a face-to-face approach as many of the participants are from previously disadvantaged areas and access to online facilities are limited. According to Warner (2016), using the CoI framework in a face-to-face environment is more engaging and produces rich information to use in the research study. The CoI framework is based on the interaction of three elements, namely social presence, cognitive presence and teaching presence, which ultimately leads to a meaningful educational experience (Garrison & Arbaugh, 2007; Akyol, 2009; Armellini & de Stefani, 2016). The CoI framework is illustrated in Figure 2.5.
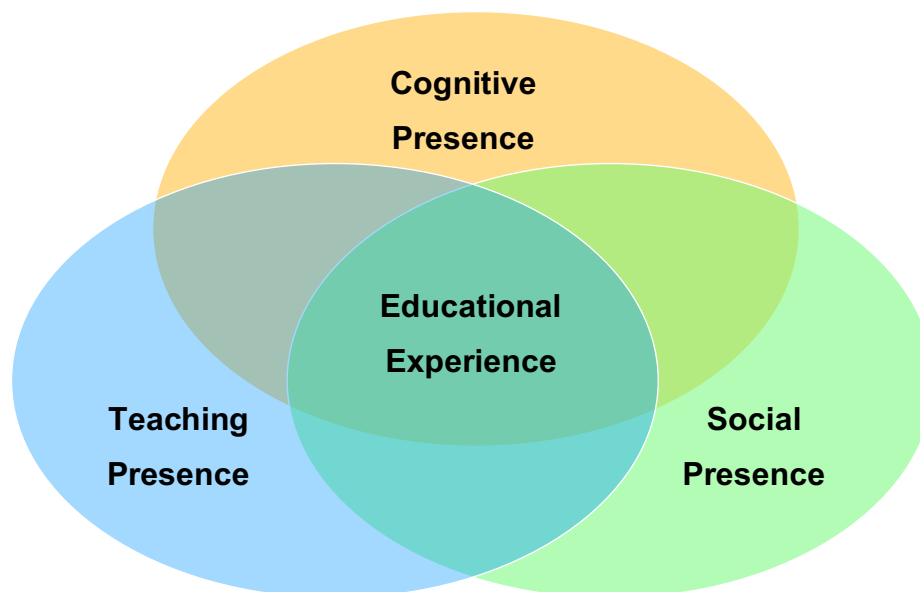
Figure 2.5: The CoI framework (Garrison & Arbaugh, 2007)

The first element of the framework is the development of social presence. Social presence is defined as "the ability of participants in a CoI to project themselves socially and emotionally" (Garrison et al., 2000:94) to create a meaningful social interaction amongst each other (Garrison & Arbaugh, 2007; Akyol, 2009; Armellini & de Stefani, 2016). In the formation of meaningful education and cognitive discourse, social presence is crucial (Armellini & de Stefani, 2016). According to Garrison et al. (2000:89), social presence is important as it acts as "a support for cognitive presence, indirectly facilitating the process of critical thinking carried on by the community of learners ... and is a direct contributor to the success of the educational experience". Therefore, within the development of social presence, the cognitive presence may be enhanced and sustained (Armellini & de Stefani, 2016). Cognitive presence is defined as "the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse" (Garrison et al., 2000:11). If the purpose of an educational experience is to produce a deep and meaningful learning outcome, a knowledge of cognitive presence is essential. To model critical discourse and reflection the last element of the framework, teaching presence, is required (Armellini & de Stefani, 2016). Teaching presence is defined as "the design, facilitation and direction of cognitive and social processes for the purpose of realising personally meaningful and educationally worthwhile outcomes" (Garrison et al., 2000:90).

In their original research study Garrison et al. (2000) determined initial essential categories and indicators of the three presences to define each presence and to guide the coding of transcripts. More recently in 2016, Armellini and de Stefani adjusted Garrison et al.'s (2000) original categories and indicators and developed the ones shown in Table 2.1. These categories and indicators include more detail than Garrison et al.'s (2000) original work, and

in their research they used these categories and indicators for online and blended learning. To answer Research Questions 2 to 5 in this study, the researcher used a blend of both Garrison et al.'s (2000) and Armellini and de Stefani's (2016) categories and indicators, relevant to the face-to-face context in which the IP was conducted. Therefore, the following adjusted categories and indicators, presented in Table 2.1, were taken into consideration when analysing the data in this research study.

Table 2.1: The development of CoI's three original elements, categories and indicators (Garrison et al., 2000; Armellini & De Stefani, 2016)

Elements	Categories			Indicators		
	Garrison et al., 2000	Armellini and De Stefani, 2016	Adjusted from Garrison et al., 2000; Armellini and de Stefani, 2016	Garrison et al., 2000	Armellini and De Stefani, 2016	Adjusted from Garrison et al., 2000; Armellini and de Stefani, 2016
Social Presence	Emotional expression	Affective	Affective expression	Emotions	Expression of emotions, use of humour, self-disclosure	Participants expressing their emotions, using humour and self-disclosure
	Open communication			Risk-free expression	Continuing a thread, quoting from others' messages, referring explicitly to others' messages, asking questions, complimenting, expressing appreciation, expressing agreement	Encourages risk-free expression amongst participants and creates a safe space for collaboration
	Group cohesion	Cohesive	Group cohesion	Encouraging collaboration	Vocatives, inclusive pronouns to refer to group, phatic and salutations	Encourages collaboration amongst participants

Elements	Categories			Indicators		
	Garrison et al., 2000	**Armellini and De Stefani, 2016**	**Adjusted from Garrison et al., 2000; Armellini and de Stefani, 2016**	**Garrison et al., 2000**	**Armellini and De Stefani, 2016**	**Adjusted from Garrison et al., 2000; Armellini and de Stefani, 2016**
Cognitive Presence	Triggering event			Sense of puzzlement	Recognise problem, puzzlement	Issue or problem is identified for further inquiry.
	Exploration			Information exchange	Divergence, information exchange, suggestions, brainstorming, intuitive leaps	Participants explore the issue both individually and collaboratively through critical reflection and discourse
	Integration			Connection ideas	Convergence, synthesis, solutions	Participants construct meaning from the ideas developed during exploration
	Resolution			Apply new ideas	Apply, test, defend	Participants apply the newly gained knowledge to their educational contexts

Elements	Categories			Indicators		
	Garrison et al., 2000	**Armellini and De Stefani, 2016**	**Adjusted from Garrison et al., 2000; Armellini and de Stefani, 2016**	**Garrison et al., 2000**	**Armellini and De Stefani, 2016**	**Adjusted from Garrison et al., 2000; Armellini and de Stefani, 2016**
Teaching Presence	Instructional management	Instructional design and organisation	Setting the climate	Defining and initiating discussion topics	Setting curriculum, designing methods, establishing time parameters, utilising medium effectively, establishing netiquette, making macro-level comments about course content	A positive learning environment for defining and initiating discussion topics
	Building understanding	Facilitating discourse	Facilitating transformation	Sharing personal meaning	Connecting prior knowledge to new knowledge and sharing personal meaning	
	Direct instruction		Evidence of change in discourse	Focusing discussion	Present content/questions, focus discussions, summarise discussion, confirm and understanding through assessment and feedback, diagnose misconceptions, inject knowledge from diverse sources, responding to technical concerns	Paradigm shift noted in application of new knowledge

2.5   CONCEPTUAL FRAMEWORK: ATF (ENGESTRÖM, 1987); COI (GARRISON ET AL., 2000) AND STRAMPEL AND OLIVER'S (2007) LEVELS OF REFLECTION

This study is based upon a unique theoretical synthesis of three theories: (i) ATF (Engeström, 1987); (ii) CoI (Garrison et al., 2000), and (iii) Strampel and Oliver's (2007) Levels of Reflection. These frameworks were integrated because using the frameworks alone did not result in a change of discourse. The researcher expresses the gaps in the various theories and why the integration of the three was pertinent for this study:

- The ATF (Engeström, 1987) lacks in cognitive thinking and reflective practice;
- The CoI (Garrison et al., 2000) and Strampel and Oliver's (2007) Levels of Reflection do not take the participants' context ('Community', 'Division of Labour' and 'Rules') into consideration nor does it suggest 'Tools' that would be best suited for deeper learning.

The central concepts from these frameworks were combined to develop a framework to facilitate primary school teachers' change of professional discourse about inclusive pedagogical approaches. The rationale for adapting these three frameworks was to: (i) ascertain teachers' prior knowledge, lived experience and discourse about IE prior to an IP; (ii) to track teachers' change in discourse and what they had learnt; and (iii) to examine the teachers' educational experiences and changes in discourse after the IP.   Figure 2.6 effectively summarises these components derived from the three frameworks and the applicability thereof.

Before the IP

(Engeström, 1987)

COMPONENTS:
- **Subjects:**
  Teachers (Demographical information and prior knowledge)
- **Object:**
  Implementing IE, what are the issues?
- **Community:**
  Which individuals make up the community and what is their overall object
- **Rules:**
  What rules govern the 'Subjects' and 'Community'
- **Division of Labour:**
  Hierarchy structures to implement IE
- **Tools:**
  Which tools will assist with the implementation of IE?

During the IP	
Tools Subject Object OUTCOME (Engeström, 1987) Rules Community Division of Labour	**COMPONENTS** • Develop **'Tools'** to assist in understanding of the **'Object'**.
Stimulated Reflection → **Decriptive Reflection** ↓ **Dialogical Reflection** → **Critical Reflection** (Strampel & Oliver, 2007)	**COMPONENTS** • Stimulated reflection: Did you learn something new today? How did it affect you? • Descriptive reflection: Do you recognise the learning in your classroom? • Dialogical reflection: Can you use your previous learning experiences? Can you link it to the learning today? • Critical reflection: What will you do to improve the situation?

⬇

After the IP	
Stimulated Reflection → **Decriptive Reflection** ↓ **Dialogical Reflection** → **Critical Reflection** (Strampel & Oliver, 2007)	**COMPONENTS:** • Analyse feedback of participants' answers to the question posed during the IP to track change in discourse.
Cognitive Presence Educational Experience Teaching Presence Social Presence (Garrison, Anderson & Archer, 2000)	**COMPONENTS:** • Social presence: To establish rapport, collaboration and shared meaning • Cognitive presence: Develop critical thinking of IE and to merge prior knowledge with new knowledge • Teaching presence: Establish a learning environment of collaboration and trust • Educational experience: How did the presence interact to form an educational experience?

Figure 2.6 Conceptual framework

The combination of the components of the three frameworks provided a method of developing a unique framework tailored towards this exclusive study. By combining these frameworks, the researcher attempted to identify teachers' initial professional discourse about IE, how they created a shared meaning of inclusive pedagogic policies, how and why they changed their professional discourse and how after the IP they were able to implement these pedagogical principles in their own classrooms.

2.6   JUSTIFICATION FOR USING THREE THEORIES

The researcher chose three different theories to speak to changing professional discourse about inclusive pedagogical approaches. Firstly, the ATF was used to establish the context of the participants. This was to create an IP that was relevant and would facilitate a change in discourse. Strampel and Oliver's (2007) Levels of Reflection were used because the researcher wanted to encourage reflective thinking for a deeper cognitive connection as well as facilitate a change in discourse. This was done to help participants understand that in order to change their behaviour, they must connect new information to their current practice. Change, on the other hand, cannot occur solely on a cognitive level (cognitive presence). Using the CoI, the researcher looked into how affective expression, open communication and group cohesion (social presence) encouraged a group of teachers to put change into action, as well as how the way an IP was presented (teaching presence) influenced how teachers changed their discourse.

2.7   CONCLUDING COMMENTS

This chapter sets out the composite of three frameworks, namely the ATF (Engeström, 1987), the CoI (Garrison et al., 2000) and Strampel & Oliver's (2007) Levels of Reflection, in an attempt to develop a unique framework to facilitate primary school teachers' change of professional discourse about inclusive pedagogical approaches. These three frameworks guided the researcher during her study in searching for literature, designing an IP and in analysing, presenting and discussing the final results.

Chapter 3 gathers, collates and compares academic literature relevant to the chosen issue in terms of: (i) the conceptual framework defined for the thesis and (ii) the broader scope of dominant discourses on inclusive pedagogical approaches.

CHAPTER 3: LITERATURE REVIEW

3.1.   INTRODUCTION

This chapter gathers, collates and compares academic texts relevant to the thesis topic in terms of: (i) the conceptual framework constructed for the thesis and (ii) the broader scope of dominant discourses on inclusive pedagogical approaches. On the chosen topics, international and national literature is gathered and assessed in light of local contexts and current research in the field. The inclusion of any information on elements that improve or impede the implementation of IE in the SA context was a significant consideration in deciding the source selection.

The objective of reviewing relevant sources for this topic is to place the study within a larger body of knowledge and acquire a broader perspective on the challenges at hand. During the literature analysis, four major themes emerged in primary school teachers' discussions about inclusive pedagogical approaches: (i) how IE is understood; (ii) IE policy implementation; (iii) teacher education and collaboration; and (iv) IE professional discourse. This chapter is organised as follows:

- From IE to the inclusive pedagogical approach
- The conceptualisation of IE in selected contexts
- IE policy documents in South Africa
    - DBE support structures to implement IE policies
    - Constraints to implement IE policies
        - The curriculum and practical implementation of IE policies
- Teacher education in the area of IE
- Teacher collaboration
- Changing professional discourse of teachers towards inclusive pedagogical approaches
- Conclusion

3.2   FROM IE TO THE INCLUSIVE PEDAGOGICAL APPROACH

The Salamanca Statement (UNESCO, 1994) describes IE as uniquely understood within the context of a specific national system and culture, and the implementation thereof is based on policies and practices developed by each country (Majoko & Phasha, 2018; Makuya & Sedibe, 2021). These practices can more specifically be described as inclusive pedagogical approaches and are defined by international authors Pantić and Florian (2015:334) as an approach that "attends to individual differences between learners while actively avoiding the

marginalisation of some learners and/or the continued exclusion of particular groups". Many SA teachers focus on the learners with special educational needs, such as physical and mental disabilities, while excluding the rest of the learners in their class (Pantić & Florian, 2015; Florian & Walton, 2017; Majoko & Phasha, 2018). Inclusive pedagogical approaches are relevant to the SA context as IE in SA does not only focus on the special needs learner, but on previously marginalised learners (DE, 2001; Majoko & Phasha, 2018).

An inclusive pedagogical approach assists teachers to develop competencies "for addressing the structural and cultural barriers to inclusion embedded in their schools and education systems" (Pantić & Florian, 2015:335). These competencies include skills, knowledge and attitudes on IE policies and methodologies based on accepting "individual differences between learners without relying predominantly on individualised approaches for responding to such differences" (Pantić & Florian, 2015:334). The competencies are developed through teacher education, in collaboration with professionals, the school community and teachers engaging in reflective practices (Pantić & Florian, 2015; Majoko & Phasha, 2018).

In this research study, the terms IE and inclusive pedagogical approaches are used interchangeably. These terms will be interpreted in light of the definition given in Section 3.2.

3.3   THE CONCEPTUALISATION OF IE IN SELECTED CONTEXTS

Several countries (for example, Australia, Botswana, the European Union, Malawi, the United Kingdom [UK] and SA) have made a commitment towards IE and have developed policies to ensure the successful implementation thereof (Majoko & Phasha, 2018; Makuya & Sedibe, 2021). For this research study, the researcher has reviewed the literature on IE for a high-income country (UK) and two African countries (Botswana and SA). Because SA is classified as a low-income country by the World Bank, the researcher sought to compare the use of IE policies by another low-income country (Botswana), as well as how SA policies differ from those of a high-income country (UK). The focus of the investigation was on the change of professional discourse on inclusive pedagogical approaches in these respective countries.

Like SA, the UK and Botswana are both signatories of the Salamanca Statement (1994), the United Nation's Convention on the Rights of Persons with Disabilities (2007) and the United Nation's Convention on the Rights of the Child (2004). The UK's response has been to create legislation which prohibits discrimination in education and supports IE. Furthermore, the UK is under the obligation of the International Human Rights Law to provide IE for all children (Centre for Studies on Inclusive Education [CSIE], 2018). The UK provides teachers with training opportunities on inclusive pedagogical approaches in order to change the professional discourse on inclusion in schools (Roberts, 2011).

The Ministry of Education in Botswana integrated the United Nations' Convention on the Rights of the Child into their Children's Act (2009) to establish an education system where all children have the right to free basic education and are not discriminated against in terms of their disability, race, ethnicity, culture or background. In order to establish a discourse which accepts all learners into the system, the Ministry of Education focused on training for pre-service and in-service teachers to educate them on the special educational needs they may encounter in inclusive educational settings (Jonas, 2014; Dart, Khudu-Petersen & Mukhopadhyay, 2017).

The SA DE responded to a commitment to international polices on IE by focusing on addressing inequality of education and resource redistribution perceived in local schools before and after democracy (Drake, 2014; Phasha et al., 2017; Majoko & Phasha, 2018; Engelbrecht, 2020; Makuya & Sedibe, 2021). To identify these inequalities, the National Commission on Special Needs Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) were appointed to "conduct research and make recommendations on how learners with special needs could fully access their right to education" (Drake, 2014:201). These reports found disparities in provision across race groups, rural and urban settings (Drake, 2014; Majoko & Phasha, 2018) and called for an education system not only focusing on special needs but addressing these disparities (Phasha et al., 2017; Stofile et al., 2017).

The NCSNET and the NCESS reports' recommendations supported the development of Education White Paper 6 (EWP6): Special Needs Education: Building an Inclusive Education and Training System (DE, 2001; Drake, 2014; Majoko & Phasha, 2018; Makuya & Sedibe, 2021), to foster inclusive practices that would "enable all learners to participate actively in the education process" and to "develop and extend their potential and participate as equal members of society" (DE, 2001:5). One of the steps in moving towards these practices was to transform the school curriculum (Majoko & Phasha, 2018).

To transform the curriculum, the DE went through various stages of curriculum development (Curriculum 1997, 2005; Outcomes Based Education [OBE], 1998; National Curriculum Statement [NCS], 2002; The Revised National Curriculum Statement [RNCS], 2004) and in 2012 the department created a curriculum (Curriculum Assessment Policy Statement [CAPS]) which is underpinned by the principles of social justice, human rights, a healthy environment and inclusivity (DBE, 2012; Majoko & Phasha, 2018). However, a number of concerns were raised by educational specialists and stakeholders regarding the initial CAPS document. These concerns included curriculum and assessment overload and poor implementation of the curriculum (Stofile et al., 2017). In response the DBE published an Amended CAPS document in 2019 to lessen the assessment load (DBE, 2019). Both documents, CAPS (2012) and the

Amended CAPS (2019), highlight inclusivity becoming the central part of planning and teaching at each school.

Conversely, most schools do not have the necessary resources to implement inclusive pedagogical approaches. Thus, the focus of the DBE was to create full-service/inclusive schools and to train teachers adequately to implement inclusive pedagogical approaches (Majoko & Phasha, 2018, Engelbrecht, 2020). According to the DBE (2010:7):

> Full service/inclusive schools are first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. They should strive to achieve access, equity, quality and social justice in education.

These schools are mostly located in quintiles 1-3 areas (DBE, 2010). According to the DBE (2017), as of 2017, only 715 full-service/inclusive schools out of the 23 718 public schools (as recorded by the DBE 2016 statistics) in South Africa (DBE, 2018), had been completely converted and could fully accommodate learners who experience barriers to learning.

3.4   IE AS REFLECTED IN SOUTH AFRICAN POLICIES

To provide a structure for an IE system, especially in full-service/inclusive schools, the DE (2001) and DBE (2010, 2012, 2014) developed guidelines to implement EWP6[2] and support structures to serve as guidelines and to inform discourses for the successful implementation of inclusive pedagogical approaches in the SA education system (Sayed, 2002; Sayed & Ahmed, 2015; Nel et al., 2016; Majoko & Phasha, 2018). The DE (2001) and DBE (2010, 2012, 2014) intended that these policies would allow "all learners [to] participate meaningfully in the various learning activities and the levels of acceptance of learners with learning barriers by both teachers and their peers [would increase]" (Nel et al., 2016:2). The following IE policy documents were developed:

- *Guidelines for Inclusive Teaching and Learning (2010):* "to assist teachers to plan to address the diverse needs of their learner populations in an educationally sound and consistent way" (DBE, 2010:9);
- *Guidelines for Full-Service/Inclusive Schools (2010):* "to explain the main principles of full-service schools/institutions, describe their characteristics, outline the institutional development process while building links with different partners at all levels for support.

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[2] These guidelines are commonly referred to as IE policies, therefore the term IE policies will be used throughout this thesis to include the mentioned guidelines.

Furthermore, they are designed to provide a practical framework for education settings to become inclusive institutions" (DBE, 2010:2);

- *Guidelines for Responding to Learner Diversity in the Classroom Through CAPS (2012)*: "intended to provide teachers, principals, subject advisors, administrators, school governors and other personnel parameters and strategies on how to respond to learner diversity in the classrooms through the curriculum" (DBE, 2012:2) and should be used alongside the CAPS curriculum (Majoko & Phasha, 2018); and

- *Policy on Screening, Identification, Assessment and Support (SIAS) (2014):* "to provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school" (DBE, 2014:10).

It is worth noting that the Guidelines for Inclusive Teaching and Learning (2010) was published nine years after EWP6 (2001), showing a delayed adoption of IE in the SA educational system (Engelbrecht, 2020). Schools were completely reliant on the ambiguous details of EWP6 for nine years while implementing a new IE system, and only then a new IE policy was released to guide them through the process in a step-by-step manner (Nel et al., 2016). The IE policies that followed were released in rapid succession. Policies were altered from 2010 to 2012 as the curriculum shifted from the OBE to the CAPS system and the content provided in the previous policy was no longer relevant to the new curriculum of 2012 (Green & Moodley, 2017). Because of the lack of clarity in the initial IE policy and the prompt changes of the subsequent IE policies, teachers were left perplexed, which may explain their difficulty in implementing IE (Engelbrecht, 2019; 2020).

3.4.1   DBE support structures to implement IE policies

The support structures proposed by the DBE to implement the SA IE policies, with a particular focus on the Western Cape (WC) (convenience sample further discussed in Chapter 4 section 4.5.1), is indicated in Figure 3.1. This anagram shows the many support structures offered in the WC.
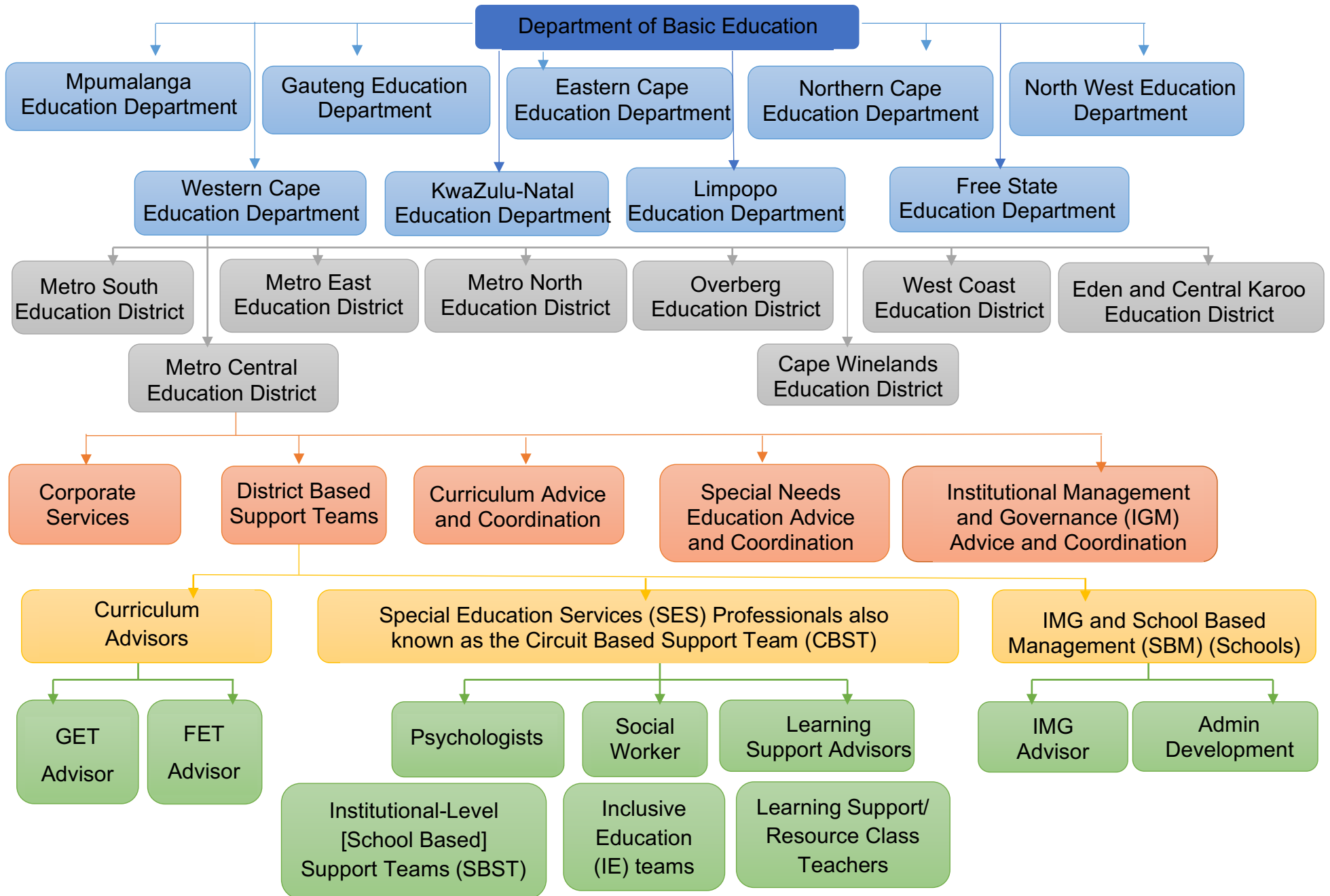
Figure 3.1: Support structures in the DBE (2012)

This research study focused specifically on the support of the DBSTs and School Based Support Teams (SBSTs), to implement IE policies in full-service/inclusive schools. The DBE (2005:6) states the purpose of the DBST is to "manage the operations of school circuits[3] including mainstream schools, Learners with Special Education Needs (LSEN) schools, Adult Education and Training (AET) and Early Childhood Development (ECD) schools". The DBST's key function is:

> to assist education institutions to identify and address barriers to learning and promote effective teaching and learning. This includes both classroom and organisational support, providing specialised learner and educator support, as well as curricular and institutional development (including management and governance) and administrative support (DBE, 2005:6).

Although the DBE (2005) has put these support structures in place to assist schools in implementing IE policies, teachers still experience a lack of support from the DBSTs (Donohue & Bornman, 2014; Nel et al., 2016).

The DBE (2014:3) states that the SBSTs are:

> teams established by schools in general and further education, as a school-level support mechanism, whose primary function is to put co-ordinated school, learner and teacher support in place. Leadership for the SBST is provided by the school principal to ensure that the school becomes an inclusive centre of learning, care and support. This team is the same as an Institution-level Support Team.

Nel et al. (2016) argue that the SBSTS or teachers hesitate to refer to the DBST as the referral process is a complex administrative task. To receive support for learners who experience barriers to learning, the referral process starts with the teacher or parent identifying the barriers to learning and the subsequent support required. Thereafter, the teacher completes the Support Needs Assessment (SNA) form, which is part of the SIAS document. By completing the SNA form the teacher is expected to identify: (i) Areas of concern – which refers to barriers to learning identified; (ii) Strengths and needs of the learner; and (iii)Teacher intervention and support – provided by the teacher before referral to the SBST (DBE, 2014; Green & Moodley, 2017). Teachers, however, avoid completing these documents as it is an extensive process, adding to an already heavy administrative and teaching workload, as well as being unsure of the content needed to complete the SNA form (Nel et al., 2016; Green & Moodley, 2017; Oswald & Engelbrecht, 2017; Engelbrecht, 2019; Makuya & Sedibe, 2021). Although teachers

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[3]School circuits are defined as a sub-division of a Provincial Education Department and are identified by the municipality or rural area in which they are assigned (DE, 2013).

report having received training when the revised SIAS document was published in 2014, they commented that this training was insufficient and too broad (Donohue & Bornman, 2014) to be particularly useful to them. The training did not cover the myriad of barriers to learning SA learners face, nor did it provide practical strategies to support these learners (Stofile et al., 2017).

After completing the SNA form, teachers are then required to practise and record the interventions they have put in place for their learners. Only when the interventions are ineffective may teachers refer their learners to the SBST (DBE, 2014; Green & Moodley, 2017). The SBST's function is to assist teachers to best support their learners in the classroom. Their aim is to provide practical support strategies and guidance on how to manage the various barriers to learning in the classroom (DBE, 2014). Nel et al. (2016) postulate that although it was reported that SBSTs function as they should in schools, teachers felt that the SBSTs were not properly organised, should meet more regularly and were unable to provide teachers with the necessary support and training for learners who experience specific barriers to learning. Teachers reported that they were rather supported by their own school's learner support educator (LSE), a specialist teacher, than members of the SBST (Nel et al., 2016; Engelbrecht, 2020).

However, when teachers have offered all the support they are capable of and have adopted the techniques advised by the SBST and still experience problems with their learners, only then does the SBST refer this case to the DBST. Only in exceptional cases, such as social-emotional barriers, may the SBST refer directly to the DBST (DBE, 2014). Consequently, only the most difficult cases that require specialist interventions by Special Education Services (SES) professionals are referred to the DBST (Nel et al., 2016). Once cases are referred, the DBST visits the school and provides the services that are required to support the learners, such as advising teachers and providing support to parents and learners (DBE, 2014; Moodley & Green, 2017). According to Donohue and Bornman (2014) and Nel et al. (2016), while teachers appreciate the help offered by the DBST, they claim that the DBST visits only on occasion and that it does not provide the necessary IE training to the SBST and teachers to adequately support their learners.

The hierarchical structures imply that the DBSTs have the most current and extensive information on the IE policy documents. This makes the lower hierarchical structural members such as the SBST members, the SMT and teachers dependent on the DBST (Donohue & Bornman, 2014; Nel et al., 2016). To ensure that SBST members and teachers understand their roles and responsibilities, teachers require continuous teacher training in the implementation of the IE policy documents and the necessary skills to assist learners who experience barriers to learning (Nel et al., 2016). The process of identifying learners who

experience barriers to learning is crucial in this support process. If the SBST members do not have the knowledge and expertise to support teachers to identify barriers to learning and implement support strategies, the process of referral to the SBST becomes ineffective (Mkhuma, Maseo & Tlale, 2014). The end result is that the teachers and SBST members blame the DBST for providing inadequate support and then become resistant to the implementation of IE policies (Roberts, 2011). This lack of training and support does not prepare the teacher to take on the changing role from classroom teacher to a case manager (Oswald & Engelbrecht, 2017; Stofile et al., 2017), nor does it prepare them with the understanding and skills to effectively complete the support documents of the IE policies to identify barriers to learning and plan support interventions accordingly.

It has become clear in the past few years that the goals of the referral process set out in the IE policy documents are not always congruent with the roles and responsibilities experienced by the teachers (Nel et al., 2016; Hess, 2020). The current implementation of the IE policy documents is, therefore, fostering deficit discourses and practices and teachers are struggling to make a shift towards an IE mindset (Donohue & Bornman, 2014; Florian & Walton, 2017; Oswald & Engelbrecht, 2017). Despite the importance of how the DBST and SBST experience the implementation of the IE policy papers, no research has been conducted in this field.

3.4.2   Constraints to implementing IE policies

The IE policy documents are useful because they establish a foundation for IE support. Yet, it is contended that the IE policy documents have not created an accessible education framework for learners who experience barriers to learning (Majoko & Phasha, 2018). Engelbrecht (2019) argues that many of SA's IE policies were modelled after first-world international IE practices and policies. As a result the recommendations for implementing SA IE policies are similar to those of international policies and these policies are not informed by the discourse of the contextual dilemmas experienced in SA (Nel et al., 2016; Majoko & Phasha, 2018; Engelbrecht, 2019, 2020). Unlike first-world international countries, the DBE does not have the necessary resources, manpower, or the expertise to accomplish IE reforms or address the barriers to learning in the SA educational system (Stofile et al., 2017; Engelbrecht, 2020). According to Engelbrecht (2019:521), financial constraints at all SA system levels continue to impede the implementation of IE. This situation includes disparities in the provision of adequate learning material to facilitate a more inclusive curriculum, insufficient physical facilities and a lack of effective learning support from district learning support teams, all of which contribute to teachers' negative perceptions of their own self-efficacy in implementing IE (Engelbrecht, 2019:531). This leads to inconsistent implementation of SA IE policies (Engelbrecht, 2020).

Nel et al. (2016) postulate that the IE policy documents are too prescriptive and that the various role-players (DBST and SBST, the Senior Management Teams (SMT) of schools and teachers) are overwhelmed by their implementation. The IE policy training of role-players was surface level (Donohue & Bornman, 2014; Mkhuma et al., 2014; Nel et al., 2016), did not address how IE should be accommodated in the current education system nor did it speak to how the SA curriculum should be adapted for IE purposes (Geldenhuys & Wevers, 2013; Nel et al., 2016; Makuya & Sedibe, 2021). Without the necessary training and support from the DBE, teachers reverted to the more traditional approach of working with children who experience barriers to learning, where issues are being addressed in the old fashioned medical-deficit manner (Engelbrecht, 2020).

3.4.2.1 The curriculum and practical implementation of IE policies

To accommodate IE pedagogy, the DBE transformed selected mainstream schools into full-service schools, with the goal of providing these schools with the required physical infrastructure, learning materials and human resources to accommodate learners who perceive barriers to learning (Engelbrecht, 2020). It was expected that these schools offer support to learners who experience mild to severe barriers to learning while still upholding the demands of CAPS (Nel et al., 2016). Makuya and Sedibe (2021) argue that CAPS' emphasis is on the achievement of results rather than inclusive teaching and that this contributes to the difficulty of implementing IE. Moreover, Naicker and Stofile (2019) argue that inclusion is added to CAPS as a clause rather than being the curriculum's foundation.

In response to the concerns about the lack of inclusivity of the curriculum, the DBE developed *The Guidelines for Responding to Learner Diversity in the Classroom,* an IE policy intended to be used alongside CAPS, once again proving inclusivity as an afterthought. This document offers differentiation strategies to accommodate learner needs (DBE, 2012; Majoko & Phasha, 2018). However, this policy still implicitly promotes the medical-deficit approach, where it is preferred that learners are accommodated beyond the mainstream schools rather than included and supported in the classroom. Furthermore, it refers to strategies that are beyond the training of most teachers or the financial and infrastructure scope of most schools (Donohue & Bornman, 2014; Majoko & Phasha, 2018; Engelbrecht, 2019).

Donohue and Bornman (2014) and Engelbrecht (2019) contend that most teachers lack the capacity and understanding to implement IE policies or modify curricula to meet the needs of their learners, without significantly increasing their workload. Engelbrecht (2019) attributes this to the many changes of the SA curriculum since 1996 and that teachers do not have sufficient knowledge of the curriculum to adapt it. Furthermore, many IE policies are idealistic in their suggestions of IE implementation and do not speak to the contextual challenges many South

African schools are facing, nor do they offer practical solutions to these challenges (Magodla, 2019; Engelbrecht, 2020).

3.5   TEACHER EDUCATION IN THE AREA OF IE

Various research studies have identified teachers' roles as critical to the success of the implementation of IE (Florian & Linklater, 2010; Donohue & Bornman, 2014; Pantić & Florian, 2015; Nel et al., 2016; Hooijer et al., 2021). Hence it was the DBE's purpose, with the implementation of the EWP6 in 2001, that teachers would move away from the medical-deficit model towards a socio-ecological approach, where teachers were comfortable to accommodate learners experiencing barriers to learning in their classrooms (Engelbrecht, 2019, 2020; Adigun, 2021). Soon after the publication of the EWP6 in 2001, universities and teacher training institutions developed IE pedagogical courses for initial and in-service teacher training (Majoko & Phasha, 2018; Hooijer et al., 2021) with the specific aim of transforming classroom practices from a medical-deficit model to a socio-ecological approach.

During the initial teacher training courses, undergraduate students were educated in inclusive pedagogical approaches and gained a thorough understanding of IE implementation in the mainstream classroom. However, in-service teachers who were trained in the medical-deficit paradigm and received surface level training in inclusive pedagogical approaches after 1995 hampered the implementation of inclusive pedagogical approaches in schools (Nel et al., 2016; Magodla, 2019). Although the DBE provided numerous training events on current IE policy documents (Green & Moodley, 2017), teachers perceived the DBE's training as surface level, and most teachers failed to integrate IE with the broader and deeper pedagogical practices of mainstream classrooms, causing them to revert to their predisposed medical model thinking (Florian & Linklater, 2010; Majoko & Phasha, 2018; Engelbrecht, 2020; Hooijer et al., 2021).

It is fair to say that today most teachers have an insufficient knowledge and understanding of all the IE pedagogical approaches needed in a 21st century classroom (Adigun, 2021). Although the NQTs may have a better, but fairly limited experience of implementing IE policies, they have been influenced by the more experienced teachers in managing large classrooms. This lack of information and skills to support their learners experiencing barriers to learning places a strain on both the NQTs and more experienced teachers, hence negative attitudes towards inclusive pedagogical approaches have developed. Today, many teachers believe that they are unable to provide the necessary support needed in their classrooms and that learners' needs are best met outside the mainstream classroom (Nel et al., 2016; Magodla, 2019). According to Nel et al. (2016), Swart and Pettipher (2018) and Hooijer et al. (2021), the success of the implementation of both the EWP6 policies and IE methodologies does not lie

only in the theoretical knowledge of IE, but to a large extent it is about changing teachers' discourse on inclusive pedagogical approaches.

3.6.   TEACHER COLLABORATION

Teacher collaboration, according to Pantić and Florian (2015) and Nel et al. (2016), is the foundation upon which inclusive practices are built. Collaboration is vital as it allows teachers to create knowledge together with the purpose of learning new ideas (Fullan, 2006; Nel et al., 2016). Unfortunately, teachers are not given enough opportunities to collaborate in their work environment, which fosters a culture of silo practice rather than positive interdependence amongst teachers (Fullan, 2006; Nel et al., 2016; Majoko & Phasha, 2018).

Steyn (2017) postulates that a nurturing collaborative learning environment should be created where learning is contextualised. In these nurturing environments a sense of trust is experienced where teachers are able to have difficult discussion around IE pedagogy and their underlying assumptions about learners who experience barriers to learning (Nel et al., 2016; Swart & Pettipher, 2017). These discussions will assist teachers in openly acknowledging their pedagogical needs in relation to IE and feel free and safe to participate in IE discourse (Fullan, 2006; Nel et al., 2016; Steyn, 2017; Swart & Pettipher, 2017).

Nel et al. (2016) postulates that collaboration opportunities, with IE in mind, allow traditional special education teachers and general education teachers to learn from each other. Special education teachers are able to learn about the demands of a mainstream classroom, whereas general education teachers learn about the barriers to learning jargon and inclusive pedagogical approaches to support learners in their class. Both groups of teachers are able to find common ground in their workplace and share their expertise (Nel et al., 2016; Oswald & Engelbrecht, 2017). This type of collaboration enables teachers to achieve a mutual and consensual understanding of IE practices in their context (Fullan, 2006; Nel et al., 2016; Steyn, 2017; Swart & Pettipher, 2017).

Contextualising teachers' learning in collaborative settings will enable them to apply what they have learnt in their classrooms (Swart & Pettipher, 2017). Together teachers develop support structures and pedagogical understanding that is relevant to their context. This can play a vital role in continuing to develop positive attitudes, knowledge and skills toward inclusive pedagogical approaches (Nel et al., 2016; Swart & Pettipher, 2017).

3.7   CHANGING PROFESSIONAL DISCOURSE OF TEACHERS TOWARDS INCLUSIVE PEDAGOGICAL APPROACHES

In the pursuit of addressing social and political injustices, researchers involved with IE policies have noted that by changing the professional discourse on inclusive pedagogical approaches a paradigm shift could be made in beliefs and opinions towards an inclusive school culture (Marimuthu & Cheong, 2015; Pantić & Florian, 2015; Shirley, 2017; Hooijer et al., 2021). The DE, on the other hand, demanded that teachers change their existing pedagogical discourses on IE by imposing IE policy documents on them. This resulted in cynicism, despair and rejection of the policies (Donohue & Bornman, 2014; Hooijer et al., 2021). Although there is a philosophical willingness of teachers to develop IE discourse and pedagogy, many teachers do not yet feel capacitated to implement inclusive pedagogical approaches in their classrooms (Majoko & Phasha, 2018; Magodla, 2019; Hooijer et al., 2021). According to Engelbrecht (2019), the most significant source of exclusion for learners who experience barriers to learning is the current IE discourse amongst teachers. Teachers' responses to IE appear to be influenced by their knowledge, attitudes and beliefs (discourse), as well as their school context, available resources and the practical strategies they use (Hooijer et al., 2021).

In order for discourse to change, existing norms, structures and processes need to be displaced rather than mandated (Fullan, 2006; Magodla, 2019). Therefore, to change and develop teachers' professional discourse, barriers experienced by teachers in their classrooms should be addressed by equipping teachers with a specific understanding to deal with these various difficulties and challenging their outdated beliefs of inclusive pedagogical approaches (Smit & Mpya, 2011; Donohue & Bornman, 2014; Nel et al., 2016; Hooijer et al., 2021). For most teachers IE is a complex pedagogical endeavour and is still viewed as a separate pedagogy from the mainstream (Pantić & Florian, 2015; Magodla, 2019). As a result, Howell (2018) emphasises the importance of challenging the dominant discourse and introducing new perspectives. To facilitate a paradigm shift, positive attitudes and beliefs are required (Majoko & Phasha, 2018; Hooijer et al., 2021).

For this change to be effective, an in-depth transformation needs to happen in the teachers who are required to practice inclusive pedagogy (Fullan, 2006; Shirley, 2017). According to Steyn (2017), effective teacher development necessitates more than just increasing teachers' knowledge and skills. Thus, to equip teachers with current IE discourse successfully, schools should be approached on an individual basis, interventions should focus on the needs of teachers and they should be suited to the context of each unique community (Donald et al., 2014; Drake, 2014; McLeskey et al., 2014; Nel et al., 2016; Novelli & Sayed, 2016). This will ensure that teachers create a shared meaning of inclusive pedagogical approaches and that the implementation of inclusive principles is achievable and practical (Nel et al., 2016). Makuya

and Sedibe (2021) suggest that to achieve the best result for IE, schools should be given the authority and relative autonomy in their implementation of IE and devise their own ways of practising inclusive teaching and learning approaches.

Crouch and Cambourne (2020) propose that internalising a new concept (inclusive pedagogical approaches) happens when an understanding of a concept is individually constructed by a person and made uniquely theirs. This internalisation is possible when teachers discuss new concepts amongst each other and are awarded and opportunity to apply their new understanding in their own context. Moreover, it is important to reflect on the learning process and what has been learnt (Crouch & Cambourne, 2020). Fullan (2016: 539) states that successful change "depends on changing the culture of schools and their relationship to the infrastructure of policies and regulation" and that a collaborative culture of reflection is required.

3.8 CONCLUDING COMMENTS

This chapter argues that IE should be viewed as an inclusive pedagogical approach that addresses both internal and external barriers to learning, rather than a special educational needs approach. This inclusive pedagogical approach includes challenging current school culture structures and training teachers in IE in order to achieve a deep transformation.

The literature initially discussed in this chapter focused on the development and advancement of IE policies internationally and nationally. The focus of the SA DBE has been on addressing historical injustices and disparities by developing a curriculum (CAPS and Amended CAPS) and IE policies that speak to these issues. However, the literature has indicated that the national curriculum views inclusivity as an add on and that many schools do not have the required resources to implement IE policies. The DE has attempted to address these issues to some extent by converting mainstream schools into fully resourced full-service schools. However, the change has been slow, with only a few schools undergoing this transformation.

Another factor contributing to the slow adoption of IE is a lack of support for teachers from the DBST and SBST. Teachers feel that these support structures should assist them in identifying and supporting learners who experience barriers to learning. This is due to teachers' traditional views of IE and their belief that they are unable to support students in their classroom. In addition teachers feel that their knowledge of IE is insufficient as they have not had the in-depth IE training required for an inclusive classroom.

The reasons mentioned contribute to negative discourse of IE. Teachers and schools feel unsupported by the DBE and reflect a culture of exclusion. Literature indicates that a culture

change needs to be implemented in school contexts to develop a positive discourse about inclusive pedagogical approaches.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1.   INTRODUCTION

The first section of this chapter discusses the critical interpretive paradigm, qualitative research approach and collective case study research design used for this study. The following sections discuss and explain the research methodology, including site and participant selection, data collection techniques, data analysis methods, trustworthiness and ethical considerations.

4.2   RESEARCH PARADIGM

A research paradigm is a fundamental belief system or worldview that guides a researcher in choosing appropriate data collection methods, making observations and interpreting the data (Leavy, 2017). Paradigms are interconnected systems of assumptions, including ontological (the nature of reality or a phenomenon), epistemological (how we come to know these multiple realities), methodological (how we research complex, multiple realities) and axiological (principles and meanings in conducting research, as well as the ethics that govern these) (Cohen et al., 2018). Figure 4.1 illustrates the selection of all these aspects of the research.

Objectives of this study:

- To examine what teachers' initial professional discourse was on pedagogical approaches before the IP.

- To investigate how teachers can create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles.

- To investigate how teachers can change their professional discourse through a process of reflective practice.

- To investigate why teachers change their professional discourse on inclusive pedagogical approaches.

- To examine how teachers can implement inclusive pedagogy principles in their classrooms after the IP.

Ontology
The reality that was studied was twelve teachers and their lived experience of IE in a full-service school.

Methodology
To reflect on the reality and the research questions in a critical interpretive paradigm, qualitative approach and collective case study design were chosen.

Axiology
The ethical considerations for this research project included an application to the Research Ethics Committee of the Cape Peninsula University of Technology (CPUT) and the Western Cape Department of Education (WCED), school access and teacher consent.

Epistemology
The researcher obtained knowledge for understanding the concept of the reality to be studied by using prior knowledge, experience, views, critical interpretations of open-ended questionnaires, observations and interviews and gaining knowledge by experiencing the real-life experience of teachers practicing IE in full-service schools during an IP and through interviews.

Methods
Data collection instruments used to obtain the data: initial open-ended questionnaire, an open-ended questionnaire used for reflective writing purposes, observations and interviews - both focus group and individual. These instruments were used to gain a better understanding of teachers' lived experiences of IE.

Figure 4.1: Research paradigm, approach and methodology used for this study (adapted from de Jager, 2018)

4.2.1   Critical interpretive paradigm

A critical interpretive paradigm was used in this study to focus on examining and critically interpreting how teachers' discourse about inclusive pedagogical approaches changed or remained unchanged (Leavy, 2017). A critical paradigm is used as it is particularly concerned with issues of power in education, this thesis explores how hierarchical structures like the DBST, CBST and SMT influenced teachers' perceptions of IE (Asghar, 2013; Gournelos, Hammonds & Wilson, 2019).   An interpretive paradigm guided the researcher in comprehending participants' subjective experiences of implementing IE in their respective school contexts as well as how this contributed to teachers' current IE discourse (Fraenkel et al., 2015). The interpretive paradigm allowed the researcher to see the world through the participants' experiences and perceptions as well as how they made sense of inclusive pedagogical approaches in a full-service school setting (Creswell & Poth, 2018).

The findings were presented in a critical interpretive manner by connecting the comments of the participants to current literature and theory. The findings, in conjunction with theory and literature, provided critical answers to the research questions in the following ways: they provided a detailed explanation of participants' initial understanding of IE, participants' educational experiences during the IP, how and why their discourse changed or remained unchanged, gave a description and interpretation of the problem and made a contribution to the literature (Creswell & Poth, 2018).

4.3   RESEARCH APPROACH

The researcher chose a qualitative approach for this study because she wanted to interact extensively with the participants to understand their changing professional discourse on IE (Fraenkel et al., 2015; Yin, 2016; Creswell & Creswell, 2018). A qualitative approach allowed the researcher to interact closely with participants to obtain comprehensive textual information and tap into the richness (Cohen et al., 2018; Creswell & Creswell, 2018) of the participants' views about their changing professional discourse.

The following four processes were used to conduct qualitative research (Santhosh, Rojas & Lyons, 2021):

1. Interaction: Reality was created by the twelve teachers who worked actively with IE in full-service schools in the MCED. The participants' lived experiences of working in these schools and practicing IE were assumed to be the source of meaning and were then facilitated by the researcher's perception. It was vital that the researcher understood the perspective of the participants and not the researcher's perspective.

2. Fieldwork: The researcher was present at the different sites during the IP and she visited the classroom environments to observe the teachers' behaviours in their natural setting and to conduct the interviews.

3. Descriptive: The outcomes have been presented in the form of themes, concepts, rich descriptions, figures and vignettes which were derived from the open-ended questionnaires, interviews and observations. This descriptive writing allowed the researcher to convey the research process and meaning as well as an understanding of the twelve teachers' discourse about IE.

4. Deductive and inductive: Qualitative research studies are deductive and inductive in nature. Data was deductively analysed in this study using existing theory. Data was analysed inductively when there was a lack of theory or when an existing theory failed to adequately explain the situation. This was accomplished by developing abstractions, concepts, and theories from raw data (open-ended questionnaires, interviews and observations). The researcher, therefore, used three theoretical frameworks and ultimately developed a unique conceptual framework from her own research which explains the phenomenon of the change of teachers' discourse about IE.

Qualitative research methods, such as open-ended questionnaires, observations and interviews, focused on the naturally emerging language and meaning that participants attached to their experiences (Cohen et al., 2018). Using a qualitative approach, the researcher ensured that she created a safe environment for participants and that they were willing to share detailed information about their lived experiences of working with IE in their schools (Yin, 2018). These qualitative research methods enabled the researcher to track changes or limitations in the participants' discourse and allowed her to gain a deeper understanding of the participants' experiences of IE (Creswell & Creswell, 2018).

4.4   RESEARCH DESIGN

A collective case study design was used for this research study, with the goal of comparing different perspectives of the same issue (Creswell & Poth, 2018; Frey, 2018). This design was chosen to assist the researcher to see processes and outcomes across three full-service schools in the MCED and to obtain a better comprehension of twelve teachers' perceptions of IE in similar communities (Creswell, 2018).

Frey (2018:1087) highlights the following strengths of a collective case study design: (i) Defined boundaries: The selected schools included in this case study were bounded by the fact that they were full-service schools that were actively implementing IE. As a result, the data gathered from these schools reflected real-life situations, where teachers were currently involved in implementing IE processes in their schools. This allowed the researcher to collect

accurate data; (ii) Purposeful sampling: Participants were selected and chosen as they represented the purpose and intention of this study; they were primary school teachers working in full-service schools and were actively applying IE in their classrooms; (iii) Design flexibility: The researcher employed various data collection instruments such as questionnaires, observations and interviews to gain a comprehensive understanding of how and why teachers changed their IE discourse in full-service schools; (iv) Transferability: The researcher gained a multifaceted and in-depth understanding of the teachers' IE discourse after analysing the rich data of this research project. The findings of the study could be applied to other full-service schools in the same context or setting.

There were drawbacks to using a collective case study design. Due to the researcher being actively involved in the facilitation on the IP and the research process, she was constantly aware of avoiding observer bias, making personal or subjective comments and overstating or understating teachers' perceptions of IE. She was aware that she was in a position of power as the facilitator and she made sure that all of the teachers' voices were heard at all times (Cohen et al., 2018).

4.5   RESEARCH METHODOLOGY

In this section the site and participant selection, data collection tools, data analysis, trustworthiness and ethical considerations are discussed.

4.5.1   Site selection

The schools included in this thesis were selected by the head of learning support at the MCED, WCED and his multidisciplinary team, which included: the head of the learner support department, four learning support advisors, two educational psychologists and two social workers. This team works with many schools throughout the MCED and was able to identify schools that practice inclusive principles. Hence, ten schools suitable for this study were suggested. The researcher asked for all ten full-service primary schools situated in the MCED in urban communities in the WC. The schools in this study were situated in low socio-economic communities and commonly had teacher-to-learners ratios of 1:30 (DBE, 2018). These schools were conveniently selected (Yin, 2016) as the researcher lived and worked in the central area of Cape Town at the time of data collection. Primary schools were selected as research indicates that teachers at these schools work actively with inclusive principles and are willing to change their professional discourse on inclusive pedagogical approaches (Geldenhuys & Wevers, 2013; DBE, 2014; Nel et al., 2016).

After the site selection meeting on 25 April 2019, the researcher contacted the ten full-service schools recommended by the Head of Learner Support and his multidisciplinary team. Five of

the ten schools agreed to hold a meeting where the researcher could present her research study to the participants. The researcher visited these five schools from 10 to 20 May 2019. Thirty teachers from four schools agreed to participate in the research study.

Once teachers had been recruited, the researcher ran bi-weekly IP sessions at the library of CPUT in Mowbray, Cape Town from 13 July to 13 September 2019 in the afternoons from 14:00 to 17:00. These dates were negotiated with the teachers to ensure the suitability thereof. After the first IP session on 13 July 2019, twelve teachers from three schools (School A, B and C) chose to take part in the research and became the participants in this study.

This site was considered as neutral as the participants were from various schools and the content of the IP was not influenced nor connected in any way to either the MCED or the WCED. The university is located centrally and was easily accessible to participants. At the time of data collection, the researcher worked at a training facility which is registered to offer Continuing Professional Teacher Development (CPTD) for the South African Council for Educators (SACE). As the researcher was the training provider, the developer and owner of the five-week IP, she registered the course for the twelve participants to achieve 15 CPTD points (Appendix 1), which the teachers received at the end of the five weeks. The researcher worked as an inclusive training coordinator at this training facility.

4.5.2   Participant selection

Through purposive sampling, which is characterised by deliberate targeting of information-rich participants (Cohen et al., 2018; Creswell & Creswell, 2018), the researcher selected the twelve participants who were interested in and committed to implementing inclusive pedagogical approaches in their classrooms and were representative of teachers who worked in a full-service school. Table 4.1 shows the demography of the twelve teachers who fitted the criteria required for this project.

Table 4.1: Demography of the twelve teachers

Name		Gender	Age	Phase	Years of teaching experience	School
1.	CA	Female	47	Foundation	23	School A
2.	HF	Female	47	Foundation	8	School A
3.	KJ	Female	25	Foundation	6 months	School A
4.	CP	Female	22	Foundation	6 months	School A
5.	EB	Female	32	Foundation	8	School B

6.	CS	Female	53	Intermediate	33	School C
7.	GB	Female	54	Senior	31.5	School C
8.	CJ	Female	23	Foundation	6 months	School C
9.	RH	Female	58	Foundation	38	School C
10.	SA	Female	55	Foundation	28	School C
11.	JG	Female	40	Foundation	4	School A
12.	FP	Female	49	Assistant Teacher Resource Class	6	School A

As indicated by Table 4.1, no males took part in this study. According to the UNESCO Institute for Statistics (2022), there are more female primary school teachers than male teachers. Out of the limited male teachers available at the primary schools selected, none were willing to participate in the study.

4.5.3 Data collection tools

Multiple data collection methods were used for this research study before, during and after the IP. Figure 4.2 shows the process of data collection.
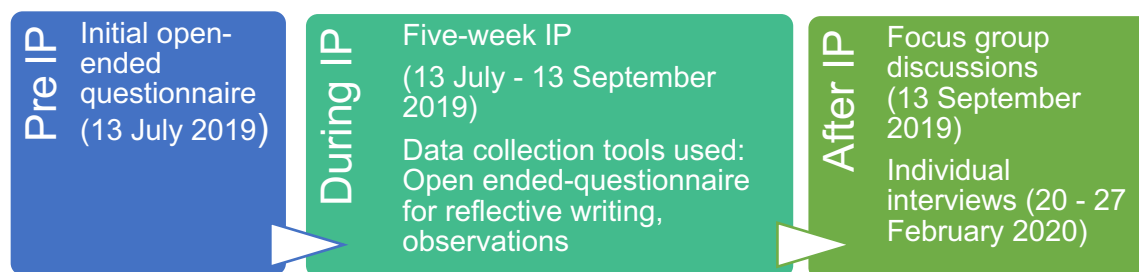
Figure 4.2: Data collection phases

Before presenting the programme to the participants, the researcher piloted the IP with the head of learner support and the multidisciplinary team at the MCED. This was done to ensure that the pedagogical approaches and theory were appropriate for the participants' context and that the instruments used would yield the best information.

Piloting the instruments

Before the researcher collected her data, she piloted some of the data collection instruments as well as the IP with the MCED, WCED multidisciplinary team.

Firstly, the initial open-ended questionnaire to be used before the IP was discussed. The researcher presented the policies that influenced her decision-making processes when developing the questionnaire; the team was pleased with the policies included, but felt that one was missing. Table 4.2 displays these documents.

Table 4.2: IE documents included in the open-ended questionnaire

Policy documents originally included	Policy document included as suggested by the multidisciplinary team at the MCED office
• Guidelines for Inclusive Teaching and Learning (2010) • Guidelines for Responding to Learner Diversity in the Classroom Through CAPS (2012) • SIAS (2014)	• Guidelines for Full-Service/Inclusive Schools (2010)

In addition, the MCED multidisciplinary team commented that the questionnaire had a simple, clear format and that the layout of the questionnaire was not too complex. They remarked that the questions were to the point and would yield the necessary information required (Cohen et al., 2018).

The researcher explained her use of the second open-ended questionnaire which encouraged the participants to take part in reflective writing activities during the IP. The idea of writing reflectively after each workshop session piqued the interest of the MCED multidisciplinary team, but they were concerned that the teachers would provide limited information because they were unfamiliar with the practise of reflective writing. The researcher explained that she would use colour-coded sticky notes with open-ended questionnaire questions on them to encourage writing (Cohen et al., 2018). Before each question, the researcher would explain what was expected of the question and then the participants would record their response to the open-ended question. The MCED multidisciplinary team agreed that this method of guided writing would be the best to use with the teachers.

Due to limited time with the MCED multidisciplinary team, the researcher then presented only an extract of the IP, which included the topics and the order of the five-week IP. This presentation was in the form of a PowerPoint presentation. The MCED multidisciplinary team commented that the information in the IP was meaningful to the context of the various schools, but that the font of the PowerPoint presentation needed to be adjusted to make the text more legible. To improve readability, the researcher changed the text from Arial 14pt to Arial 16pt and made all text black as it was previously green. The MCED multidisciplinary team further

suggested that all the notes for the five-week IP should be printed and given to the teachers as a complete document, as not all teachers had access to technology.

4.5.3.1 Initial open-ended questionnaire

Peterson (2014:101) describes a questionnaire as a "carefully formulated sequence of questions structured to obtain information that meets the requirements of a research project". As a skilled IE trainer with twelve years of teaching experience, the researcher developed an initial open-ended questionnaire (Appendix 2) that would give her an in-depth understanding of the participants' knowledge, beliefs, opinions and attitudes (Chasteauneuf, 2012) around inclusive pedagogical principles and to create a five-week IP that was relevant and reflected the needs of the participants (Holyk, 2008). While working in the government and private educational sectors of SA, the researcher understood that the following information would provide her with teachers' current IE discourse: (i) the demographics of the participants; (ii) their definition of IE; (iii) the barriers to learning they experienced in their classrooms; (iv) support received from the WCED to implement IE in their classrooms; (v) the support the participants would like to receive to implement IE in their classrooms; (v) barriers to learning the participants would like more information on; and (vi) whether the participants would like to take part in the five-week IP.

The aim of these questions was to determine:

1. whether the following factors had an impact on the participants' IE discourse: age, gender, teaching phase, years of experience and the school they taught at;
2. how teachers understood IE and to build on their existing knowledge;
3. whether or not teachers were aware of the WCED's support structures and whether or not they felt supported by them;
4. what teachers perceived to be missing in terms of IE support;
5. the types of learning barriers that teachers faced in their classrooms and what information they required relating to barriers to learning; and
6. whether or not teachers were available to participate in the IP.

The initial open-ended questionnaire was completed during the first session of the IP (13 July 2019), in a face-to-face setting, as this was the first time the researcher had formally met the teachers. The rest of the session was based on sharing general information on inclusive pedagogical approaches. Thirty teachers from four schools completed the initial questionnaire, yet only twelve teachers from three schools chose to participate in the rest of the five-week IP. Despite the teachers not stating why they did not attend, the researcher can only assume that the possible reasons for the limited number of participants include that:

(i) sessions were held on a Friday afternoon after school. This was the only available day of the week as on the other days the teachers attended extra-mural activities, and (ii) not all teachers, especially those from informal settlements, had transport to attend the sessions.

The advantages of administering the initial questionnaire were: (i) even though only twelve teachers chose to participate in the five-week IP, the researcher was able to design the five-week IP based on responses from thirty teachers. Because of the participants' diverse ages, the researcher had varying perspectives on teachers' prior knowledge, experiences and expectations of the IP. From the open-ended questionnaire responses, the researcher was able to develop an IP that was applicable to all teachers' contexts by drawing on the more experienced teachers' historical knowledge of education as well as the NQTs' current educational knowledge; (ii) the initial questionnaire could be administered once and collected a wealth of data for this study (Maree, 2016; Cohen et al., 2018).

The disadvantages were that some of the teachers had limited knowledge of IE, such as the fact that IE only includes learners with intellectual and physical barriers and had limited responses to the questions posed. Other teachers had biased opinions about support for IE at their school (Cohen et al., 2018). This included teachers believing that the DBST is the only source of support for their IE learners. Although the questionnaire did not provide detailed information about prior IE knowledge, it confirmed the researcher's hypothesis that IE misconceptions existed.

4.5.3.2 Intervention Programme (IP)

The majority of the data for this study was collected during the five-week IP, using an open-ended questionnaire utilised for reflective writing (section 4.5.3.3), observations (section 4.5.3.4) and focus group discussions (section 4.5.3.5), and thus the IP is included in the methodology section.

A collaborative theoretical as well as a practical programme underpinned by the ATF was developed from the responses of the initial open-ended questionnaire and the IE policies. This was to allow the participants to build on their existing knowledge of inclusive pedagogical approaches and to provide them with 'Tools' (as discussed in the ATF) to build a shared understanding of inclusive pedagogy (Fullan, 2006; Pather, 2012). To facilitate a shared meaning of IE, a variety of pedagogical approaches were used including: group discussions, classroom experience sharing, group work and reflective writing using Strampel and Oliver's (2007) Levels of Reflection. This enabled participants to not only grapple with their understanding of inclusive pedagogical approaches from various worldviews, but also to share

their practices on how to support their learners who were experiencing a variety of learning barriers (Fullan, 2006).

The first IP session (13 July 2019) began with a discussion on inclusive pedagogy theory, guided by IE policies. The second to fifth sessions (26 July - 13 September 2019) began with recaps of previous sessions. Thereafter, the participants were asked to work in small groups to discuss how the theory presented links to their classroom experiences and how they could apply the theory practically. After that, each group was asked to present their critical analyses to the entire group. To conclude each session, the participants took a few moments to reflect on their day's learning using Strampel and Oliver's (2007) Levels of Reflection. The data collection process is represented in Table 4.3.

Table 4.3: Topics taught and data collection tools used during the five-week IP

Topics taught during the IP and data collection tools		
Before the IP		
Initial open-ended questionnaire		
During the IP		

Week 1 **Inclusive Pedagogy** 13 July 2019	Sub-topics:
	● Definition
	● Mainstream/Integration vs Inclusion
	● Role of the teacher in the inclusive classroom
	● Diversity
	   ○ Understanding diversity in the classroom
	● Barriers to learning
	   ○ Systemic
	   ○ Extrinsic
	   ○ Intrinsic	

Week 2 **The Curriculum** 26 July 2019	Sub-topics:
	● Responding to diversity through the curriculum
	● Differentiation
	   ○ Learning difficulties
	   ○ Learning styles
	   ○ Multiple Intelligences
	● Assessment
	● Support for differentiation
	● Teaching methodologies
		Data collection tools used from Week 1-4:
		● Open-ended questionnaire used as reflective writing tool
		● Observations (used as field notes)
		● Pedagogical Tools:

Week 3 **Planning for Support** 16 August 2019	Sub-topics: ● Stakeholders ○ The parent	

	o The learner
	o The teacher
	o SBST
	o CBST
	o DBST
	o Specialists
	● Tools
	o Questionnaires
	o Diagnostic assessments
	o Reports
	o Support Needs Assessment (SNA 1 & 2)
	o Individual Support Plan
	● Classroom strategies
	o Specific strategies for learning difficulties
	o Behaviour management
	o Case studies
		Lecture
		Group work and
		    group discussions
		Classroom
		    experience
		    sharing

Week 4 **Profiling your Class** 30 August 2019	Sub-topics: Use the previous topics and information to create a profile for your own class	
Week 5 **Focus Group** 13 September 2019	Post-IP focus group semi-structured interviews	
After the IP		
Individual Sessions 20 - 27 February 2020	Post-IP individual semi-structured interviews	

The researcher was present during the data collection process and the IP and was able to build rapport and trust relationships with the participants. The researcher did this by creating a safe space during the IP for participants to share their lived experiences of inclusive pedagogical approaches. Initially the researcher was perceived to be in a position of power and it took intense facilitation and dedication to get the participants to open up about inclusive pedagogical approaches in their classrooms (Maree, 2016; Cohen et al., 2018; Yin, 2018). The facilitator was able to reduce the issue of power by actively listening, sharing her own experiences and creating a workshop environment that was non-judgmental (Cohen et al., 2018). In addition, the researcher was able to explain any misunderstandings when participants were required to complete open-ended questionnaires or when interview questions were misinterpreted.

4.5.3.3 Open-ended questionnaires used as a reflective writing tool

During the IP, the researcher aimed to use weekly reflective writing to encourage participants to develop a habit of writing; connecting their previous inclusive pedagogical experiences with the theory that had been presented (Gay et al., 2012). Strampel and Oliver (2007: 973) describe the action of reflection as "the relationship between thought and action in a particular context [which] must be considered before moving to further thought and action". Participants had the opportunity to engage in reflective writing, which allowed for self-analysis and critical evaluation of the course as well as their classroom practises. This aided them in comprehending their potentially changing professional discourse on inclusive pedagogy principles and their implementation in their classroom (Strampel & Oliver, 2010; Gay et al., 2012). Reflection, however, is a complex process that requires participants to interact on a variety of reflective levels (Strampel & Oliver, 2007). To make the levels of reflection more accessible to the participants, the researcher adapted Strampel and Oliver's (2007) Levels of Reflection to open-ended questionnaire questions (see Table 4.4). To encourage participants to write reflectively, the researcher colour-coded each question with sticky notes, making it an engaging writing activity rather than a tedious one (Leavy, 2017), as indicated in Figure 4.3 which follows Table 4.4.

Table 4.4: Open-ended questionnaires used as a reflective writing tool and the matching coloured sticky notes

Strampel and Oliver's (2007) Levels of Reflection	Colour-coded Open-ended Questionnaire
Stimulated Reflection Noticing something does not quite fit; Analysing how one affects/is affected by the new situation	Did you learn something new today? How did it affect you?
Descriptive Reflection Recollect and recognise events; Interpret, classify, summarise, compare and explain new information using prior knowledge	Do you recognise the learning in your classroom? Explain.
Dialogical Reflection Critically analyse the situation using prior knowledge; Synthesise and integrate knowledge into personal knowledge base	Can you use your previous learning experience? Can you link it to the learning today? Explain.
Critical Reflection Evaluate new knowledge; Make decisions as to what the next step should be	What will you do to improve the situation?
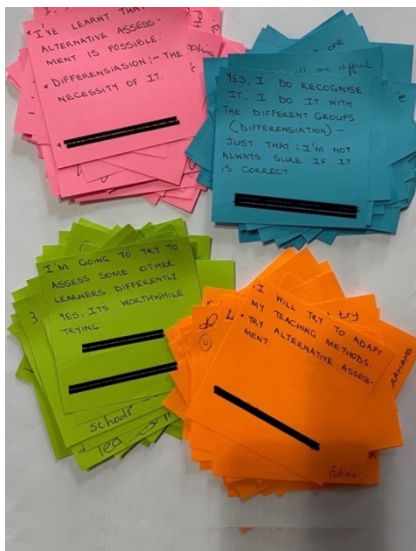
Figure 4.3: Reflective notes of participants

The researcher projected the reflection questions on the white screen after each IP session. She carefully explained each question and provided several examples of the types of information that could be recorded on the appropriate sticky notes. She then projected the questions one by one, giving the teachers enough time to complete each one before moving on to the next. If there was any ambiguity in the question, teachers could ask clarifying questions. Teachers had gotten into the habit of writing by the third IP session and fewer questions were asked.

The benefit of using this tool was that the researcher could see at the end of each session if there were any issues relating to IE that needed to be resolved. The participants' reflections were not anonymous as the researcher used this tool to keep track of the individual participant's learning processes, to guide them into theory and practise that was relevant to their specific context (Strampel & Oliver, 2007). In addition, the researcher wanted to keep track of the participants' changing discourse or whether it remained unchanged.

The researcher identified two disadvantages. The first disadvantage was that the reflective writing tool did not initially yield detailed information because teachers were reluctant to record their responses. However, as the teachers practised reflective writing, more rich data for the study became available (Cohen et al., 2018). Due to the researcher's active participation when participants were answering the questionnaire, another drawback was that the researcher could influence their responses. As a result, she took special care to read the questions from the developed questionnaire verbatim and not to reword them in order to arrive at a particular conclusion (Gay et al., 2012; Maree, 2016).

4.5.3.4 Observations

Observations enabled the researcher to collect data in a natural setting and access subjective factors such as thoughts, feelings and desires (Yin, 2016). When conducting her observations (Appendix 3), the researcher took the following steps (Creswell & Poth, 2017:234):

1. Selected a site for observation, the CPUT library. The researcher ensured that she obtained the necessary permission to access the site. Before each session started snacks and afternoon tea were provided for the participants;

2. At this site, the participants were observed for five weeks during the IP. The researcher observed the setting, participant interactions as well as significant/unusual interactions during the five-week IP. After every session the researcher reflected on her role as facilitator and the influence she had on the participants;

3. During the IP the researcher acted as a facilitator and a participant observer (Creswell & Creswell, 2018). The researcher took part in the IP by facilitating the conversations and theory (Fraenkel et al., 2015, Creswell & Creswell, 2018);

4. The researcher chose an observational schedule which included both descriptive and reflective notes as in Table 4.5, written by the researcher after each session. These observational notes were headed by the date, place and time of observation;

5. The observations were written up during the evenings, immediately after each IP session. A benefit of this method of recording observational notes was that it allowed the researcher to collect data in an unobtrusive manner and to pay special attention to the insights and concerns of the participants relating to inclusive pedagogical approaches. A disadvantage was that the notes were from the researcher's perspective only and may have reflected the researcher's bias (Gay et al., 2012; Fraenkel et al., 2015; Creswell & Creswell, 2018);

6. The researcher was able to reflect on her own feelings and insights and describe the IP sessions in detail (Creswell & Creswell, 2018). The researcher reflected on how the participants reacted to the theory provided in the IP and how they applied the theory to their own classroom contexts. The researcher observed how the teachers were supported by the WCED. An extract of the observation notes is shown in Table 4.5.

Table 4.5: Observations of week 2 (26 July 2019) of the IP – Significant/unusual interactions

Significant/unusual interactions:	
Descriptive Notes (Detailed, chronological notes about what the observer sees, hears, what occurred, the physical setting)	Reflective Notes (Concurrent notes about the observer's thoughts, personal reactions, experiences)
• Discrepancies across schools • Practicality of alternative assessment	Once again the differences in what is expected of inclusive schools and the pressure curriculum advisors place on the educators were quite significant. Educators are expected to differentiate and do alternative assessment, but the curriculum advisors are proving to be inflexible with regards to this. The other concern is that different messages are being communicated to different schools. Some schools are provided more guidance and support than others. However, the researcher is finding that the communication between the schools is enlightening many teachers. A forum for these teachers should be provided. The researcher agrees that better guidance should be provided from the department for alternative assessment and that the IE team and curriculum advisors (CA) must work in unison.

As a participant observer, the researcher gained first-hand knowledge of the participants' learning processes. This helped her track the participants' changing (or lack thereof) professional IE discourse. She used the observational notes to determine which IE theoretical knowledge needed to be expanded on and what information the participants needed to broaden their IE classroom content and pedagogical knowledge. However, observations are frequently biased and notes were taken from the researcher's point of view (Cohen et al., 2018). As a participant observer, the researcher was involved in the research process and may have seen the participants' concerns and contributions relating to IE objectively rather than subjectively (Gay et al., 2012; Maree, 2016).

4.5.3.5 Post-IP focus group discussions and individual interviews

The researcher conducted focus group discussions and individual interviews after the IP sessions. During the final session of the five-week IP (13 September 2020) focus group discussions were conducted to determine whether there were any changes to the participants' professional IE discourse (Creswell & Creswell, 2018). The focus group discussions took place at the CPUT library where the IP sessions were held so the participants were familiar and

comfortable with the environment. The researcher conducted individual interviews with all twelve teachers three months after the IP. This was to increase the researcher's understanding (Creswell & Creswell, 2018) of the participants' experiences and how they implemented the inclusive pedagogical approaches in their classrooms after the five-week IP. The individual interviews took place at the participants' respective schools. Each of these data collection instruments will be discussed in detail.

Focus group semi-structured interviews

Three focus group discussions of four teachers each were conducted on 13 September 2019 (Appendix 4). As there were only twelve participants, groups of four allowed for deep discussions and reduced the likelihood of dominant conversations between one or two individuals (Gournelos et al., 2019). The groups were selected at random. Smaller groups allowed for more meaningful interaction amongst the participants and yielded the best information as participants shared their experiences and opinions of inclusive pedagogical approaches (Creswell & Creswell, 2018).

The three focus group discussions took place in three separate venues at the CPUT library at the same time. One discussion was led by the main researcher and the other discussions were led by two other experienced researchers who were knowledgeable about the content of the current thesis. Each researcher introduced themselves to the participants and discussed the purpose and significance of the focus group discussion. The researchers also assured the participants that the interview would be kept confidential and anonymous. The researchers asked for permission to record the sessions, which the participants verbally agreed to. As the interviews were digitally recorded, the researchers were able to concentrate on the interview questions and responses rather than taking detailed notes. This also allowed the researchers to assess non-verbal body language (Cohen et al., 2018; Creswell & Poth, 2018).

During these focus group interviews, semi-structured questions were asked (Gay et al., 2012) to establish the participants' knowledge and understanding gained through the IP (Creswell & Creswell, 2018). During these sessions the researchers were sensitive to the complex nuances in the participants' language and non-verbal body language to capture their knowledge, attitudes and beliefs towards inclusive pedagogy (Barbour, 2011; Bloor, Frankland, Thomas & Robson, 2012). The researchers viewed this as critical as it echoed the participants' beliefs and perspectives and allowed an opportunity for their voices to be heard (Barbour, 2011; Bloor et al., 2012). This method allowed the researchers to understand the collective views of the participants towards the implementation of inclusive pedagogy and provided meaning to the attitudes and behaviours of the participants (Gay et al., 2012).

Four main questions, as indicated in Table 4.6, were asked during focus group discussions to gather the following information.

Table 4.6: Focus group discussion questions and the rationale for asking the questions

Interview questions	Rationale for asking the questions
How has your definition of inclusive education changed?	To understand if teachers have reflected on teaching practices and have added to their understanding.
How did the presentation facilitate your understanding of inclusive education?	To understand which aspects of inclusive pedagogical approaches had not been visited before.
Do you think it would be easy to implement inclusive practices in your class?	To understand if the mode of presentation was at a level that all teachers felt they could make it their own, and if the strategies were applicable in their classrooms.
Do you feel equipped to share your knowledge with others?	To understand if teachers were feeling empowered to share the new knowledge they had received.

According to Cohen et al. (2017), there are advantages and disadvantages when using focus group discussions. The focus group discussions were advantageous in that they could all be conducted on the same day, resulting in quick data generation. Participating in a discussion encouraged everyone to share their personal experiences of IE as well as their learning processes during the IP. Rather than a questionnaire, the focus group discussion allowed participants to express themselves using their own words. A disadvantage was that there were domineering individuals in each of the focus group discussions and the facilitators of the conversations had to ensure that all participants equally participated in the discussion. Although the facilitators and participants had interesting conversations, some of the discussion groups strayed off topic and the facilitators frequently had to bring them back on track.

Individual semi-structured interviews

The individual interviews (Appendix 5) took place three months after the IP had been presented. This was to ensure that the participants had sufficient time to implement new inclusive pedagogical principles in their classrooms and that they could give a more knowledgeable account of their lived experiences during the implementation period (Fraenkel et al., 2015). These interviews gave participants a chance to reflect on and make sense of their five-week IP experiences and how they utilised their new knowledge in their

classrooms (Charmaz & Belgrave, 2019). Table 4.7 sets out the main questions of the individual interviews and the rationale for asking the questions.

Table 4.7: Individual interview questions and the rationale for asking the questions

Main question	Rationale for asking the questions
During the focus group setting were there any topics raised that were interesting to you?	To understand whether the participant gained new knowledge during the focus group sessions.
How did the IP prepare you to use inclusive pedagogical strategies in your class?	To investigate whether the participant has applied the learning strategies covered during the five-week intervention programme and if they found it useful.
Have you shared your inclusive practices with your colleagues? What were their reactions?	To ascertain whether the participant has changed their professional discourse on inclusive pedagogical approaches and has assisted their colleagues to change theirs.
If you brought about changes, how did the learners respond to the changes in the classroom?	To understand if the strategies implemented are sustainable and useful.

The researcher visited the three schools where she interviewed the respective teachers from 20-27 February 2020. Teachers were contacted personally to arrange a time that was convenient for them. The researcher further ensured that she contacted the relevant principals to gain access to the school premises. Each teacher invited the researcher to their individual classrooms during school contact time for an informal observation of their classroom practice and she conducted the interview during their administrative periods or during the school's break time. This was done to avoid the researcher intruding on the participants' teaching time. The interview should not be an inconvenience to the participant and the participant should not feel obligated to rush through the interview to return to their tasks (Leavy, 2017). As in the case of the focus group discussions, the researcher asked for the teachers' consent to record the interviews digitally and assured them of confidentiality and anonymity.

An advantage of the individual interviews was that the interviews allowed the researcher to build a rapport with the participants. Building rapport with participants resulted in more insightful responses regarding the implementation of inclusive pedagogical approaches in their classrooms. When a participant brought up an interesting topic, the researcher was able to probe the participant to gain a better understanding. A disadvantage of using the individual interviews was that the interviews took time as each participant had to be visited at their

respective schools and some schools had to be visited more than once (Maree, 2016; Cohen et al., 2018).

4.6   DATA ANALYSIS

After the data collection period (13 September 2019 to 27 February 2020), the data analysis process started by transcribing the initial open-ended questionnaires, the researcher's observation notes, the open-ended questionnaires used as a reflective writing tool, post-IP focus group discussions and post-IP individual interviews. The data was typed into word-processing documents (Henning et al., 2004). The researcher printed the transcribed data and read and re-read the transcribed data many times to convert the raw data into useable categories and smaller units of meaning.

The researcher used category analysis and a deductive (theory driven) and inductive (data driven) approach to transform the data (Maree, 2016). When analysing the transcribed data the researcher saw a clear link between the five research questions, the questionnaires, interviews and the three theoretical frameworks and organised her data accordingly (as indicated in Table 4.10). Once the data was organised under the research question headings, the researcher used the indicators of the conceptual framework, both deductively and inductively, to colour-code all of the data in the word-processing document (Henning et al., 2004). The researcher further inductively searched her data for indicators that reflected the changing discourse of the participants, their reflective processes and their attitudes and beliefs toward inclusive pedagogy principles and the implementation of IE policies as she analysed the data from the research study (Henning et al., 2004; Lune & Berg, 2016). After the qualitative analysis of the data had taken place, the researcher provided textual and visual (tables, figures and vignettes) representations to answer the research questions which are presented in Chapters 5, 6 and 7. Table 4.8 shows the researcher's analysis process.

Table 4.8: Researcher's process of analysis

Conceptual framework and analysis approach	Research questions	Indicators used as codes	Colour used	Components of the conceptual framework	Data collection tools
The ATF (Engeström, 1987) Deductively - Current literature (Donohue & Bornman, 2014; Pantić & Florian, 2015; Nel et al., 2016; Teaching for All, 2018) Inductively - What factors influence teachers' initial discourse of IE?	**RESEARCH QUESTION 1** What was teachers' **initial** professional discourse about inclusive pedagogical approaches **before** the intervention programme?	Phase/position (P) Years of experience (YE) Teacher training (TT)	**Red**	Subjects	Initial questionnaire Focus group discussions and individual interviews where the question was asked: *"How did you feel about inclusive education before the five-week intervention programme?"*
		Prior knowledge (PK) IE training (IET) Teacher practice (TP) Emotions of IE (EIE)	**Orange**	Object	
		IE policies (IEP) CAPS (CAPS) DE support structures (DSS) Full-service school regulations (FSS)	**Yellow**	Rules	
		Context of the Community (CC)	**Green**	Community	
		DBE, WCED, MCED, SMT	**Blue**	Division of Labour	
		Physical Tools (PHT) Psychological Tools (PST)	**Purple**	Tools	

Conceptual framework and analysis approach	Research questions	Indicators used as codes	Colour used	Components of the conceptual framework	Data collection tools
The CoI's Social Presence (Garrison et al., 2000) Deductively - The CoI's social presence (Garrison, Archer & Arbaugh, 2000) and its sub-categories and indicators, and current literature (Makoelle & van der Merwe, 2016; Oswald & Engelbrecht, 2018; Stofile et al., 2018) Inductively - What factors influence teachers' initial discourse of IE?	**RESEARCH QUESTION 2** **After** participating in a five-week intervention programme how did the teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles?	Expressing emotions (EE) Use of humour (UH) Self-disclosure (SD)	**Dark Yellow**	Affective Expression	Focus group discussions and individual interviews where the question was asked: *"Was it useful to collaborate with your colleagues to create a new definition of inclusive education?"*
		Collaboration (CO) Trust (TR) Risk-free expression (RFE)	**Dark Blue**	Open Communication	
		Shared meaning of IE (SMIE) Empowerment in collaboration (EC) School culture (SC)	**Dark Green**	Group Cohesion	

Conceptual framework and analysis approach	Research questions	Indicators used as codes	Colour used	Components of the conceptual framework	Data collection tools
The CoI's Cognitive Presence (Garrison et al., 2000) **and** Strampel and Oliver's Levels of Reflection (2007) Deductively – The CoI's cognitive presence (Garrison et al., 2000; Strampel & Oliver, 2007) and its sub-categories and indicators, and current literature (Fullan, 2016; Oswald & Engelbrecht, 2018) Inductively – How did teachers use a reflective tool to build on their knowledge?	**RESEARCH QUESTION 3** **How** can teachers change their professional discourse through a process of reflective practice?	Awareness of new IE knowledge (AIE) Awareness of teaching (AT) Reflection on teaching practice (RTP)	**Violet**	Stimulated Reflection and Triggering Event	Open-ended questionnaires used as a reflective writing tool, focus group discussions and individual interviews
		Recognising participants change in their own IE practices (CIE) Reflection and classroom practice (RCP) Suggestions for consideration (SFC)	**Dark Red**	Descriptive Reflection and Exploration	
		Reshaping thoughts about IE (RTIE) Deeper level of understanding (DLU) Using policies effectively (UPE)	**Dark Purple**	Dialogical Reflection and Integration	
		Vicarious learning (VL) Applications to real word practices (ARWP)	**Teal**	Critical Reflection and Resolution	

Conceptual framework and analysis approach	Research questions	Indicators used as codes	Colour used	Components of the conceptual framework	Data collection tools
The CoI's Teaching Presence (Garrison et al., 2000) Deductively – (Garrison et al., 2000; Fullan, 2006; Nel et al., 2016; Oswald & Engelbrecht, 2018; Stofile et al., 2018) Inductively – How did the learning environment and methodologies facilitate discourse?	**RESEARCH QUESTION 4** **Why** do teachers change their professional discourse on inclusive pedagogical approaches?	Previous IE training (PIET) Tools used by facilitator (TUF)	**Turquoise**	Setting the climate	Individual interviews where the question was asked: *"How did the intervention programme prepare you for inclusivity in the classroom?"*
		Learner-centred approach (LCA) Trust environment (TE)	**Olive**	Facilitating transformation	
		Better understanding of IE (BUIE) Mindshift (MS) Better equipped (BE) Enthusiasm (ENTH) Change in approach (CIA)	**Mustard**	Evidence of change in discourse	
The CoI's Educational Experience (Garrison et al., 2000) Using the codes and themes of the previous questions the researcher recognised deductively and inductively identified the educational experience.	**RESEARCH QUESTION 5** How can teachers implement inclusive pedagogy principles in their classrooms **after** the five-week intervention programme?	Social Presence (SPr) Cognitive Presence (CPr) Teaching Presence (TPr)	**Bright Green** **Lavender** **Brown**	Educational Experience	Individual interview where the question was asked: *"How do you feel equipped to share your knowledge with others?"*

4.7   TRUSTWORTHINESS

Qualitative research studies are found to be credible if the trustworthiness of the data collection process, data analysis, findings and conclusions can be evaluated. The researcher must therefore constantly be aware of the criteria used to determine whether the data analysis is trustworthy (Gay et al., 2012; Maree, 2016; Moon et al., 2016). Maree (2016:123) recommends four criteria for qualitative researchers to consider in conducting a trustworthy study: credibility, transferability, dependability and confirmability.

4.7.1   Credibility

The researcher chose well-established research methods, a research design that linked with the research question and a conceptual framework which aligned with the methods and design to ensure a credible study (Maree, 2016).

The schools chosen were demonstrative of government full-service schools actively implementing IE. They were located in the MCED and received similar government resources. Participants were purposively selected and were representative of teachers who had lived experiences of implementing inclusive pedagogical approaches in the classroom. To provide an accurate account of the participants' overall views on inclusive pedagogy the researcher spent a significant amount of time in the field gathering in-depth data that adequately explained the professional discourse of participants (Maree, 2016; Moon et al., 2016).

Prior to the IP, the researcher visited each of the schools and observed the context as well as the circumstances under which the teachers taught. During these visits, the researcher introduced herself so that the participants could become acquainted with her and her research study. During the IP, the researcher spent five weeks with the participants. Throughout these weeks, the researcher built mutual trust relationships with participants by sharing her own experiences and creating a safe and non-judgmental space for participants to share their IE classroom experiences. After the IP, the researcher visited the participants at their schools to observe their classrooms and speak to them about their experiences of the IP programme and how it assisted them to infuse inclusive practices into their classroom practice (Maree, 2016).

The triangulation process, in which the researcher collected data from multiple sources, was used to ensure credibility. Although the initial open-ended questionnaire provided an overview of the participants' professional discourse of IE prior to the IP, the researcher required a more in-depth understanding of their current IE discourse. Hence, the observations, open-ended questionnaires using a reflective writing tool and interviews assisted the researcher in gaining

a more comprehensive and reliable view of the participants' views of IE (Anney, 2014; Moon et al., 2016).

The researcher held regular debriefing meetings with her supervisor and co-supervisor as a method of building credibility. The supervisors helped to ensure that the themes reported were appropriate and that the data was accurately and honestly interpreted from the perspectives of the participants. Their guidance improved the study's quality. Additionally, the researcher made some of her findings public by publishing them in a peer-reviewed journal (Appendix 6), allowing the public to review her work. The feedback the researcher received from the journal strengthened her written arguments and ensured that there was consistency throughout her study (Maree, 2016; Creswell & Creswell, 2018). The supervisors helped to ensure that the themes reported were appropriate and that the data was interpreted from the perspectives of the participants. Their guidance improved the study's credibility.

During the IP the researcher made her own reflective notes focussing on her understanding of the responses of the participants. In the subsequent post-IP individual interviews with the twelve participants, she was able to verify that the data she had gathered during the IP from each teacher and her initial understanding of their responses before, during and after the IP was trustworthy and accurate. All twelve teachers were able to positively authenticate the researcher's notes (Maree, 2016). This member checking process added to the credibility of this research study.

4.7.2   Transferability

The ability to transfer research findings from one context to another is referred to as transferability (Leavy, 2017:155). Purposive sampling and thick description were used by the researcher to achieve transferability (Maree, 2016). The researcher chose participants, through purposive sampling, who were representative of the context of a full-service school in the MCED to increase the study's transferability. The researcher produced rich data of primary school teachers' IE discourse using triangulation, which contributed significantly to theory and practise of this study. The researcher provided a rich and thick description of all the factors that contributed to change of discourse of IE, which could be applied to similar contexts and situations. Other researchers can apply the findings in similar contexts and expect similar results.

4.7.3 Dependability

To create a reliable study, the researcher transcribed the data from the data collection tools verbatim (Gay et al., 2012). While analysing the data, the researcher took detailed notes on the research process to keep track of her decision-making process and to capture how she arrived at her interpretation of the data. This chapter describes the research paradigm, approach, design, step-by-step methods and analysis in detail. Using the process described in sections 4.2-4.5, other researchers will be able to conduct comparable research studies in comparable contexts with comparable participants in the future.

4.7.4 Confirmability

To ensure confirmability the results of the research were based on the experiences and preferences of the research participants rather than those of the researcher, ensuring the neutrality and objectivity of the data (Gay et al., 2012; Anney, 2014; Maree, 2016; Moon, et al., 2016). Strategies such as triangulation and debriefing sessions further reduced research bias and enabled the researcher to keep in check her own predispositions of the research study. Interview and observation schedules were developed by the researcher and verified by her supervisors in an attempt to reduce researcher bias. The researcher has provided a step-by-step audit trail in this chapter, tracing the decisions made and the procedures decided upon for both the data collection process and the data analysis for this particular research study (Maree, 2016).

4.8   RESEARCHER'S ROLE

During the five-week IP, the researcher's role was to act as a facilitator. The researcher is an experienced IE facilitator, which was critical because the researcher is an important data collection and analysis instrument. Given her experience, the researcher conducted herself professionally, which instilled trust in the participants (Shenton, 2004). She shared the theory of inclusive pedagogical approaches as outlined in the IE policies, while building on the participants' prior knowledge and assisting them in developing reflective practices. The researcher concentrated on developing rapport, reciprocity and trust with the participants.

The researcher was a non-participant observer in the research process to avoid any possible interference in the trustworthiness of the data collection process, the data obtained and the research findings. She ensured that the findings of the study were solely based on the investigation's participants and conditions rather than the researcher's motivations, interests and perspectives (Moon et al., 2016). To ensure that she was a non-participant observer, the

researcher took reflective observation notes after each IP session, providing a detailed description of the data collection process over the course of the five-week IP.

The teachers in this study responded to the IP in a way that helped to accurately reflect the events that occurred during the data collection phases, using open-ended questionnaires and post-IP interviews (focus groups and one-on-one interviews). Standard procedures were followed during data analysis and all data was organised, dated and coded. The data was organised and colour-coded to reflect both the process of changing the professional discourse on IE and all of the factors that contributed to that change. By adhering to all of the ethical guidelines outlined in the next section as well as the steps outlined in the section on trustworthiness, the researcher ensured the validity of the research process.

4.9   ETHICAL CONSIDERATIONS

The researcher applied to the Research Ethics Committee of CPUT to grant her ethical clearance for this study (Reference number: EFEC 2-3/2019) (Appendix 7). The researcher then obtained ethical approval from the WCED (Reference number: 20190415-3804) to conduct research in the government full-service schools (Appendix 8). Upon presentation of the WCED research approval letter, schools were selected by the MCED, WCED. The learning support coordinator sent letters to the corresponding principals inviting them to take part in the study (Appendix 9). Thereafter, the researcher followed up telephonically with the principals to find out whether they would like to take part in the study and if an initial meeting with the researcher could be set up to meet each principal. During this initial meeting, assent was given verbally and a meeting time was set up to meet with the teachers of the respective schools to discuss the research study and to recruit volunteers to take part.

The teachers who volunteered for the study signed a consent letter (Appendix 10) (Yin, 2016) informing them that their role in the research was voluntary and that they may withdraw from the research at any time (Fraenkel et al., 2015; Yin, 2016). The consent letter stated that there was no potential harm involved in the research and that all participants' identities and names of schools would be kept confidential (Yin, 2018). The findings were made available to all participants involved and the researcher provided feedback to participants about the research results (Creswell & Creswell, 2018). This research was conducted within the dates granted from the WCED and the dates agreed upon by the teachers.

To honour the agreement of confidentiality, schools were referred to as A, B and C and participants were referred to by pseudonyms, for example CA, HF, KJ, CP, EB, CS, GB, CJ, RH, SA, JG and FP.

4.10   CONCLUDING COMMENTS

This research study employed a qualitative research approach within a critical interpretive paradigm. This approach and paradigm were applied to assist the researcher to critically evaluate teachers' subjective experience of IE in their classrooms and to determine how and why teachers changed their professional discourse about IE after a five-week IP.

A collective case study research design was used to collect data from three full-service schools in the same context, as discussed in the site selection. Twelve participants were purposively selected to be part of this research study as they were teachers who taught at these full-service schools and were actively employing inclusive pedagogy in their classrooms.

The paradigm, approach and design influenced and determined the data collection methods, which included an initial open-ended questionnaire, an open-ended questionnaire used as a tool for reflective writing, observation, focus group discussions and individual interviews. In-depth discussions of data analysis techniques, trustworthiness and ethical considerations have been provided in this chapter. In Chapter 5, results have been presented and discussed in relation to the first research question: What was teachers' **initial** professional discourse on pedagogical approaches before the intervention programme?

CHAPTER 5: RESULTS AND DISCUSSIONS: RESEARCH QUESTION 1

5.1   INTRODUCTION

This chapter presents the findings of the research investigation as they emerged from the open-ended questionnaires and interviews both focus group and individual. Multiple data collection methods were used to provide a holistic understanding of teachers' **initial** professional discourse about inclusive pedagogical approaches (Shoaib & Mujtaba, 2016; Cohen et al., 2018; Yin, 2018; Merriam & Grenier, 2019). The ATF was used in this chapter to generate an understanding of teachers' prior knowledge of IE. In addition the ATF will be used throughout this study to provide the researcher with an objective lens, rather than viewpoints based on the researcher's prior knowledge or understanding (Hasan & Kazlauskas, 2014).

5.2   RESEARCH QUESTION 1

> What was teachers' **initial** professional discourse about inclusive pedagogical approaches **before** the IP?

To collect, analyse, deduct and discuss data in relation to the teachers' **initial** professional discourse about inclusive pedagogical approaches, the researcher used the components of the ATF as discussed in Chapter 2. The researcher used the data collected from the twelve initial open-ended questionnaires, a preliminary discussion before the intervention took place, the three focus group discussions and the twelve post-IP interviews, where one question asked the teachers to reflect on their **initial** professional discourse about inclusive pedagogical approaches.

To answer Research Question 1, the researcher chose to present the data according to the six ATF components, as represented in Figure 5.1, with a more in-depth discussion on each component:

5.2.1   Subjects
5.2.2   Object
5.2.3   Rules
5.2.4   Community
5.2.5   Division of Labour
5.2.6   Tools

Tools (developed from analysing the 'Rules' and used in IP)
Physical Tools: Five IE policies and best practice case studies
Psychological Tools: Collaboration and reflective writing practices

Subjects
Ages 22-58
Ranges of 6 months to 38 years of
   teaching experience
Four SMT members
Four trained prior to 1995
Eight trained after 1995

Object (Implementing inclusive pedagogical approaches)
To achieve the 'Object' teachers require:
Comprehensive training to teach and
facilitate learners who experience barriers
to learning (content and pedagogical
knowledge)
Training on IE policies, the curriculum and
administrative tasks related to IE

OUTCOME
Changes in professional
discourse on inclusive
pedagogical approaches were
evident from limited to
progressive

Rules
Explicit Rules (expected from SA DBE) and
Implicit Rules (teachers' beliefs based on
prior lived experiences):
The curriculum, IE policies, WCED support
structures, and full-service school rules and
regulations

Community
Three full-service schools
Low-income communities

Division of Labour
Expected support from WCED
Teachers' roles and
   responsibilities

Figure 5.1: The Engeström (1987:78) representation of a collective activity system (adapted)

All the components of the ATF are interlinked with one another (Gedera et al., 2015) and therefore the researcher makes reference to the way in which the ATF components influence the discussed component throughout her discussion and interpretation. The researcher has chosen to discuss the five components 'Subjects', 'Object', 'Rules', 'Community' and 'Division of Labour' before the component 'Tools'. She has arranged it in this order as she wanted to ascertain which 'Tools' are required for the best possible 'Outcome' (changing professional discourse about inclusive pedagogical approaches). By analysing the five components the researcher understood the needs of the 'Subjects' better and which 'Tools' are required to reach the 'Object' (implementing IE practices).

5.2.1 Subjects

The first component of the ATF is the 'Subjects', which is the focus of the study (Hasan & Kazlauskas, 2014; Gedera et al., 2015). The biographical information of each of the twelve 'Subjects' is discussed in depth in Chapter 4, section 4.5.2. The twelve initial open-ended questionnaires identified the participants' age, position, years of experience and if they

received training prior to 1995 or after 1995. The rationale for selecting these year dates was that initial teacher training on IE began around this time, and initial teacher training prior to 1995 was mostly focused on the medical-deficit model. This information is set out in Table 5.1. The researcher wanted to ascertain when their training took place as this training has an influence on how participants view IE ('Outcome') (Stofile et al., 2017).

Table 5.1: The participants' age, position, years of experience and training

Participant	Age	Phase/position	Years of experience	Prior to 1995	After 1995
CA	47	FP	23		✔
HF	47	FP Head of Department (HOD)	8		✔
KJ	25	FP	6 months		✔
CP	22	FP	6 months		✔
EB	32	Resource	8		✔
CS	53	ImP/SP (HOD)	33	✔	
GB	54	SP/ Deputy Principal	31,5	✔	
CJ	23	FP	6 months		✔
RH	58	FP (HOD)	38	✔	
SA	55	FP	28	✔	
JG	40	FP	4		✔
FP	49	Resource	6		✔

Discussion and interpretation:

Stofile et al. (2017) comment that teachers who were trained prior to 1995 (Teachers CS, GB, RH and SA) may view IE as an 'add on' rather than an integrated practice. Three of the teachers (CS, GB and RH) were part of the SMT at the time of completing the initial open-ended questionnaire. The participants' ('Subjects') experience ranges from 6 months to 38 years and it is likely that the novice teachers (KJ, CP and CJ) are influenced by the more experienced teachers, especially the SMT members (Oswald & Engelbrecht, 2017). These authors postulate that "it [the view on IE] presents a serious threat to the fostering of inclusive

school communities and prevents NQTs from implementing new approaches to support learners with diverse educational needs" (Discussed further in implicit 'Rules', section 5.2.3.1). Oswald and Engelbrecht (2017) and Nel et al., (2016) assert that it is vital for SMT members to be part of the changing discourse of IE as they have the authority to necessitate change ('Outcome') within their 'Community'.

5.2.2 Object

The second component of the ATF is the 'Object', which includes the central issues the 'Subjects' were experiencing, for example, their views about implementing inclusive pedagogical approaches in their classrooms and schools (Hasan & Kazlauskas, 2014; Gedera et al., 2015). The 'Object' is the focus of the activity system (Engeström, 1987; Hasan & Kazlauskas, 2014) and it allows the researcher to familiarise herself with the context of the participants and their knowledge of inclusive pedagogical approaches (Greig, Entwistle & Beech, 2011; Gedera et al., 2015). By studying the 'Object' of the ATF, the researcher designed an activity (IP about inclusive pedagogical approaches) which she anticipated to reach the desired 'Outcome', which is changing the professional discourse about inclusive pedagogical approaches with twelve teachers (Stuart, 2011; Pather, 2012). To design the IP, the researcher needed to explore the way the 'Subjects' were experiencing the implementation of inclusive pedagogical approaches and what their contexts were (Nel et al., 2016). These experiences can be divided into the following categories:

5.2.2.1   Prior knowledge

5.2.2.2   Training

5.2.2.3   Practice

5.2.2.4   Emotions

5.2.2.1 Prior knowledge

By using a component of the ATF, the 'Object', the researcher noticed, while reading the initial open-ended questionnaires, that the teachers in the three inclusive/full-service schools held different levels of prior knowledge, or misconceptions, of teaching and facilitating learners experiencing barriers to learning. The IP would further extend on their existing knowledge while guiding them into new understandings and practices relevant to their context (Pather, 2012; Hasan & Kazlauskas, 2014).

During the initial open-ended questionnaires, the teachers were asked what their prior knowledge of IE was – the question was: "From your prior knowledge and experiences – what is your definition of IE?" For the sake of authenticity, the grammatical, spelling, use of acronyms

and punctuation structure of the teachers' written sentences have not been changed. Their definitions are set out in Table 5.2.

Table 5.2: The teachers' definitions of IE

Define IE	
CA	Caters for the all - physical, intellectual, emotional individuals. That is those with challenges in these areas. They are not excluded from the classroom in any way. Their needs should be met as well.
HF	Including all learners into a given educational facility, without prejudice or preference to what society deems a normal learner. So therefore 'all' would refer to learners with various barriers, be they emotional, physical, academic etc. Then providing the same education to these learners and giving assistance.
KJ	My understanding of inclusive education is learners experiencing 'barriers to learning'. These may include ADHD, ADD, Dyslexia, Medical Conditions in a learning environment. The teachers should accommodate learners with these 'barriers' and keep their ability level in mind when planning lessons.
CP	Inclusive education is learners that experience barriers to learning both educational, physical and medical. Incl. Ed. Aims at allowing teachers with knowledge on how to teach learners who possess these barriers through various forms of teaching that is different to that of mainstream teaching.
EB	Inclusive Education is teaching and learning opportunities presented to any learner despite their abilities, gender, race, ethnicity, home language etc. Free equal and quality education for all.
CS	It encompasses all strategies which will enable every child, including those with various barriers to learning, including disabilities which impact on the ability to learn in a 'normal' way so that all learners are included in being holistically educated so that no child is 'left out'/behind.
GB	Where special needs learners are placed with non-special needs learners in schools. Schools are ready to accept learners with barriers in the mainstream. Curriculum is adapted to accommodate every learner in my class.
CJ	Inclusive Education is when you include learners who struggle in your classroom.
RH	Inclusive education means to include all learners in our class irrespective of their ability or disability.
SA	Inclusive Education means to include all learners irrespective of their (dis)abilities.
JG	Teaching learners on their level and including each and every learner. Respect learners for who they are.
FP	Inclusive Education for me is a good way of helping a child/children that can't cope in mainstream. It's unfair that the child falls through the cracks in foundation phase.

Discussion and interpretation:

The 'Object' highlighted how the participants ('Subjects') defined IE, experienced IE in their classrooms and the barriers to learning they encountered (Hashim & Jones, 2014). Majoko and Phasha (2018:15) define IE as "addressing diverse needs, addressing barriers that negatively affect learning, supporting removal of barriers to learning and ensuring that education is non-discriminative". This is in accordance with Pantić and Florian's (2015:334) definition of inclusive pedagogical approaches which refers to "attend[ing] to individual differences between learners while actively avoiding the marginalisation of some learners and/or the continued exclusion of particular groups" (Pantić & Florian, 2015:334). The teachers concurred with these definitions, noting, as per Table 5.2, that all learners need to be included and that there may be no exclusions. It is their understanding from their lived experiences that there are various barriers to learning and cognitive abilities in their classrooms and they need to adjust their teaching methods and classroom pedagogical strategies accordingly. Additionally, they understood that they needed to adapt their curriculum to include these learners within the mainstream classroom.

5.2.2.2 Training

Throughout the three focus group discussions, the researcher further probed the depth of teachers' **initial** understanding of professional training to teach and facilitate learners with learning barriers in their classrooms (Donohue & Bornman, 2014). The ATF component 'Object' guided the researcher when deductively analysing the focus group interviews. During these focus group discussions, the teachers expressed that they had limited in-depth professional training in terms of inclusive pedagogical approaches. There were four of the twelve teachers who commented on the training they had received to prepare them to include learners with barriers to learning in their classroom during the post-IP focus group discussion.

> JG: … I also didn't understand that what is IE, but when I heard at the school now … then I thought to myself but '*joh*' we aren't doctors and I'm not a doctor. How do I know how to handle these children 'cause they only taught me how to teach them the work?

> CS: … I'm not a psychologist of course… I cannot make this judgement call, a prognosis I think, and/or diagnosis…

> SS: … My first thought was how am I equipped to teach the child with, for example, a High Functioning Down Syndrome child? How am I equipped to teach a child like that by us becoming an Inclusive school?

CP: … I mean I had training in IE last year for the whole year. But it was – now I'm sitting and I'm actually the teacher. I am not anymore this, like I'm not helping them. I'm the one who has to make sure forms are filled in. They get to the right people at the right time.

Discussion and interpretation:

What emerged during the focus group discussions were the lived experiences of the participants and the challenges they were facing, namely inadequate training to teach and facilitate learners with barriers to learning in their classroom (Engeström, Miettinen & Punamäki, 1999). Donohue and Bornman (2014) argue that teacher training in IE tends to focus on a couple of skills rather than a comprehensive training programme. As section 5.2.1.1 indicates, teachers understood what IE entails, but they did not feel they were adequately trained with the content knowledge and pedagogical knowledge to teach and facilitate learners who experience learning barriers in their classrooms.

Teacher CP noted that although she had been trained in IE, she found that she spends her time doing administrative work and does not have the time to work closely with her learners. Engelbrecht and Green (2017) propose that teachers have not received effective and structured in-service training programmes to understand their roles and responsibilities with regards to their administrative duties and supporting their learners in the classroom. The teachers felt they were not qualified to make the correct referrals to health or education professionals and that they were not adequately prepared to be part of an inclusive/full-service school. Nel et al. (2016:2) postulate that teachers in South Africa "… experience the implementation of inclusive practices in their classrooms as stressful and that contextual dilemmas such as the lack of formal support structures play an important role". For IE to be successfully managed in the classroom teachers need to be well-prepared in IE practices; this is achieved through in-depth training and sufficient support by the education stakeholders (Smit & Mpya, 2013; Nel et al., 2016; Majoko & Phasha, 2018).

To change teachers' professional discourse, teachers require continuous training and classroom support to equip teachers for the barriers to learning experienced in their classrooms and schools (Smit & Mpya, 2011; Donohue & Bornman, 2014; Nel et al., 2016). Engeström et al. (1999) note that to create training that is meaningful to individuals (teachers), collective knowledge should be constructed in a community of inquiry.

5.2.2.3 Practice

Hennissen, Beckers and Moerkerke (2017) argue that for pre-service teachers to develop expertise in IE and classroom practice, teachers need to gain the necessary classroom experience to make the explicit link to the theory learnt about IE. Despite three of the twelve teachers mentioning that they had training in IE in their pre-service teacher training, they narrated that it was difficult to apply the theory into practice. For the researcher to analyse this data, she referred to the ATF component 'Object' to explicitly juxtapose the challenges of theory versus practice (Greig et al., 2011).

> KJ: ... it [IE] is completely different practising it [IE] in your classroom, 34 children and with there being focus … placed on paperwork, there's no actual teaching taking place in the classroom.

> HF: … and I had learners in my class who needed me and I wasn't able to give them what they need.

> CP: For me, I am a novice teacher. So I just started teaching this year. But I had … lots of content-based learning on Inclusive Education. So I can identify. I could identify if you give me their paperwork. I can be right, okay this, fully aware of this. I'm fully aware of that but when it actually came to me in the classroom sitting and looking at these kids, like one has ADHD. One has this. One can't do this. One, so now it's like, for me, it was when I started, it was like okay what do I do with these kids? How do I fill in a form? I was like lost on how do I fill in a SNA [Support Needs Analysis] form? I don't know how to fill in this form. I don't know what to do. I don't know where to go. Who do I ask questions to?

Discussion and interpretation:

These three teachers highlighted the fact that practising IE in their classroom was harder than they had anticipated (Henissen et al., 2017). Oswald and Engelbrecht (2017) contend that pre-service and in-service teachers are not adequately prepared to address the challenges presented by the complexity of the inclusive classroom. These challenges include the management of 30-40 learners, fulfilling their administrative tasks and trying to support learners experiencing barriers to learning in their classroom (Tchatchoueng, 2016). At the time of data collection, two of the teachers, KJ and CP, were first-year teachers who had studied four years of IE theory in their undergraduate degrees. These novice teachers indicated that the administrative demand of their classrooms was great and that they were unable to get to

the actual practice of IE. Teacher HF noted that although she was an experienced teacher, she was unsure of how to implement the theory she had studied to support her learners. Tchatchoueng (2016) claims that pre-service and in-service teachers will be able to bridge the gap between theory and practice if novice and experienced teachers are supported on a day-to-day basis by teachers who are more experienced in IE practices and through regular staff developments.

5.2.2.4 Emotions

Six of the twelve teachers spoke about their emotions regarding IE during the focus group discussions. These six teachers felt ill-equipped to implement IE in their classrooms and this caused feelings of apprehension, being overwhelmed, inadequacy, fatigue, frustration, confusion and intimidation (Geldenhuys & Wevers, 2013; Majoko & Phasha, 2018).

> RH: I always knew that we had to include all the children into the education system and um you know without being prejudice or anything… I was a little scared before I came here…I'm always apprehensive when I go to any workshop because I'm always wondering what is expected of me at the end of the day?

> KJ: So, I especially being a novice teacher, I found it being very overwhelming.

> HF: I think from myself, the reason why I accepted the challenge in the first place was because I was at the school, inclusive school, and I had learners in my class who needed me and I wasn't able to give them what they need and she came along and I thought, ag, I need to go. So, from the background of being in a position of apprehension…

> CS: So I've never been this tired. I've never been this hoarse before.

> SS: It was daunting for us at the beginning because thinking like okay, I'm going to deal with 35 average to normal children and then all of a sudden they're going to bring someone in right, you need to deal with this person as well…It is scary because you don't know, at any moment, they can stand at your door and tell you: "Here's an autistic child but it's a high functioning child." You just need to deal with it.

> CP: … it [IE] was very frightening because I mean you can write all the books in the world on IE but once you get that learner in your classroom and you're sitting with 30 children in your classroom, then it's like a different story because now you have to physically apply everything you learnt …So that was for me, very frightening and really intimidating.

> CJ: … before I was uncertain, uncertain about it, confused and ja, just mixed emotions.

Discussion and interpretation:

The 'Object', the second component of the ATF, includes the central issues the 'Subjects' were experiencing, for example, their views and emotions about implementing inclusive pedagogical approaches in their classrooms and schools (Hasan & Kazlauskas, 2014; Gedera et al., 2015). The issue of implementing IE practices is emotive for many teachers (Nel et al., 2016). These six teachers were able to identify their emotions and express how inadequate they felt about including their learners. Teacher HF mentioned that she purposefully attended this workshop to equip her emotionally to attend to the learners in her classroom experiencing barriers to learning. Teacher CJ mentioned that although it was easy to identify the learners who required support in her classroom, she felt "frightened" to apply her knowledge and support her learners effectively in her classroom (Nel et al., 2016; Majoko & Phasha, 2018). Donohue and Bornman (2014) postulate that the lack of support teachers experience from the education stakeholders further contributes to their feelings of being overwhelmed.

This emotive debate links with the intersectionality of the ATF components 'Subjects' and 'Objects' and how these teachers have not received adequate support to manage inclusivity. The focus on administration has been prioritised by education officials more than the inclusive pedagogical approaches (Stofile et al., 2017), resulting in teachers' feelings of apprehension and inadequacy towards the implementation of IE (Smit & Mpya, 2013; Donohue & Bornman, 2014; Majoko & Phasha, 2018).

5.2.3   Rules

The third component of the ATF is the 'Rules', which are the *explicit* and *implicit* regulations that define how 'Subjects' fit into the 'Community' (Hasan & Kazlauskas, 2014; Gedera et al., 2015). Engeström (1987) notes that 'Rules' are the "norms and conventions that constrain actions and interactions within an activity" (Pather, 2012:255), for example, teachers teaching within the confines of the curriculum, the instructions received from the DE and DBE and following the IE policies to support the learners in their classroom. Bloomfield and Nguyen (2015) argue that the 'Rules' within the 'Community' reveal the contradictions or crises that provide the incentive for change within the 'Community' and the 'Subjects'.

Gedera et al. (2015) note that when a 'Community' is studied, the contradictions are identified when participants display emotional reactions that are contradictory to the 'Rules' set out by the 'Division of Labour'. For example, the researcher wanted to investigate why the participants were **initially** having difficulties implementing IE practices and how this was contradicting or constraining the 'Rules' and activities that were set out by the DBE (Hasan & Kazlauskas, 2014; Gedera et al., 2015).

In the context of this study, the *explicit* 'Rules' include the following policies, support structures rules and regulations:

1) The teachers' knowledge of the following sets of DE and DBE policy documents (Karrasavidis, 2009; Barnard, 2010):

    a) The DBE's Curriculum and Assessment Policy Statement (CAPS), 2012;

    b) The DE's and the DBE's five most recent IE policies:

       ● Education White Paper 6, Special Needs Education: Building an Inclusive Education and Training System (EWP6), 2001;

       ● Guidelines for Inclusive Teaching and Learning, 2010;

       ● Guidelines for Full-Service/Inclusive Schools, 2010;

       ● Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements, 2012;

       ● Screening, Identification, Assessment and Support (SIAS), 2014.

2) The DE's support structures, implemented by the WCED, to promote IE practices.

3) Full-service/inclusive school rules and regulations.

The *implicit* 'Rules' determine the social relations within a 'Community' (Hashim & Jones, 2014) and include "the hierarchies of authority, the historicity of systems and the complexities around the initiation of change and thus new learning" (Bloomfield & Nguyen, 2015:36). These 'Rules' which are often embedded into the 'Community' can constrain actions and interactions to implement the 'Object' and, therefore, cause inaction by the 'Subjects' (Stuart, 2011; Pather, 2012).

To discuss these *explicit* and *implicit* 'Rules' and the possible contradictions and constraining actions, within Research Question 1, the researcher asked the 'Subjects' (the participants) during the initial open-ended questionnaire and her post-IP interviews (Gedera et al., 2015) the question: 'What was the 'Subjects' **initial** professional discourse about inclusive pedagogical approaches before the IP?'

Participants expressed their constraining actions and contradictions of these explicit 'Rules' and how the 'Rules' were hampering their progress of implementing IE practices. It was interesting to note that embedded within the explicit 'Rules' were the implicit 'Rules' (Pather, 2012). The implicit 'Rules' are assumed as explicit 'Rules' by the participants as a result of historical experiences, expectations of 'Divisions of Labour' (MCED) and different points of views of the 'Subjects' (the participants) (Stuart, 2011).

These implicit 'Rules' will be discussed using narrative discussions both from the participants' statements during the initial open-ended questionnaire and in the post-IP focus group discussions where they were asked to reflect on their initial understandings of IE. Furthermore, these 'Rules' are discussed using the researcher's assumptions drawing on her professional practice as a learning support consultant. To cautiously, yet confidently, write these narratives of implicit 'Rules', it was important for the researcher to be constantly aware of reducing any bias in her understandings, despite knowing that her voice holds greater authority. It was important for her not to shape the views of any statements made by the participants and that she accurately captured the authentic voices of the participants (Gubrium, Holstein, Marvasti & McKinney, 2012). The identified explicit and implicit 'Rules' are set out in Table 5.3.

Table 5.3: Explicit and implicit 'Rules'

	Theme	**Explicit and implicit 'Rules'**
5.2.3.1	The DBE's national curriculum – CAPS (2012)	Explicit Rule 1
		Implicit Rule 1
5.2.3.2	The DE's and the DBE's five most recent IE policies	Explicit Rule 2
		Implicit Rule 2
5.2.3.3	The DE's support structures, implemented by the WCED, to promote IE practices	Explicit Rule 3
		Implicit Rule 3
5.2.3.4	Full-service/inclusive school rules and regulations	Explicit Rule 4
		Implicit Rule 4

5.2.3.1 The DBE's national curriculum – CAPS (2012)

Explicit 'Rule'

Six of the twelve teachers reflected on their knowledge of the DBE's national curriculum when the question was asked: "What was your **initial** understanding of IE?" during the post-IP focus group discussions. Participants contended that the curriculum was fast-paced, the curriculum did not allow them to lay a solid foundation, that they blindly followed the curriculum as they needed to and that they felt inundated with administration tasks. Teachers commented during the post-IP focus group interviews:

> SS: … because the curriculum is so fast-paced and halfway through the day or through the week you've got this backlog of learners that are sitting behind and they don't know what happened the first few days of the week.

FP: The way the curriculum is going this way that is that the children are just being promoted without even the foundation is not there anymore.

SA: I'm just following what the curriculum is telling me.

CP: I pushed those kids so hard because they needed to go through a curriculum that needed to be done…

Discussion and interpretation:

During the post IP focus group interviews, Teachers SS and FP indicated a *constraining action* where they were asked to reflect on their initial understanding of IE. These teachers were unable to implement the foundations of learning as the curriculum was too fast-paced. The fast-paced curriculum (the 'Rules') leaves teachers (the 'Subjects') with insufficient time to implement IE strategies (the 'Object') and causes a backlog which affects learners (Stofile et al., 2017). These authors highlight that it is essential for teachers to slow down the curriculum (the 'Rules') and to integrate differentiation within their daily teaching practices (the 'Object'). This enables teachers to identify the barriers to learning learners are experiencing and to ensure learners learning is not affected by a backlog.

Another *constraining action* mentioned by Teachers SA and CP is that they felt that they needed to get through the curriculum (the 'Rules'), but they felt that they pushed their learners too hard. Teachers should re-evaluate how they view the curriculum and administration tasks in terms of IE implementation (the 'object') and should rather be flexible in how the curriculum is delivered (the 'Object') (Green & Moodley, 2017). Bloomfield and Nguyen (2015) contend that 'Subjects' (Teachers SA and CP) are influenced and regulated by the 'Rules' (the Curriculum) and therefore teachers may perceive that they are contradicting these 'Rules' to accommodate the IE principles (the 'Object').

The main *contradiction* here is that teachers who received training in implementing the CAPS (2012) document prior to 2014 were of the understanding that differentiation was in addition to the content they taught rather than an essential dimension of the curriculum (Stofile et al., 2017). The CAPS (2012:5) document states that "inclusivity should become a central part of the organisation, planning and teaching at each school". Bloomfield and Nguyen (2015) note that these contradictions (different views of the curriculum and administration tasks) of the 'Rules' (expectations of the national curriculum) as set out by the 'Divisions of Labour' (DBE) are what enables change within the 'Community' and the 'Subjects' (implementation of IE practices).

Implicit 'Rule'

In this section, the researcher analyses the constraining actions and contradictions unambiguously from the evidence provided in the explicit 'Rule' and the DBE's national curriculum (Gubrium et al., 2012). The following implicit 'Rules' are the researcher's inferences based on this evidence. She does this by making assumptions supported by recent national literature:

- Teachers believe they cannot adapt the curriculum to suit the needs of their learners.
- Teachers believe that they have to follow the curriculum step-by-step (Stofile et al., 2017).
- Teachers who were trained prior to 1995 were trained according to the medical-deficit model, where learning support was provided outside of the classroom. This model provided limited inclusive pedagogical practices and it carried the belief that children who experience barriers to learning should be segregated into special facilities (DE, 2001; Donohue & Bornman, 2014). Teachers who trained before 1995 during the medical-deficit model ideology were disempowered to assist their learners and they had no strategies to support their learners (Nel et al., 2016).
- Teachers who were trained after 1995 were trained according to the socio-ecological model, where differentiation and intervention is part of their teaching practice. This model trained teachers to believe that all learners should be included and that teachers should offer various levels of support. Their pedagogical training has been in inclusive approaches and takes learners' barriers into consideration (DE, 2001).
- Teachers who were trained prior to 1995 still perceived that differentiation was in addition to the curriculum (Stofile et al., 2017).
- These teachers are influenced by their historical experience of differentiation and intervention, and they are likely to influence the younger generation of teachers (Oswald & Engelbrecht, 2017).

Discussion and interpretation:

It was interesting to note that three out of the four teachers who received training prior to 1995 were part of their school's SMT ('Division of Labour') (Refer to Table 5.1). Teachers CS and RH are both HODs (Intermediate/Senior and Foundation Phase) and Teacher GB is the deputy principal. These teachers are in the position where they mentor and coach less experienced teachers (the 'Subjects'). Even though the less experienced teachers were trained in the socio-ecological model, they may be influenced by their SMT members and carry the same discourse toward inclusive pedagogical approaches. This discourse reflects the belief that teachers are

not able to provide the support needed in classrooms and that the needs of the learners are best met by specialists (Nel et al., 2016). These authors argue that for teachers to be successful in the implementation of inclusive practices (the 'Object'), it is imperative that the discourse of inclusive pedagogical approaches should be the same at all levels of the school system ('Division of Labour' and the 'Subjects').

Another point to note is that the teachers who were trained prior to and after 1995 had undergone multiple curriculum changes to eliminate discriminatory educational practices that were experienced during the apartheid era (Stofile et al., 2017). In 2012 these teachers went through yet another curriculum change which introduced CAPS (DBE, 2012), however, teachers were not invited to participate in the development of the new CAPS curriculum and this left them feeling disempowered in knowing how to support their learners (Nel et al., 2016). This left the teachers feeling that they did not have the necessary knowledge to adjust the curriculum to support the learners in their classrooms.

5.2.3.2 The IE policies

Explicit 'Rule'

The comments below are from six of the twelve teachers. This data was collected from the post-intervention focus group interviews where one question asked the teachers to reflect on their **initial** understanding about IE. The comments from the focus group interviews revealed the teachers' content knowledge of the five current IE policies. Although these teachers (the 'Subjects') had been teaching for between 6 months and 38 years, they expressed limited knowledge about the five current IE policies (the 'Rules'). Six teachers (the 'Subjects') made mention of only one IE policy, the SIAS document (the 'Rules'):

> HF: Okay so far I had one SIAS training session, with the IE Team. I think it was very broad. They try to focus on the technical procedure, SNA1 that type of thing, time-frames that type of thing

> RH: I'm going to be very honest and say the SIAS document…I heard about the SIAS document. I opened it when I went for my interview, when the post was advertised and that was the last I opened it.

> CS: We should actually study the SIAS document as we are a Full-Service school and implement it because whenever I go home, to my husband… he used to work at SLES the department… when I tell him about the problems at work, he says, "Because you people aren't following the SIAS document. There is help. There is help out there but because you are not following it … you find yourselves in the position that you find yourselves in." So that document needs to be studied by everyone.

KJ: … she mentioned, the SIAS document … I've never opened it.

HF: Like our copy of SIAS documents are in the one safe and in the other safe. Nowhere.

CP: … for me, it was when I started, it was like okay what do I do with these kids? How do I fill in a form? I was … lost on how do I fill in a SNA form? I don't know how to fill in this form. I don't know what to do. I don't know where to go. Who do I ask questions to?

SS: … about the SNA forms also I when I sit with it - I'm filling in 25 SNA forms and you look at yourself like do I seriously have to do this?

Discussion and interpretation:

The main contradiction identified from the evidence is that although various IE policies ('the Rules') have been developed through a process "of field-testing and consultation with all stakeholders including schools, districts and provincial departments" (DE, 2014:2), not all of these policies have been systematically translated into action within a classroom environment (the 'Object') (Stofile et al., 2017). IE policies ('the Rules') all serve a different purpose in guiding the teachers (the 'Subjects') to implement IE practices (the 'Object') as discussed in Chapter 2 (section 2.2). Therefore, to assist teachers (the 'Subjects') to implement IE practices (the 'Object') and to change their professional discourse about IE (the 'Outcome'), it is necessary to include **all** policies in IE training (the 'Activity') to assist teachers with successful implementation (the 'Object') (Oswald & Engelbrecht, 2017). These authors postulate that the lack of clarity of the IE policies can lead to major barriers and contradictions in the implementation of these IE policies.

This lack of access to the IE policy documents (the 'Rules') has been a constraining action for these twelve teachers (the 'Subjects') (Engelbrecht & Green, 2017). Four teachers stated they were aware of only the SIAS document, but that they had either not opened the document since they began teaching or the document was securely stored in the school's safe. Teacher HF claimed she had received training from the District IE team (refer to IE team role in Chapter 3 Figure 3.1) ('Division of Labour') in only the SIAS document, but she felt that the training focussed on technical procedures. The technical procedures included that teachers (the 'Subjects') should complete the SNA and record their interventions in the SIAS document and the time frames by when the SNA should be completed (the 'Rules') (Nel et al., 2016). The constraining action was that although Teacher HF received training in the SIAS document, paradoxically she felt the training provided her with limited skills (Donohue & Bornman, 2014; Nel et al., 2016). Another constraining action, mentioned by both Teachers CP and SS (The 'Subjects'), was that the process of completing the SNA documents (the 'Rules') was excessive and they were overcome by the mammoth task ahead of them. Although these teachers (the 'Subjects') had attended the training programmes and were taught how to implement the SIAS

document (the 'Rules'), they felt the application of these policies in their classroom was overwhelming (Stofile et al., 2017).

A contradiction became evident from these seven teachers' (the 'Subjects') statements as the SIAS document (the 'Rules') was created to assist teachers (the 'Subjects') with the early identification and support of learning difficulties (the 'Object') (Stofile et al., 2017). Yet, according to some of these teachers (the 'Subjects'), the training of the District IE ('Division of Labour') team focused on technical aspects of completing forms and time frames rather than assisting teachers to identify learning difficulties in their classroom (the 'Object'). Teacher CP (the 'Subject') commented that she struggled to complete the form and did not know who to ask for support. Her inability to complete the form or ask for support consequently stifled her ability to implement the IE policy in her classroom and identify her learners who required support (the 'Object').

Implicit 'Rule'

In this section, the researcher analyses the constraining actions and contradictions unequivocally from the evidence provided in the explicit 'Rule', IE Policies (Gubrium et al., 2012). The following implicit 'Rules' are the researcher's inferences based on this evidence. She does this by making assumptions supported by recent national literature:

- Despite the years the IE policies have been in place, teachers continue to believe these policies cannot be used as effective tools for learning support (Nel et al., 2016).
- There is a disconnect between what policies dictate and classroom practices (Tchatchoueng, 2016).
- Teachers believe that the training should be conducted by the IE team; they are not encouraged to rely on self-knowledge (Donohue & Bornman, 2014).
- Over the years, many teachers have reported on the poor quality of training provided by the DBE. Another report is that their training focusses on theory rather than classroom practice (Nel et al., 2016).

The development of IE policies and the implementation thereof from 2001 to 2014 have challenged the existing schema of teachers about best practices in education for learners experiencing barriers to learning (Donohue & Bornman, 2014). Before the implementation of IE policies, teachers believed that learning support was offered by specialists outside the classroom (Stofile et al., 2017). However, these IE policies stated that *the teacher* was central in the role of supporting their learners (Geldenhuys & Wevers, 2013). Teachers are critical stakeholders in the support structure of the school and in supporting learners who experience barriers to learning (Ntombela & Raymond, 2013; Mahlo & Condy, 2018) and for IE to be

implemented successfully, the DBE requires the teachers to make a shift to these support roles (Ntombela & Raymond, 2013).

To provide teachers with a framework for their changing role, the DBE developed various IE policies (Majoko & Phasha, 2018). Teachers felt that there was a lack of clarity in these IE policies on how to support learners in their classroom (Donohue & Bornman, 2014; Majoko & Phasha, 2018) and this led to teachers "being overwhelmed", feeling "apprehension", "frustration" and noting the "inadequacy" of the IE policies (Donohue & Bornman, 2014; Nel et al., 2016). The IE policies contained broad strategies and goals that do not explicitly state the roles and responsibilities of teachers and education officials to effectively implement these policies into practice (Geldenhuys & Wevers, 2013; Donohue & Bornman, 2014; Engelbrecht & Green, 2017). This left education officials and teachers with uncertainty of how to implement these IE policies and lead to a non-compliance of IE practices (Geldenhuys & Wevers, 2013; Stofile et al., 2017; Majoko & Phasha, 2018).

In addition to the uncertainty in relation to IE practices, teachers struggled to comprehend how to implement IE policies in their day-to-day practice and how this implementation was relevant to CAPS (Geldenhuys & Wevers, 2013; Nel et al., 2016; Stofile et al., 2017; Majoko & Phasha, 2018). Barratt (2017) postulates that there is a policy-practice 'gap' within education. The IE policies lack specificity in their strategies, and to implement these policies successfully in schools the strategies need to be scaffolded with practical recommendations (Majoko & Phasha, 2018). These authors state that most IE policies also offer a one-size-fits-all approach and fail to address the complexity of challenges teachers experience. Therefore, teachers dismiss the IE policies (Majoko & Phasha, 2018). IE practices will only be meaningful once they are embedded in the understanding of each unique context (Engelbrecht & Green, 2017).

Most teachers fail to understand the conceptual and practical links between CAPS and IE policies. Although numerous workshops are run on CAPS and IE policies respectively, education officials are yet to translate how these processes can run simultaneously (Stofile et al., 2017). Geldenhuys and Wevers (2013) state as long as perceived discrepancies between IE policies and the CAPS continue to exist, teachers will remain confused about how to translate IE into their teaching practice and IE implementation in the classroom will remain a challenge.

5.2.3.3 The WCED's support to promote IE practices

Explicit 'Rule'

Through the written initial open-ended questionnaires, the twelve participants provided their views regarding WCED support in implementing IE practices. Teachers noted that they received support from the WCED head office and within the WCED they received the support of the MCED. The MCED provides the following support structures (as indicated in Chapter 3, Figure 3.1): DBST, CBST, SBST, IE teams, learning support teachers (LST, ELSEN, LSEN), resource class teachers, learning support assistants, training in the form of workshops on different topics, support for individual learners, assessments and resources. For the sake of authenticity, the grammatical, spelling, punctuation and writing structures of the teachers' written sentences have not been changed. Their views are set out in Table 5.4.

Table 5.4: The teachers' view of WCED support

Initial open-ended questionnaire	
How are you being supported by the WCED to ensure that IE is being implemented in your school?	
CA	DBST, SBST, Workshops.
HF	SIAS Training. SBST Training (How the process works). SBST & CBST support. Assistance given for learners who need to attend school of skills. Testing of some learners (snail's pace).
KJ	Attending workshops that have been provided by the WCED. Pamphlets that HOD (Head of Department) provided through SMT (Senior Management Team) members from WCED. District Based Support Team that do regular visits.
CP	Attending workshops to help us understand what and how to teach learners who possess different barriers to learning. Termly meetings with the SBST + DBST team to discuss the different challenges and ways to help the learners which includes various processes and procedures including paperwork.
EB	Training, IE team visits.
CS	A LST is allocated to schools to support learners who have learning barriers. An SBST also functions as a team who identifies barriers and who also follow due process in providing other professional support for learners.
GB	IE team visits once a week to work with Gr R learners. Not really being addressed by WCED. LST at school twice a week, Fulltime learner support assistant - no training given.
CJ	The LSEN.
RH	We are a Full-Service school. We have an ELSEN teacher and the IE team frequent our school.

SA	LSEN Educator at school.
JG	IET and SBST.
FP	We have the IE team, SBST coordinator and the Resource class teacher.

Discussion and interpretation:

A constraining action mentioned by Teacher GB, the deputy principal and SBST member ('Division of Labour') was that although they received departmental support, the barriers to learning experienced by the teachers were not being addressed. Teacher GB was able to identify the lack of support from the department as she is in a management position ('Division of Labour') and is responsible for assisting the teachers to implement IE practices (the 'Object') (DBE, 2010).

Another constraining action was that the twelve teachers (the 'Subjects') were able to identify only some of the support structures provided by the department ('Division of Labour') through the initial open-ended questionnaire. The teachers made mention of the WCED (three teachers), DBST (three teachers), CBST (one teacher), SBST (six teachers), IE teams (six teachers), HOD (one teacher), SMT (one teacher), LST/LSEN/ELSEN (four teachers), resource class teacher (one teacher) and workshops/training (two teachers). It is assumed that teachers did not mention all of the support structures available to them as seven of the twelve teachers are not in managerial positions and are unaware of **all** the support structures available to them. These teachers are dependent on the deputy principal and HODs to guide them in implementing IE practices according to the 'Rules' (IE policies) (DBE, 2010).

It is presumed that because of their lack of knowledge of the support structures they are unsure of how to access departmental support. In the evidence presented in section 5.2.3.2, Teacher CS supports this statement when she commented that the teachers are not accessing the support that is available to them. Green and Moodley (2017) contend that it is a **teacher's** (the 'Subject') responsibility to identify learners who are at risk for learning barriers, supported by the SBST, and to develop interventions that address the needs of these learners (the 'Object'). If a teacher's interventions do not assist the at-risk learner, the learners should then only be referred to the SBST, DBST, full-service and/or special schools (DBE, 2014).

As indicated by Teacher GB, a contradiction was that two of the school's SBST members (LST and the learner support assistant) ('Division of Labour') who should assist them in the identification of barriers to learning (the 'Object') were not adequately trained (Zimba, Mowes & Victor, 2017) and that they required substantial support from the DBE. The DBE (2012:5) states that "the key to managing inclusivity is ensuring that barriers are identified and

addressed by all the relevant support structures within the school community", including teachers, SBST, parents, CBST, DBST and special schools as resource centres. Stuart (2011) observes that the 'Rules' (implementing IE policies) can only be operated in the 'Community' (school context) through the correct 'Division of Labour' (Teacher, SBST, CBST, DBST).

Implicit 'Rule'

In this section, the researcher analyses the constraining actions and contradictions unambiguously from the evidence provided in the explicit 'Rule', the WCED's support to promote IE practices (Gubriumet al., 2012). The following implicit 'Rules' are the researcher's inferences based on this evidence. She does this by making assumptions supported by recent national literature:

- In the 'Division of Labour', there is a hierarchy of monitoring teachers' accountability. This creates fear in the teachers who end up paralysed by doing the wrong thing (Majoko & Phasha, 2018).
- Teachers think that all the support should come from the MCED (DE, 2014).
- Teachers are dependent on the MCED and SMT to assist them in implementing IE practices (Stofile et al., 2017).

Discussion and interpretation:

The Majoko and Phasha report (2018:71) states that there is "a lack of clarity with regards to who is responsible for implementing IE policies". According to this statement, it is assumed that the different levels of support (DBST, CBST, SMT, SBST and teachers) are not certain of their roles and responsibilities towards IE implementation and, therefore, there is a perceived lack of commitment from all stakeholders (Stofile et al., 2017). Nel et al. (2016) and the Majoko and Phasha Teaching for All Report (2018) attribute this uncertainty to the insufficient support received from the DBE as they perceive gaps in the roles and responsibilities of the DBE, WCED and MCED, causing ambiguity to filter through the system.

Donohue and Bornman (2014:11) argue that all stakeholders will be clearer on their roles and responsibilities if "procedures are clarified, directives are given and the appropriate authorities [DBE] assume responsibility and control of [IE] implementation". Currently, the IE policies are not translated into action at all levels of the system and there is limited access to special support (Stofile et al., 2017). Donohue and Bornman (2014) indicate that without the necessary support, the burdens associated with IE implementation become overwhelming to the DBST and they revert to the medical-deficit model ideology, where support happens outside of the

education system. It is assumed that if the DBST follows this ideology, it is filtered down to the SBST which frequently includes the SMT of a school (Stofile et al., 2017).

The ambiguity of roles and responsibilities of stakeholders, as well as insufficient support provided, has left the DBST, SMT, SBST and teachers with a reluctance to fulfil their role as they are unsure of their part in IE implementation and how to make it a reality in their schools (Geldenhuys & Wevers, 2013; Stofile et al., 2017). To implement IE successfully it is necessary for all levels of the system (DBE, WCED, MCED, SMT, SBST and teachers) to understand their roles and responsibilities and to work together effectively to provide a sustainable support system (Majoko & Phasha, 2018). This will ensure that stakeholders display a positive attitude towards IE practices (Majoko & Phasha, 2018) and change their outdated beliefs of learners who experience barriers to learning (Donohue & Bornman, 2014).

5.2.3.4 Full-service/inclusive school rules and regulations

Explicit 'Rule'

Three out of the twelve teachers mentioned their lived experience of converting to a full-service/inclusive school during the focus group discussions where the teachers were asked to reflect on their **initial** understanding of IE. The schools where these three participants teach were converted from mainstream to full-service/inclusive schools. The three teachers mentioned that no clear guidelines were provided to transition to a full-service/inclusive school. The teachers' lived experiences of converting to a full-service/inclusive school are as follows:

> GB: … we became a Full-Service school. It was at the end of last year, and this was my outcry - we are a Full-Service school but we don't know what it really entails. You know we are doing things on our own and then hearing here and there.

> SS: To be honest, I was like, when we were told… we're also an Inclusive School so it was thrown at us 'Inclusive School'. "Oh, we're becoming an Inclusive School" and we were like "Seriously?" And then we were told – so because we're an Inclusive School, we can accept learners with this barrier, that barrier, and this and that…

> CS: We are also a Full-Service school working under the worst of conditions. Although it's a Full-Service school we don't have ramps; we don't have bathrooms for the disabled. We don't have an elevator for children who are disabled to go to this classroom upstairs.

Discussion and interpretation:

During the post IP focus group discussions, three of the twelve teachers highlighted constraining actions when the teachers were asked to reflect on their initial understanding of

IE. These teachers mentioned that they received limited guidelines or resources when the school converted from a mainstream institution to a full-service/inclusive school.

The contradiction is that the DBE (2010) developed 'Guidelines for Full-service/Inclusive Schools' to assist teachers with the conversion and to establish the rules, regulations and resources required. However, teachers did not mention this policy at all nor did they reveal that they had any knowledge of it. Stuart (2011) emphasises the importance of the 'Subjects' having an understanding of the 'Rules' in order for them to feel empowered to make a change within the system (implementing IE practices).

Implicit 'Rule'

In this section, the researcher analyses the constraining actions and contradictions explicitly from the evidence provided in the explicit 'Rule', full-service/inclusive school rules and regulations (Gubrium et al., 2012). The following implicit 'Rules' are the researcher's inferences based on this evidence. She does this by making assumptions supported by recent national literature:

- Teachers are unaware of the guidelines or how to implement rules and regulations (Oswald & Engelbrecht, 2017).
- Teachers do not consult the MCED department to understand these guidelines (Nel et al., 2016).

The 'Guidelines for Full-Service/Inclusive Schools' (DBE, 2010) were provided by the DBE to assist identified schools to make the transition from a mainstream school to a full-service/inclusive school (Majoko & Phasha, 2018). However, many teachers struggled to make a connection between the policy document and their day-to-day life at school (Stofile et al., 2017). Donohue and Bornman (2014) argue that the DBST has been unclear about this transition and has been unable to provide these schools with the necessary support for the guideline implementation. It is assumed that if the DBST is unsure of the transition process, teachers will be even more uncertain (Stofile et al., 2017). These Guidelines should provide the SMT and teachers with clear directives and timelines to proceed and should state what is expected of schools and how to accomplish these goals (Majoko & Phasha, 2018). These authors suggest that the DBST should ensure that the full-service/inclusive schools should have all the necessary support and training to make a successful transition.

5.2.4 Community

The fourth component of the ATF is the 'Community', the environment in which the 'Subjects' work; the twelve teachers work at three schools respectively (Pather, 2012). Five of the twelve teachers commented on the context of their 'Community' during the focus group discussions and how it influences implementing IE practices ('Object') (Benson, Lawler & Whitworth, 2008; Karasavvidis, 2009). The descriptions teachers have provided of their 'Community' are their lived experiences of their specific contexts, although it may contribute to the knowledge base of similar school contexts (Benson et al., 2008):

> SS: Some of us come from affluent schools where they have everything, where some of us, like we, for example, come from the school, Mannenberg. We don't have much.

> CS: …I think there's post-traumatic stress disorder that is playing out in our children who have become desensitized to what is perhaps happening in the area and their life experience… We don't have tarmac for our children to play – they play in sand. We have the Consol quarry right alongside our school where you fear the kids going … bypassing the fence and then disappearing into the quarry. So we live with that fear and then there's this big open space that people walk across and from my classroom, we see people taking drugs. It's a little hideout area for people to take drugs ... I try to have my door locked all day. So we work under the most harrowing circumstances …

> RH: … it's sometimes where they come from … Because I can tell you now the two of them [learners in RH's class]… gangsters in the making, because their role models are not very prominent people … the one little "boytjie" he has an older sibling who brags about how his father kills people and things and I'm saying to myself oh my word. Kyk wat moet hierdie arme kinders deur maak, ons weet nie daarvan nie [Look at what these children must endure, and we don't know about it].

> KJ: ... If something happened in the community it's going to influence everyone

> RH: … I took him in my arms, hy ruik nie altyd lekker nie, foeitog [he doesn't always smell nice, shame] … I always have spray in my bag. So I spray him so that nobody can … you know it's not his fault, mother leaves early en … hulle woon in iemand se yard [and … they stay in someone's yard].

> GB: … I had a parent there today, the mom works elsewhere and the child is with the granny, waits for granny to go to work, then he is dressed for school then he doesn't pitch.

Discussion and interpretation:

The ATF component 'Community' is used to understand the context of the community and as a lens to understand multiple perspectives (Pather, 2012; Bloomfield & Nguyen, 2015). The five teachers described the context of their community as "under-resourced", "traumatic lived

experiences", "gang-ridden", "drug-ridden", "unsafe", "poverty-stricken" and "negligence". Teachers RH and GB mentioned parents who are working and who these children are often left to their own devices. Therefore, the assumption is that if parents are mostly working there is little involvement from the learners' parents in their school community (Pather, 2012). Green and Moodley (2017) describe the context of this 'Community' as extrinsic barriers to learning. These barriers are not conducive to the way children learn and lead to difficulty in implementing IE practices (Pather, 2012).

Benson et al. (2008) contend that when the 'Subjects' (teachers) experience constraints (extrinsic barriers) within their 'Community' they are motivated to act as agents of change to improve the lived experiences of the 'Community'. Bloomfield and Nguyen (2015) argue that the 'Subjects' can bring significant change within their 'Community' as they understand the nuances and are able to implement sustainable strategies. However, 'Subjects' may find it difficult to instigate change if they are confined within the explicit and implicit 'Rules' (Stuart, 2011). It is necessary, therefore, to include the 'Subjects' in creating interventions to bring meaningful change within their context (Benson et al., 2008).

5.2.5   Division of labour

The fifth component of the ATF is the 'Division of Labour' and refers to the tasks that are performed by the 'Subjects' (SMT and teachers) of the 'Community' as well as the tasks by the divisions of power and status (DBE, WCED, MCED and SMT) (Pather, 2012). The 'Division of Labour' sets out who is responsible for certain tasks, for example, implementing IE and by when these tasks should be accomplished (Stuart, 2011). The 'Subjects' identified the WCED support ('Divisions of Labour)' to implement IE practices in section 5.2.3.3 (Explicit 'Rules'). In the initial open-ended questionnaire, the 'Subjects' discussed how they envision IE should be implemented by the 'Division of Labour' through the question "How would you like to be supported to make IE a reality in your school?" These comments are set out in Table 5.5.

Table 5.5: The participants' comments, from the initial open-ended questionnaire, on expected 'Division of Labour'

How would you like to be supported to make IE a reality in your school?	
CA	More open and honest talks as well as the buy-in of management (SMT).
HF	Practical assistance. Case studies and best solutions. Training at school (from MCED) to provide info, and way forward for all barriers learners might display. Resource room for these learners to be accommodated in a few minutes daily.
KJ	Lots of assistance. Having colleagues (SMT) be honest about dealing with inclusiveness. Procedures should have lots of emphasis placed on. Regular training done to refresh one's memory.

CP	Allowing educators to be honest in dealing with the challenges that occur with the learners. Having the management team (SMT) on par and up to date on how inclusive education works and the different ways of implementing it. Too many gaps in management (SMT) causes confusion and wrong forms/information to be completed.
EB	As the remedial teacher in the Resource Class I am also expected to fulfil the duties of a learning support teacher but time constraints prevent me from hosting more workshops with educators and withdrawing learners in the mainstream.
CS	Perhaps learner support in the classroom where three or four additional teachers support learners with barriers. Psychologists and other counsellors on the school premises to help with children with psychological dysfunctionality (MCED).
GB	Embarked on our own journey by arranging workshops/training. Want to look at specific barriers at our school (learners diagnosed with ADHD, alcohol foetal syndrome, emotional and behavioural issues).
CJ	Workshops on learning difficulties.
RH	I would like to become better equipped in order to help learners more. Acquire new methodology. I would like to be able to share knowledge which I acquire here, with my peers.
SA	More workshops.
JG	The IET process to go a little quicker, learners are waiting too long to be assessed.
FP	I would like our school to have more classes. There are too many children that are struggling in schools. At the end of the day the children become dropouts. We also need more schools for the children when they complete primary school.

Discussion and interpretation:

The WCED has many support roles that are set out by the DBE to assist teachers to implement IE practices (DBE, 2010) (as per DBE support structure set out in Chapter 3, Figure 3.1). However, as mentioned in the discussion in section 5.2.3.3 (WCED support), the 'Subjects' perceive a lack of support from the 'Division of Labour' including the WCED, MCED and SMT. Teachers CA and CP alluded to the fact that they required the SMT to be more involved in implementing IE practices (the 'Object') and that the SMT should be trained to assist other teachers to implement IE practices, policies and procedures correctly (ensuring that teachers are aware of the correct procedures). In addition, Teachers CA and KJ mentioned that open discussions about the role of IE procedures will support them in their IE practices. Bloomfield and Nguyen (2015) and Stuart (2011) contend that the reason the 'Object' (implementing IE) is not realised successfully is that there are existing contradictions between the various 'Divisions of Labour' and an uncertainty of who is responsible for the implementation of the 'Object'. Stuart (2011) argues that for the 'Division of Labour' to be certain of their roles and responsibilities they require clear and transparent 'Rules'.

Teacher EB (a resource class teacher) commented that she has various roles to fulfil and is unable to provide training and assistance to her colleagues to implement IE practices (the 'Object'). Teacher CS remarked that the type of support Teacher EB is unable to provide is what she requires within her classroom and that more role-players need to be included in the school (the 'Community') to support the teachers. Stofile et al. (2017) suggest that the lack of professional support provided by the DBE ('Division of Labour') is one of the major challenges in implementing IE.

Four of the twelve teachers mentioned that they require practical assistance to be better equipped to assist their learners (the 'Object'). Teacher HF commented that case studies and best practice training to support them in managing barriers to learning in the classroom will assist the teachers best, whereas Teacher KJ observed that regular training needs to be conducted to maintain their knowledge of IE practices. Teacher GB commented they had done their own training to be able to assist learners with barriers to learning in their classrooms. Benson et al. (2008) argue that if the 'Subjects' (the teachers) do not receive the support that they require from the 'Division of Labour' their roles change to ensure that some support is rendered to implement the 'Object' (implementing IE practices).

5.2.6   Tools

The sixth component of the ATF is 'Tools'. This component is created and transformed once the other components ('Subjects', 'Object', 'Rules', 'Community' and 'Division of Labour') have been studied to ascertain how the 'Outcome' of the study could be reached (developing a framework to facilitate primary school teachers' change of professional discourse about inclusive pedagogical approaches) (Hasan & Kazlauskas, 2014). Tools can be physical (DE and DBE policy documents) or psychological (collaborative and reflective practices) (Verenikina, 2010). In this section, the researcher analysed the evidence and discussions from sections 5.2.2. to 5.2.5 to determine the 'Tools' which were required to reach the 'Outcome'. She did so using her experience as a learning support consultant and support from recent literature. The identified 'Tools' are set out in Table 5.6.

Table 5.6: 'Tools' identified by analysing evidence and discussions from sections 5.2.2 to 5.2.5

Section	Discussion	'Tools'	Physical/Psychological
5.2.2 Object	• Comprehensive training to teach and facilitate learners who experience barriers to learning (content and pedagogical knowledge) • Completing administrative tasks related to IE	**DE and DBE policy documents (2001-2014)** a) CAPS, 2012; b) The DE's and the DBE's five most recent IE policies: • EWP6, 2001; • Guidelines for Inclusive Teaching and Learning, 2010; • Guidelines for Full-Service/Inclusive Schools, 2010; • Guidelines for Responding to Learner Diversity in the Classroom through CAPS, 2012; • SIAS, 2014	Physical
5.2.3 Rules	• Classroom management • The gap between theory and practice • CAPS – how does one differentiate and adapt the curriculum for learners who experience barriers to learning • IE policies – teachers have limited knowledge, require guidance on how to complete an SNA form, how does one translate IE documents into action, identifying barriers to learning		
5.2.4 Community	• Dealing with extrinsic barriers • Creating sustainable interventions with 'Subjects'	**Case studies** (Included in the IP as learning materials to create scenarios of learners who experience barriers to learning)	Physical
5.2.5 Division of Labour	• Train SMT in IE • Host discussions on IE • Present case studies and best practices	**Collaboration and discussion** (CoI, Garrison et al., 2000)	Psychological
		Reflective practices (Strampel & Oliver, 2007) (COI and reflective practices to be discussed in more detail in Chapters 2, 6 and 7)	Psychological

Discussion and interpretation:

The ATF was used as a lens to determine the 'Tools' required for the specific context of a 'Community'. It was, therefore, vital to analyse the discussion of the 'Subjects' (the teachers) to establish the correct 'Tools' that were necessary for the best possible 'Outcome' (changing professional discourse). Stuart (2011) contends that 'Tools' assist the participants in identifying any contradictions or constraints they may experience in implementing IE practices ('Object'), thereby assisting the 'Subjects' to develop their practice of IE and contributing to sustainable interventions (Hasan & Kazlauskas, 2014).

The physical 'Tools' used to reach the 'Outcome' included the DE and DBE policy documents (2001-2014) and case studies (included in the IP as learning materials to create scenarios of learners who experience barriers to learning). These 'Tools' include information on: identification of barriers to learning, pedagogical knowledge on how to teach and facilitate learners who experience barriers to learning, classroom management methods, guidelines on how to complete administrative tasks related to IE and practical knowledge dealing with barriers to learning (DBE, 2001-2014). Using these 'Tools' empowered the 'Subjects' to consider the actual 'Tools' provided by the DE and DBE and how policy can be mediated into practice (Verenikina, 2010; Stuart, 2011). These 'Tools' allow teachers to understand the explicit 'Rules' rather than assuming the implicit 'Rules', as described in Chapter 2 (Stuart, 2011).

The psychological tools included collaboration and discussion (CoI; Garrison et al., 2000) and reflective practices (Strampel & Oliver, 2007). Benson et al. (2008) contend that in order to reach the best possible 'Outcome', it is necessary to involve the members of the 'Community' ('Subjects'). The 'Subjects' are required to be active participants to experience a meaningful experience (creating sustainable interventions to implement IE practices) and this is achieved by creating a collaborative environment where the 'Subjects' can be honest and open about their lived experiences of IE (Pather, 2012). To ensure the participants were actively involved, their participation was mediated through the psychological 'Tools' which allowed the 'Subjects' to share their tacit knowledge and experiences (Benson et al., 2008). The CoI and reflective practice 'Tools' allow the 'Subjects' to explore their own understanding of IE and how their personal experiences influence their understanding (Stuart, 2011; Hasan & Kazlauskas, 2014). Collaborative work can additionally assist the 'Subjects' to develop and articulate shared 'Objects' and reach a meaningful 'Outcome' (changing professional discourse about IE) (Bloomfield & Nguyen, 2015).

5.3   CONCLUDING COMMENTS

This chapter has presented and discussed the findings related to teachers' **initial** professional discourse about inclusive pedagogical approaches **before** the IP. These findings were analysed and discussed using the components of the ATF.

The component 'Object' was used as a lens to understand teachers' ('Subjects') prior knowledge of IE and the various barriers to learning and cognitive abilities they face in their classroom. The 'Object' further highlighted that teachers received inadequate training to teach and facilitate learners with barriers to learning in their classroom and that they received insufficient support from education stakeholders. Inadequate training left teachers feeling ill-equipped to implement IE in their classrooms and the issue of implementing IE practices was emotive for many teachers.

The component 'Rules' provided a lens to investigate the explicit and implicit 'Rules' identified by the participants with regards to the DBE National Curriculum (CAPS), the DE and DBE IE policies, the WCED's support to promote IE practices and full-service/inclusive school rules and regulations. Within the identified 'Rules' constraining actions and contradictions were highlighted which are hindering the implementation of IE practices.

The component 'Community' described the context of this 'Community' and the extrinsic barriers to learning teachers are facing. Teachers identified that these barriers were not conducive to the way children learn and that they created complications in implementing IE practices. The component 'Division of Labour' identified that the WCED provided many support roles to assist teachers to implement IE practices, but that these roles and responsibilities were not clear and transparent. This lack of clarity and transparency caused teachers to perceive that there is a lack of support from the 'Division of Labour'. Through the component 'Tools' the researcher was able to establish what was required to reach the best possible 'Outcome' (changing professional discourse).

Chapter 6 presents the findings and discussions on the question *how* teachers can create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles.

CHAPTER 6: RESULTS AND DISCUSSIONS: RESEARCH QUESTIONS 2 AND 3

6.1   INTRODUCTION

In Chapter 5 the researcher used some of the ATF components to understand teachers' **initial** understanding of IE **before** the proposed five-week IP. Once this knowledge was ascertained, the researcher began the five-week IP; hence Chapters 6 and 7 present results and discussions of what transpired during the five-week IP. The information presented answers Research Questions 2 - 5 of this study. This discussion includes evidence from three focus group discussions, twelve individual interviews and open-ended questionnaires used as reflective writing tools during the five-week IP.

To answer Research Questions 2 to 5, the data was deductively analysed according to the three elements of Garrison et al.'s (2000) CoI framework, namely social presence, cognitive presence and teaching presence, as well as Strampel and Oliver's (2007) Levels of Reflection. Within their comprehensive CoI framework, Garrison and Arbaugh (2007:158) introduced categories and indicators "to define each presence and to guide the coding of transcripts". Although the CoI framework is mainly used in online and blended learning, this framework was appropriate for this research as it assisted the researcher to understand how teachers, in a face-to-face IP environment, developed these three critical presences to produce a changed classroom environment (Garrison et al., 2000, 2010).

The researcher is aware that the three elements of Garrison et al.'s (2000) CoI framework, social presence, cognitive presence and teaching presence, cannot be artificially separated. However, after repeated analysis using the categories and indicators as codes, it appeared that the most appropriate and ordered way to answer the research questions and present the data was to separate the evidence and the discussion into each of the three CoI presences. This then allowed the researcher to investigate each presence in-depth, to understand how the three presences related with one another to form the participants overall changed educational experience (described in Research Question 5).

Garrison et al.'s (2000) original CoI framework proposed 10 categories and 10 indicators. Armellini and De Stefani (2016) amended these 10 categories and indicators (as described in Chapter 2, Table 2.1). The researcher used these categories and indicators of Armellini and De Stefani (2016) as codes to deductively analyse her data. However, since the IP was conducted in a face-to-face environment some of the original categories and indicators of Garrison et al.'s (2000) CoI framework were deemed not appropriate and, therefore, were adjusted to align with this study.

The current chapter (Chapter 6) consists of the results, analysis and discussion of Research Questions 2 and 3, and Chapter 7 consists of Research Questions 4 and 5. The researcher has chosen to write the results, analysis and discussions of these questions in two separate chapters to allow for concise and easy reading. The separation of these research questions and the theoretical frameworks used is indicated in Table 6.1.

Table 6.1: Presences and research questions

Research sub-question	Theoretical framework
CHAPTER 6	
Research Question 2: **After** participating in a five-week IP how did the teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles?	Garrison et al.'s (2000) CoI - social presence.
Research Question 3: **How** can teachers change their professional discourse through a process of reflective practice?	Garrison et al.'s (2000) CoI - cognitive presence including Strampel and Oliver's (2007) Levels of Reflection. These levels of reflection are used as an analytical tool in relation to the cognitive presence only.
CHAPTER 7	
Research Question 4: **Why** do teachers change their professional discourse on inclusive pedagogical approaches?	Garrison et al.'s (2000) CoI - teaching presence.
Research Question 5: How can teachers implement inclusive pedagogy principles in their classrooms **after** the five-week IP?	**Educational Experience** Garrison et al.'s (2000) CoI - teaching presence, cognitive presence and social presence.

6.2   RESEARCH QUESTION 2

> After participating in a five-week IP how did the teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogical principles?

To answer Research Question 2, the data collected focussed explicitly on Garrison et al.'s (2000) CoI relating to **social presence.** In the formation of meaningful education and cognitive discourse, social presence is crucial (Armellini & De Stefani, 2016). An essential variable for creating a shared meaning of inclusive pedagogical principles is a meaningful social interaction between the participants (Akyol, 2009; Kreijns, van Acker, Vermeulen & van Buuren, 2014).

Garrison et al.'s (2000) CoI identified three sub-categories within social presence: 'affective expression', 'open communication' and 'group cohesion'. Within the category 'affective expression', Armellini and De Stefani (2016) further added the indicators of expression of emotions, use of humour and self-disclosure. The researcher presents the evidence of the data according to these three categories of social presence and the indicators which are only applicable to 'affective expression'. The indicators of the sub-categories 'open communication' and 'group cohesion' were not used as these indicators relate only to online learning (Garrison & Arbaugh, 2007; Armellini & De Stefani, 2016). Hence the discussion will follow as described in Table 6.2.

Table 6.2: Discussion of Research Question 2

Social presence		
	Sub-categories **Garrison and Arbaugh (2007)**	**Indicators** **Armellini and De Stefani (2016)**
6.2.1	Affective expression	Expressing emotions, use of humour and self-disclosure
6.2.2	Open communication	
6.2.3	Group cohesion	

To ensure the authenticity of this study, the grammatical structures of direct quotations have not been changed.

6.2.1   Affective expression

'Affective expression' or personal response refers to participants 'expressing their emotions', 'the use of humour' and 'self-disclosure' (Garrison & Arbaugh, 2007). These sub-themes were used to present the data. Data was gathered from the three focus group discussions and twelve individual interviews, and after inductively analysing this data, the researcher found that seven

of the twelve teachers referred to their 'affective expression' with particular reference to: 'expressing their emotions', the 'use of humour' and 'self-disclosure' (Garrison & Arbaugh, 2007). To explore the teachers' reflections of how they experienced the collaboration amongst one another during the five-week IP (which resulted in a shared meaning) the researcher asked this question in both focus group interviews and in the individual interviews:

Researcher: Was it useful to collaborate with your colleagues to create a new definition of inclusive education?

The six teachers' responses have been structured according to Garrison and Arbaugh's (2007) three sub-themes within 'affective expression'.

Expressing emotions:

> CS: … [I] was affected by it [collaboration with colleagues] because I thought we all need this so much … we could learn so much from each other, we actually formed a connection you know …

> GB: … In our group …EB … she [has] few learners in her class but when I look at the challenges that those kids have then it's like amplified with my 35 that I have in my class … so for me it's just to also just appreciate my colleagues more … just that appreciation for what they are doing and what are they are trying.

> CJ: Like just talking about it [IE] actually made [it] lighter for me as a first-year teacher … because it felt to me as a first-year teacher, I think I was too hard on myself. It felt to me like I'm not doing something right … failing and I'm wrong with this and I'm wrong with that and I'm too harsh [on myself] …

Use of humour:

> RH: I just wanted to say it was nice being among colleagues from the same school and I was glad that GB and CS were sitting at the back otherwise we would have had giggles and *thingetjies* [thingies] here *onderlangs* [underlying] all the time, but besides that laughter, actually I think we grew closer, that was the nicest part … I said to GB … the other day. You know I've seen a different side of you outside of school [GB laughs] at school you are so stiff [laughter].

Self-disclosure:

> CS: … I mean when EB told me about some of the things that happened to her in her class, I said, "Oh my word, it happens to you too." You know [laughing] proof that you think you are alone and then you hear another teacher talk about things and then we know that we are not alone in this….

> CP: Yes, because it was … eye-opening for me to see that there are actually other teachers going through exactly the same thing. And that for me … it put me at ease because I knew there are other people that are also going through it. It's not just me and my 40 kids but my small, little island in class.

>GB: The other thing is that I am not alone, that there are others who have the same challenges of persons who face the same challenges. I think sometimes we feel that we are alone in all … of this, but to realise that there are others …

>KJ: … I think it was nice for me as well because I got different inputs from everyone so it wasn't just my opinion on the scenario.

>CJ: … I'm saying this (barrier to learning) is an issue and then knowing that teacher had the same issue and how she dealt with it, that was the biggest for me that … [now I] know I can do this …

Discussion and interpretation:

Expressing emotions

Garrison and Arbaugh (2007) state that for a group to attain cohesion their communication needs to be open and purposeful. These authors postulate that there is a close relationship between 'affective expression' and knowledge development. Teachers CS and CJ 'expressed their emotions' by openly discussing how they perceived the collaboration with their colleagues to create a new definition of IE. Teachers CS and GB felt a connection with their colleagues and realised the value of collaboration in IE and how they appreciated one another (Garrison & Arbaugh, 2007; Makoelle & van der Merwe, 2016; Naicker, 2018). As a first-year teacher, Teacher CJ expressed relief that she could talk about IE in a collaborative environment and be reassured that she was not doing anything wrong. Teachers often feel as though they are not experts when practising IE and require the guidance of more experienced teachers (Engelbrecht & Hay, 2017). By creating a collaborative platform, Teacher CJ was able to relinquish the pressure she had put on herself and was open to learning from others (Yildirim & Kilis, 2019).

Use of humour

Teacher RH indicated that she had a good time with her colleagues. Makoelle and van der Merwe (2016) propose that humour is considered an important dialogical tool for facilitating IE practices amongst peers. The 'use of humour' in a facilitation session fosters enjoyment of the content being discussed and encourages camaraderie between the participants. This camaraderie in turn fosters collaboration and participation in the IE process (Makoelle & van der Merwe, 2016).

<u>Self-disclosure</u>

'Self-disclosure' plays a key role in establishing collaboration. Disclosure is essential for building trust and fostering empathy amongst participants (Akyol, 2009). Teachers CS, CP, KJ and CJ shared their practices with their colleagues and commented on the validity of having a space to discuss issues they experienced in their classrooms. These teachers no longer felt isolated in their practice but were able to learn from their colleagues who were experiencing similar issues (Garrison & Arbaugh, 2007; Kreijns et al., 2014). When collaboration is fostered in a learning environment, participants will be prone to take the skill of collaboration into their school environment (Makoelle & van der Merwe, 2016). To make an inclusive system implementable, this skill is essential in IE training (Stofile et al., 2017; Naicker, 2018). Engelbrecht and Hay (2017) argue that collaboration recognises the importance of contributions of others and allows for collective decision-making when implementing IE practices.

The participants' personal responses indicated that they felt part of a community and that they could communicate assertively in a trusting environment where they formed friendships amongst their peers (Garrison & Arbaugh, 2007; Kreijns et al., 2014). Effective 'affective expression' as experienced by the participants creates a space for meaningful dialogue and valuable educational experiences (Akyol, 2009).

6.2.2   Open communication

'Open communication' encourages risk-free expression amongst teachers and creates a space where they are permitted to ask questions and collaborate on IE issues. This collaboration allows teachers to form a network to support each other (Garrison & Arbaugh, 2007; Kreijns et al., 2014).

Data was gathered from the three focus group discussions and twelve individual interviews. The grammatical structures of the direct quotations have not been changed, to enhance the authenticity of this research. Five out of the twelve teachers spoke to 'open communication' when the researcher asked the question:

Researcher: Was it useful to collaborate with your colleagues to create a new definition of IE?

> GB: … I would feel free to contact someone and just … ask for advice … because you realise that we're all in this … together and we can help each other. Why not? … … when you've encountered a challenge … at your school and hearing what … others have done and then maybe I can … try that at my school …

CP: I will say it was very useful because if you look at it … everyone has their own understanding of IE and everyone is at different levels of the teaching field … But when we're sitting together and it's like … what do we all understand about IE? … Then we can … give our own … interpretation of it [IE] … [but still] understand that it's all about the needs of a learner … that was the most useful … sitting with other teachers and asking them questions and finding out things …

KJ: I would say yes because … you know everyone has different background knowledge so this was quite insightful to hear other people's knowledge about IE and also taking into consideration the amount of years they have been teaching … that was very nice for me.

HF: … I just [want to] add a small point about the collaboration. What also came out was how, from one cluster to the next, from one district to the next, from one team to the next, we were all given the varied information [about IE] … But now you come and you collaborate and you hear okay, that district is doing it [IE] that way and then [we are surer of how to implement IE].

SS: But like she's saying … we sit amongst each other and you speak like I've got this problem with a child and then the next one says but I've got the same so now what are you doing? Okay and it's not working, this is what I'm doing but it's not working for me what are you doing? Okay I can go and I can try that or so like all the different ideas … it broadens your knowledge as well and you can take that back to your other colleagues at school …

Discussion and interpretation:

Teachers GB, CP, HF and SS felt comfortable discussing the issues they were experiencing with IE in their classroom with their new colleagues. For effective IE implementation and the development of shared IE meanings, an atmosphere of trust and comfort was created (Engelbrecht & Hay, 2017; Naicker, 2018).

Nel, Nel and Lebeloane (2017) state that for shared meanings of IE and collaboration to be developed, effective 'open communication' and sharing of resources is key. Teachers GB and SS indicated that by collaborating with their colleagues they found that schools experience similar IE issues. These teachers were able to contribute to each other's knowledge of interventions that may assist them to implement IE in their classrooms and at their schools. Effective 'open communication' has an affective quality that can transform the way teachers experience IE in their classrooms (Garrison & Arbaugh, 2007).

Teachers CP, KJ and HF mentioned that although teachers have different interpretations and information about IE it is good to collaborate to create a shared meaning of IE and to implement their new knowledge in the classroom. In addition, Teachers CP and KJ narrated that although the group consisted of teachers with different experiences, they felt comfortable asking questions and listening to their lived experiences. Risk-free expression, where participants are

acknowledged by others and are encouraged, is vital for creating a shared meaning (Garrison et al., 2000). Engelbrecht and Hay (2017) postulate that it is crucial for NQTs and experienced teachers to be viewed as equal partners to develop a shared meaning of IE. NQTs contribute new research on IE practices and experienced teachers contribute to the experience of IE practices they have gained through their classroom practice (Engelbrecht & Hay, 2017; Oswald & Engelbrecht, 2017). Armstrong and Tsokova (2019) state that if teachers with diverse experiences do not collaborate, IE implementation becomes ineffective and teachers are not able to build on their existing experiences and shared meanings of IE practices.

6.2.3   Group cohesion

Garrison and Arbaugh (2007) propose that when effective 'affective expressions' and 'open communication' have been experienced, these interactions will result in promoting a feeling of 'group cohesion' among participants. 'Group cohesion' encourages collaboration as its main indicator (Garrison et al., 2000). When 'group cohesion' has been achieved purposeful academic exchanges happen and the discourse and shared meaning of IE have the premise to change (Anderson, Rourke, Garrison & Archer, 2001; Akyol, 2009, Kreijns et al., 2014). Data was gathered through the three focus group discussions and twelve individual interviews. The grammatical structures of the direct quotations have not been changed, to enhance the authenticity of this research. Six out of the twelve teachers spoke to 'group cohesion' when the researcher asked the question:

Researcher: Was it useful to collaborate with your colleagues to create a new definition of inclusive education?

> HF: Ja … listening to another person's experience and what they did in those particular cases … you can bounce from that you know and see, okay that worked, that could have worked for me at that point in time, etcetera … it's good to have that because at school you have your SBST, you have your group discussion. But the culture is so set already. But now you're getting a fresh view, a fresh perspective … … now we can pool our feelings and what we then do together. And realise actually that a different culture can be formed than the one that they have at school, if it's not suitable. So ja, that collaboration was good.

> EB: … it was nice to see that we are all like-minded …I would say I underestimated the value of the collaboration between teachers … that was extremely powerful when we were sitting together and talking about how the course influenced us … it's really empowering for a teacher to have that group discussion … the most profound thing for me [that I realised], was this should happen more often…

SS: ...   What I found interesting was that the ladies that I was with, we were all on the same page .... We all spoke the same tone [language] … everyone's answer was similar and everyone – the points that we wanted to raise … everyone had the same understanding; they had the same concerns ....

RH: … it was nice to have other people from other schools it was nice when we shared, we could take away ideas … *Onse konteks is dieselfde* [Our context is the same]. That was the nicest part for me and also taking away the ideas like … I thought to myself wait I'm gonna try this method.

CS: Oh, most definitely I mean you know, when you actually listen to what teachers have to say, the parallels that they've drawn between what they are experiencing and what we are experiencing are very similar … the challenges that we are facing in terms of learning barriers, the difficulties that we are experiencing, for lack of resources … And it seems like the general feeling is that teachers are very frustrated but yet positive …

FP: … you sit together and you brainstorm together and say, "Okay, how can we help this child or that child and help the child to go a bit further?" …

Discussion and interpretation:

Six of the twelve teachers mentioned the value of collaboration to discuss the similar issues they were experiencing in their classroom with regards to IE. Akyol (2009) postulates that group members who have a shared purpose and collaboration are more likely to create a shared meaning of inclusive pedagogy principles. Teachers EB and SS disclosed the importance of knowing that they were on the same page as their colleagues.

Discussing the issues of IE and creating sustainable interventions left Teacher EB with a sense of empowerment, whereas Teacher CS reflected on the idea that although teachers are frustrated with the issues of IE, a feeling of positivity emerged to bring about change (Armstrong & Tsokova, 2019). Teachers who have worked to implement IE in their schools value the support of colleagues from different institutions as it provides a renewed outlook into the issues they are experiencing and encourages them to implement change (Naicker, 2018; Armstrong & Tsokova, 2019).

Teacher HF raised the issue about set school cultures towards inclusive pedagogical principles. Kreijns et al. (2014) and Naicker (2018) argue that if staff members at a school do not trust each other and achieve 'group cohesion', a foundation for culture change cannot be built. Teachers still struggle to move from a culture of performance to one that accommodates diversity (Stofile et al., 2017). Swart and Pettipher (2017) and Armstrong and Tsokova (2019) state systems can only change once teachers share a collective meaning of IE and become a community that celebrates diversity.

6.2.4 Conclusion of Research Question 2

The researcher presented information that answered Research Question 2 which was aimed at identifying how teachers created a shared meaning (attitudes, values and skills) of inclusive pedagogical principles after participating in a five-week IP. The inductively analysed data indicated that when the participants experienced 'open communication', a risk-free environment was created where shared purpose and collaboration was fostered amongst teachers.

For a shared meaning of inclusive pedagogical principles to be developed, an atmosphere of trust and comfort needed to be created where teachers identified their shared purpose of implementing IE practices in their school. It was essential for teachers to know that they were like-minded in their approach to IE and the teachers realised that they all experience difficulties in implementing IE practices, which fostered group cohesion amongst participants. Furthermore, the risk-free environment encouraged 'affective expression' where teachers shared their diverse experiences, their similar lived experiences of IE and resources and interventions that were effective in the implementation of IE.

This shared purpose and collaboration ('group cohesion') was key in creating a shared meaning of inclusive pedagogical principles. Teachers were able to have meaningful dialogue about IE and gained valuable knowledge on IE to implement sustainable interventions in their school environments.

6.3 RESEARCH QUESTION 3

> How can teachers change their professional discourse through a process of reflective practice?

To answer Research Question 3, the theoretical frameworks of Garrison et al.'s (2000) CoI relating to **cognitive presence** and Strampel and Oliver's (2007) **Levels of Reflection** were regarded as appropriate. Cognitive presence is identified by four categories: a 'triggering event', 'exploration', 'integration' and 'resolution' (Garrison & Arbaugh, 2007; Garrison, Anderson & Archer, 2010). To deductively analyse the data the researcher chose to adjust Armellini and De Stefani's (2016) indicators, as indicated in Table 2.2, to better suit this research. These categories are closely related to Strampel and Oliver's (2007) Levels of Reflection: 'stimulated reflection', 'descriptive reflection', 'dialogical reflection' and 'critical reflection'.

Strampel and Oliver's (2007) Levels of Reflection were used by the participants during the IP to reflect on their learning processes. Using these reflective tools, participants were able to

identify issues or problems ('triggering event') they were encountering in their IE practices. They were able to 'explore' possible solutions to their issues, how these solutions 'integrated' into their everyday IE practices and how they could apply ('resolve') this new knowledge (Fullan, 2006; Strampel & Oliver, 2007; Akyol, 2009; Garrison et al., 2010). These reflective tools used by the participants aligned with Garrison et al.'s (2001:11) cognitive presence which is defined as the "extent to which learners are able to construct and confirm meaning through sustained reflection and discourse". The intersectionality of the CoI's cognitive presence (Garrison et al., 2000) and Strampel and Oliver's (2007) Level of Reflection is indicated in Figure 6.1.

Figure 6.1: The intersectionality of the CoI's cognitive presence (Garrison et al., 2000) and Strampel and Oliver's (2007) Levels of Reflection

The researcher will present the data according to the four categories of Figure 6.1:

   6.3.1 Stimulated reflection (Strampel & Oliver, 2007) and triggering event (Garrison et al., 2000)

   6.3.2 Descriptive reflection (Strampel & Oliver, 2007) and exploration (Garrison et al., 2000)

   6.3.3 Dialogical reflection (Strampel & Oliver, 2007) and integration (Garrison et al., 2000)

   6.3.4 Critical reflection (Strampel & Oliver, 2007) and resolution (Garrison et al., 2000)

The grammatical structures of the direct quotations have not been changed, to enhance the authenticity of this research.

6.3.1 Stimulated reflection (Strampel & Oliver, 2007) and triggering event (Garrison et al., 2000)

The researcher is aware that the four points of cognitive presence (i. triggering event, ii. exploration, iii. integration, and iv. resolution) cannot be artificially separated nor can the cognitive presence be separated from the other two presences (social and teaching) (Garrison et al., 2000). However, for the purpose of discussion and to indicate the progression of reflective thinking, the researcher has chosen to discuss the levels of reflections separately.

The researcher would argue that 'stimulated reflection' commences when participants are presented with and stimulated by new information (Strampel & Oliver, 2007). During this reflection period participants began to experience disequilibrium (Piaget, 1936), they began to analyse how they were affected by this new information (Strampel & Oliver, 2007) and this resulted in them analysing how they felt, creating a 'triggering event'. According to Garrison and Arbaugh (2007) and Yildirim and Kilis (2019), a 'triggering event' is a starting point where participants recognise issues in their current IE practices and engage in further inquiry into the issues identified.

The data presented in Vignettes 6.1 to 6.3 extracted from the twelve open-ended questionnaires used as reflective writing tools during the IP, describes Strampel and Oliver's (2007) 'stimulated reflection' of participants and what they perceived as new information they had acquired. Vignettes 6.1 to 6.3 refer to the blue section of Figure 6.1. During the five-week IP twelve teachers reflected on the new information they had acquired and how it affected their IE practices through open-ended questionnaires used as a reflective writing tool. After the IP, during the focus group discussions and individual interviews, the participants reflected on how this new information caused a 'triggering event' in their IE practice (Garrison & Arbaugh, 2007). Three themes, which are explained in the vignettes, emerged during the analysis of all the data: i) awareness of new IE knowledge, ii) awareness of teaching, and iii) reflection on teaching practice.

Vignette 6.1: Awareness of new IE knowledge

Open-ended questionnaire

- Teachers HF, KJ, RH and SS became "more knowledgeable" about barriers to learning.
- Teachers CS and EB felt "enlightened" by the new information and realised there was more to learn.
- Teacher SS enjoyed the application of her new IE knowledge through case studies.
- Teacher CA learnt how to use WP6 to fight for IE rights for her learners.

Interviews

GB: …so my prior knowledge [about IE] which I thought I had… it [prior knowledge] showed in these workshops… it was very limited and it cost me to do more reading and understanding of what inclusivity is all about … I've become more aware of the fact that we need to change things around the school.   For our learners too, when it comes to inclusivity …

SA: For me, the word inclusive was … people with wheelchair, deaf people, people with hearing problems … I never knew that it was … language barriers [etc] ... I have more understanding about what it is inclusivity …

Vignette 6.2: Awareness of teaching

Open-ended questionnaire

- Teachers CA, HF, KJ, GB and CP learnt how to use the SIAS documents effectively to assist learners who experience barriers to learning in their classrooms.
- Teachers HF and JG reflected that it was good to know others are experiencing the same type of barriers in their classes.
- Teachers CS, GB, RH, JG and FP learnt about new intervention strategies and how to apply these strategies in their classrooms.
- Teachers CA, CS, RH, FP and SS learnt how to apply alternative assessments.

Interviews

RH: Rude awakening. A rude awakening. … but it just made me aware that I have to go back all the time, it's teaching forward, five steps forward, ten steps back, going forward and coming back that is how you reinforce the concepts and the skills and values of teaching children. … I had to reflect …why do you need a reading corner? … I had to say what is required in the class, what is the purpose of it…

JG: … I can say that it's very good to reflect … because you can see where you need to go back to where you need to go work with a child or where you need to for yourself also … you need to plan in a better way or something you did maybe different you can do something differently if you reflect on it the things you can do …

Vignette 6.3: Reflection on teaching practice

Open-ended questionnaire

- Teachers CS and GB learnt how to celebrate diversity in their classrooms.
- Teacher GB learnt that her role as a teacher is pivotal and that she should show more empathy towards her learners.

Interviews

CS: … you start looking at yourself. You start doing this introspection you know, is it me really, what am I doing, and I've been teaching for 32 years. Where did I go wrong? You know, so you start questioning yourself and you constantly need that little bit of education.

GB: … I've become more aware of the fact that we need to change things around the school. For our learners too, when it comes to inclusivity.

RH: … I had to say what is required in the class, what is the purpose of it…

JG: … you need to plan in a better way or something you did maybe different you can do something differently if you reflect on it the things you can do

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Discussion and interpretation:

Awareness of new IE knowledge

Vignette 6.1 indicates nine of the twelve teachers felt they had gained new knowledge of IE during the IP. These teachers were in a state of disequilibrium and sought to reach equilibrium (Piaget, 1936). During the five-week IP, the participants where cognitively stimulated and wanted to make sense of the new information they had received (Fullan, 2006; Ivala, 2015). Through the IP process, Teachers HF, KJ, RH, SA and SS realised that their prior knowledge on IE was limited. Teachers GB, CS and EB sought to explore how this new information on IE fitted into their pre-existing cognitive schemas. The new information motivated the teachers to reach higher levels of reflection and IE (Piaget, 1936; Fullan, 2006; Ivala, 2015). Teacher CA aspired to connect and integrate this new information to see how it could be used in her current setting and used to the advantage of her learners (Strampel & Oliver, 2007; Akyol, 2009).

Awareness of teaching

Reflection is a multifaceted activity which assists participants to constantly review their teaching experience; this higher level of reflection leads to deeper levels of learning and aids teachers in drawing conclusions for future practice (Strampel & Oliver, 2007). The awareness of the new knowledge gained from the five-week IP prompted the twelve teachers to reflect on intervention strategies and how to implement them effectively in their classrooms. The participants understood how to use the correct documents and approaches to assist learners who experience barriers to learning in their classroom. Kreijns et al. (2014) proposes that once

one has connected the learning material with one's context, higher order knowledge has been constructed and 'triggering events' occur.

The 'triggering events' for Teachers HF and JG were that they realised that other teachers were experiencing the same difficulties. Teachers RH and JG comprehended that they had to adjust their teaching level to their learners and that they had to constantly reflect on their current teaching practices.

<u>Reflection on teaching practice</u>

Oswald and Engelbrecht (2017) postulate teachers who reflect and are adaptive practitioners understand the complexities of IE and are able to adjust their classroom practice to suit the needs of their learners. This practical inquiry of teaching practice leads to the manifestation of the cognitive presence, which leads to high-order thinking in terms of IE (Fullan, 2006; Akyol, 2009; Armellini & De Stefani, 2016). Four of the twelve teachers realised that they needed to change their teaching practice in order to embrace IE in their schools and classrooms and how to adjust according to their learners.

6.3.2 Descriptive reflection (Strampel & Oliver, 2007) and exploration (Garrison et al., 2000)

During the 'descriptive reflection' stage, participants experienced moments of reflection, where they recollected and recognised events that were linked to their prior knowledge (Ivala, 2015). In this stage of reflection, participants experienced recalling moments linking their prior experiences to the new information (IE material) that was presented during the five-week IP (Strampel & Oliver, 2007). These connections can thus enhance the participants' learning experiences and cause 'exploration' into IE practices in their classroom (Garrison & Arbaugh, 2007). 'Exploration' is described by Akyol (2009) and Yildirim and Kilis (2019) as working collaboratively with colleagues to challenge existing knowledge and make sense of new knowledge. The 'exploration' of this new knowledge is linked to Garrison and Arbaugh's (2007) 'triggering event' where teachers further explore their own IE classroom practices.

The data presented in Vignettes 6.4 to 6.6, extracted from the twelve open-ended questionnaires used as reflective writing tools during the IP, describes the 'descriptive reflection' of participants and what they perceived to have learnt from the five-week IP. Vignettes 6.4 to 6.6 refer to the green section of Figure 6.1. During the five-week IP, the twelve teachers recognised what they had learnt about IE practices and how these practices could have been used in their classroom, through the open-ended questionnaires. After the IP, during the focus group discussions and individual interviews, the participants reflected on how

this new information caused an 'exploration' of their own IE practices (Garrison & Arbaugh, 2007). Three themes, described in the vignettes, emerged during the analysis of all this data: (i) recognising participants' change in their own IE practices; (ii) reflection and classroom practice; and (iii) suggestions for consideration.

Vignette 6.4: Recognising participants' change in their own IE practices

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Open-ended questionnaires

- Teachers CA, KJ, EB, CS, GB and SS realised they needed to look at their class more "inclusively" and to place their focus on the needs of their children. They recognised that they need to "read up on" and "experiment" with different "inclusion strategies".
- Teacher GB recognised the importance of engaging with her learners and parents.

Interviews

HF: … I think it really took self-reflection from us from the word go … [we had to] look at [our] own biases, our [own] prejudices… and [our prejudices were] things that we had to deal with and because … she [the facilitator] wanted to get our mind shift, changed…

GB: … It's [learning about IE] changed the way I even do my planning because I need to make sure that I'm reaching the weakest learner in my class and I need to be aware that I need to plan for each group in my class. … So for me it's changed the way I think, not following the timetable so rigidly.... I adapt my day around my learners…I'm more in-tune with my learners…

JG: … Before … before I didn't know what it [IE] means but now … I got that information, I know how to handle the child … [I] feel more confident … to help that learner.

Vignette 6.5: Reflection and classroom practice

Open-ended questionnaires

- After learning about barriers to learning Teachers HF, CA, EB, CS, RH, JG and FP identified the barriers in their classrooms and what type of interventions these learners required.
- Teachers HF, KJ, EB, CP and JG found the case studies used to be "relatable" and "informative". These teachers were able to recognise the behaviours in their class, but could use the knowledge they gained in the IP to identify the correct barriers to learning.

Interviews

CS: … it [the reflections] felt good because it rounded off the sessions really well… And then you knew that you had learnt something from what you had done….

CP: … But I think now … after the workshop … it has helped me … to figure out okay, this is the way we do it. I can't just label a child for the simple reason of labelling …

Vignette 6.6: Suggestions for consideration

Open-ended questionnaires

- Teachers CA, KJ, CS, RH and SS recognised the need for alternative assessment in their classrooms and how to adjust the assessments accordingly. Teacher RH mentioned that she was not always sure how to apply assessment accommodations "correctly".
- Teachers KJ, GB and EB enjoyed the brainstorming sessions with their colleagues.

Interviews

RH: …what … I've learnt that that's ok [if the children do not understand the work]...*die werk nie so lekker nie laat ek maar n anderstrategie* [this is not working, but let me try another strategy]

CS: … Just to add. We … collaborated and I felt a sense of fulfilment… just with the reflection alone because at least there was feedback on how we felt about that session

CP: … But actually figuring it out and researching things and actually knowing, going step by step to figuring out what is actually wrong with the child because you can't just say the child has, like in my class, behaviour problems. There is a reason why they have the behaviour problems and I think now after the workshop I can see it clearly. I can kind of differentiate in the classroom.

Discussion and Interpretation:

Recognising participants' change in their own IE practices

Eight of the twelve teachers realised the need to 'explore' and research their own IE practices. Strampel and Oliver (2007) propose that participants at the 'descriptive reflection' level are able to explain the new material and how they understand the material but will not yet be able to apply their new knowledge to different contexts. These authors further postulate that this level of reflection is the lowest desirable level of reflection and to make meaning of the new knowledge, participants are required to engage with the material at a deeper level. It is, therefore, necessary for the participants to return to their past experiences and construct meaning of how the new knowledge fits into their existing framework (Fullan, 2006; Ivala, 2015). The need for teachers to further their research into IE practices indicates their willingness to transform their IE pedagogical skills and accommodate the learning needs of the children in their classroom (Phasha et al., 2017; Eron, 2019).

Garrison and Arbaugh (2007) and Akyol (2009) suggest that further research encourages participants to 'explore' new ways of thinking about IE. Participants' prejudices about IE were challenged during the IP, and they were able to develop a positive attitude toward IE (Oswald

& Engelbrecht, 2017). These authors contend that IE is not only based on theoretical and practical knowledge, but the point of view teachers hold of IE. This change in participants' point of view enables teachers to change the way they plan for inclusion in their classrooms. Teachers' planning is, therefore, more aimed towards the learner than the teacher. The change in planning further improves teachers' confidence in handling children who experience barriers to learning (Fullan, 2006; Tchombe, 2017).

Reflection and classroom practice

Teachers HF, KJ, EB, CP and JG found value in using real-world situations (case studies) and collaboration to assist them in adjusting their IE practices. Teachers are often challenged by the complexity of the inclusive classroom (Oswald & Engelbrecht, 2017) and require practical application approaches to assist them to apply the correct practices of IE (Fullan, 2006; Phasha et al., 2017; Swart & Pettipher, 2017).

These practical applications assisted teachers in 'exploring' the issues they experienced with IE in their classrooms (Garrison & Arbaugh, 2007) and invoked reflection on their current IE practices. It further assisted teachers to consolidate how the new information aligned to their prior knowledge (Ivala, 2015).

Suggestions for consideration

Teachers in this research study felt that they could freely collaborate with their colleagues to ensure they were following the correct procedures of implementing IE practices (Swart & Pettipher, 2017). Teacher CS experienced that she benefitted from her colleagues' feedback and her own written reflections to enhance her IE practices. Allowing teachers a safe space to share their IE practices and 'brainstorm' to come up with solutions to their real-world problems assisted teachers to develop self-efficacy in their classroom practices (Tchombe, 2017).

Furthermore, Teacher CP (NQT) enjoyed using her new knowledge of IE, gained through her colleagues and the IP, to assist her learners who experience barriers to learning in the classroom. Oswald and Engelbrecht (2017) argue that NQT's should be allowed the opportunity to reflect on the demands of the inclusive classroom with more experienced colleagues in order to provide practical strategies for inclusive practice.

Moreover, Teacher RH, who is a more experienced teacher and HoD of FP, has learnt that IE practices mean adaptability. Van der Merwe and Oldacre (2016) and Tchombe (2017) suggest that although more experienced teachers have numerous competencies, they should constantly create and re-create their knowledge to adapt to the IE practices and the needs of their learners.

6.3.3 Dialogical reflection (Strampel & Oliver, 2007) and integration (Garrison et al., 2000)

'Dialogical reflection' is experienced by participants when they examine their new learning experience, consider their prior knowledge and find possible solutions to 'integrate' their new knowledge in their current IE practice (Garrison & Arbaugh, 2007; Strampel & Oliver, 2007; Akyol, 2009; Ivala, 2015). The main indicator of 'integration' is the connection of ideas (Garrison et al., 2000) which was done by teachers in this study where they shifted the way they thought about inclusion. The data presented in Vignettes 6.7 to 6.9, extracted from the twelve open-ended questionnaires used as reflective writing tools during the IP, describes the 'dialogical reflection' of participants and how they critically analysed the knowledge they had gained during the five-week IP, using their prior knowledge. Vignettes 6.7 to 6.9 refer to the orange section of Figure 6.1.

During the five-week IP twelve teachers re-evaluated their prior knowledge based on their new IE through the open-ended questionnaires. After the IP, during the focus group discussions and individual interviews, the participants reflected on how an 'integration' of their prior knowledge and new IE knowledge was used in their classrooms (Garrison & Arbaugh, 2007). Three themes, described in the vignettes, emerged during the inductive analysis of the data: i) reshaping thoughts about IE, ii) deeper level of understanding, and iii) using policies effectively.

Vignette 6.7: Reshaping thoughts about IE

Open-ended questionnaires

Teachers HF, EB, CS, GB, SS, CP, JG and RH experienced a shift in the way they think about "inclusivity" in their classrooms. They learnt how the aspects of inclusive education comes together, for example, "differentiated teaching and adapting teaching styles; multiple intelligences; teaching methods and strategies for different barriers to learning; strengths and weaknesses; and being aware of the children to adapt to their needs".

Interviews

GB: … I had learnt, or discovered quite a bit about myself. Things that you know but that you've forgotten, that you can implement in your class.

KJ: I have more empathy towards the children. I am a lot calmer and patient with myself from last year it's a heck of an improvement … I feel like I want to make a difference in my class. I enjoy it now.

Vignette 6.8: Deeper level of understanding

Open-ended questionnaires

Teachers HF and KJ reflected that they were aware of the barriers but now have a "deeper" understanding thereof.

Interviews

GB: She [the facilitator] gave us the opportunity, where we could interact with each other and learn from each other …

SS: … I try to use my prior knowledge and implement that [the new knowledge on IE] as well and then try to marry the two and I find now that working with the special needs … I can see the difference in … some of my learners [that have barriers to learning]…

Vignette 6.9: Using policies effectively

Open-ended questionnaires

Teacher CA reflected in one of the sessions that she did not gain more new knowledge of IE than she had before, only a certain aspect in "adjusting assessments". She reported that she was clearer on departmental requirements and how to effectively use the new documents.

Interviews

CP: … I think for me it was understanding the SIAS document and the EWP6 and actually understanding that you don't have to make one test paper for the whole class … you can … go back to the documents that the government created and … say, "But I'm doing this for this child" because it says in your documents and in your policies that we can actually meet the needs of a learner … So I think she opened my eyes on that one.

Discussion and interpretation:

Reshaping thoughts about IE

Eight of twelve teachers mentioned their willingness to re-evaluate their prior understanding of IE (Fullan, 2006; Strampel & Oliver, 2007; Ivala, 2015). These teachers realised that IE does not only include physical barriers to learning, but that IE is multifaceted and can include a range of internal and external barriers to learning as well as different pedagogical practices (Pantić & Florian, 2015; Oswald & Engelbrecht, 2017; Swart & Pettipher, 2019).

Teacher GB, a teacher with 31 years of experience, revealed that she had prior knowledge but had 'forgotten' this knowledge and what the link is to her IE classroom. Strampel and Oliver (2007) postulate that 'dialogical reflection' takes place when participants reassess prior knowledge and explore how it is relevant to their current experience. Experienced teachers have been trained in the medical-deficit model and often still see learning barrier interventions happening outside the classroom (Naicker, 2018). It was, therefore, vital for Teacher GB to connect how her prior pedagogical knowledge 'integrates' with IE pedagogical practices (Fullan, 2006; Strampel & Oliver, 2007; Akyol, 2009; Oswald & Engelbrecht, 2017).

Conversely, an NQT, Teacher KJ, who was trained in the socio-ecological model, had all the necessary theory but was unsure how to use her IE knowledge in a practical setting (Stofile et al., 2017). The NQTs in this study found the more experienced teachers' insights valuable, as they were able learn from their experiences and how to 'integrate' the experienced teachers' knowledge in their practice (Strampel & Oliver, 2007; Akyol, 2009; Ivala, 2015). These authors contend that for 'dialogical reflection' to take place the participants need to validate the new knowledge through testing their own experiences and views and others' perspectives.

<u>Deeper level of understanding</u>

Teachers HF and KJ had prior knowledge of barriers to learning but after the IP, felt that they understood these barriers at a deeper level. IE teacher education is often based on theoretical knowledge rather than practical knowledge (Stofile et al., 2017; Naicker, 2018). The teachers in this study were able to collaborate with colleagues on different experience levels to gain a deeper understanding of how their prior and new knowledge aligned with their current situation and how to 'integrate' their theoretical knowledge with their classroom experiences (Garrison & Arbaugh, 2007; Ivala, 2015). In addition to this, Teacher SS felt the 'integration' of her prior and new knowledge improved her understanding of IE and the scholastic abilities of her learners. Swart and Pettipher (2017) postulate once teachers understand the value of implementing the correct interventions for their learners, learners are able to consolidate concepts and thus improve their understanding of the curriculum content.

<u>Using policies effectively</u>

The coordinator of the SBST at her school, Teacher CA, felt that she had sufficient knowledge of IE, and the five-week IP did not add new knowledge. However, she did find it valuable to study the SIAS document in detail and learn how to use it effectively in her practice. After the IP, Teacher CP saw the SIAS as a working document rather than a burden. Nel et al. (2016) contend that most experienced teachers know which interventions to implement in their classrooms to assist children who experience barriers to learning, but are unsure of how to

align their knowledge to policy procedures. Teachers experience IE policies as inaccessible (Nel et al., 2016) and irrelevant to their classroom practice (Stofile et al., 2017), and teacher education must assist teachers in 'integrating' these policies with their prior knowledge and current classroom practices (Akyol, 2009; Ivala, 2015).

6.3.4 Critical reflection (Strampel & Oliver, 2007) and resolution (Garrison et al., 2000)

Strampel and Oliver's (2007) most cognitively challenging level of reflection is 'critical reflection'. During this stage participants develop additional skills, a new perspective on their IE practice and they make the necessary decisions to encourage change regarding IE practices in their classrooms and schools (Ivala, 2015). Garrison and Arbaugh (2007) describe this change as 'resolution'. Participants apply their newly gained knowledge to their context and actively confirm their understanding of collaboration and the reflective learning process (Akyol, 2009; Yildirim & Kilis, 2019).

The data presented in Vignettes 6.10 to 6.12, extracted from the twelve open-ended questionnaires used as reflective writing tools during the IP, describes the 'critical reflection' of participants and how they would like to apply new knowledge they gained during the five-week IP. Vignettes 6.10 to 6.12 refer to the yellow section of Figure 6.1. During the five-week IP the twelve teachers critically reflected on how they would consider bringing about change in their classroom environments through the open-ended questionnaires. After the IP, during the focus group discussions and individual interviews, the participants reflected on what 'resolution(s)' they could implement in their real-life classroom environments (Garrison & Arbaugh, 2007).

Three themes, as described in the vignettes, emerged during the analysis of all this data:
- vicarious learning (this term was identified by Garrison and Arbaugh (2007) and is defined as participants who wanted to transfer the knowledge they had gained through the IP to their colleagues that did not attend the IP),
- applications to real-world practices, and
- defending policies.

Vignette 6.10: Vicarious learning

Open-ended questionnaires

Teacher CA reported that IE practices were "already happening in her classroom but she would like to educate the other teachers at her school". She wants to become an advocate for IE and share her knowledge. She wants to network more with others and work as a team.

Teacher CS wishes to "collaborate with colleagues [and the] SBST as well as make constant references to the SIAS documents for further information".

Teacher GB would like to "collaborate with colleagues" and inform them of what they have learnt about the SIAS document. She feels the need "to be consistent, fair and also stand up for [her] learners".

Interviews

GB: … I think at times, allowing us to vent and … [the facilitator] allowed … us space which we don't get at school or when the department is at the school … Even if [the facilitator] didn't have the answers to our questions and queries but allowing us [to vent] I think also just made us feel better that there was someone at least just listening, listening to us and we need more of [that] ...

Vignette 6.11: Applications to real-world practices

Open-ended questionnaires

Teacher HF reflected that she wants to apply her new knowledge in her classroom and apply differentiated assessment methods. She wishes to create case studies of children in her class to use as future reference. She desires to reflect constantly on her teaching and apply new methods and strategies when something is not working.

Teacher EB wants to continue "work at creating a set of diverse forms of assessing to accommodate all learners in [her] class." She would like to use different learning aids to assist all learners in her class. She wants to "keep in constant communication with the learners' behaviour and keep planning".

Teacher GB has reflected that she is now more patient with learners who experience barriers to learning in her classroom. She wishes to make her "teaching more fun".

Teacher CS "recognised that some of [her] learners have definitive learning barriers and [she wants to] exercise greater patience and strategies to deal with the problems".

Teacher JG would like to "try different strategies, take the ideas and information learnt [during the IP] and implement it in [her] classroom".

Teacher FP wants to make the work more practical for learners who experience barriers to learning in her class and apply different intervention strategies.

Teacher SS reflected that she wants to use the strategies recommended by her new colleagues and to implement differentiated assessment.

Teacher CP reflected that she will "provide the learners with different activities to allow growth".

Interviews

GB: Something that I've done… and I think that it's just if you're a teacher … you go home and you reflect on your day but getting the learners to reflect as well … a couple of weeks ago I did an exercise with them just to … ask … what is [their] challenge for the day, what are you struggling with and it was so strange to see things that I wouldn't think kids would be struggling with and it had nothing to do with school work absolutely nothing … it had everything to do with [their lives]…

KJ: … it [IE practices] helps you plan effectively … it helped me to identify who do I need to sit with more maybe my top group can work with a middle or weaker learner you know and … it will give me … the opportunity to work with them … that has definitely helped in my classroom.

SS: … it [learning about IE practices] has helped me because now I can think … for example … we were doing sharing and … and I marked the books and I said to myself, "Uh-uh, we need to do this again." … I did an analysis and I saw, okay, you need this and some need that and then I focussed my lessons on those things, my group work on those things and I can now see that it has helped. There has been an improvement.

HF: I think what stood out was the identifying for me. Just all round with the importance of identifying the correct [barrier to learning] because if you get that wrong I think then you're not helping the child there ….

Vignette 6.12: Defending policies

Open-ended questionnaires

Teacher KJ conveyed that she wishes all schools would speak about their vision and mission regarding IE. She wants more attention to be given to learners who experience barriers to learning.

Teacher RH "would [like to] adapt [her teaching] methodology, activities and assessments to accommodate" the learners who experience barriers to learning. She wants to be "MORE sympathetic, display MORE empathy and try and salvage the one whom [she foresees] going astray".

Interviews

SS: … [there are] documents and things that we as educators, we don't know about … all of a sudden we hear … there's this document [the SIAS document] and … you are allowed to do this [implement IE practices in your class] …

KJ: … You know like she said, if I had people who would question me, you know I can refer back to the SIAS document and so here you know this is what it says on black and white and .. it's … so helpful for you to identify we need to you know track yourself where kids have gone wrong you know it gives you that opportunity to reteach that … that lesson you need to do. So it gives you an opportunity to look at yourself.

RH: The SIAS Document … was beautifully dissected for me and I would know now if I need to know something about inclusivity I can actually go and look in my document … this becomes a very useful resource, you can always go back there and do some reading.

Discussion and interpretation:

Vicarious learning

Three of the twelve teachers wanted to 'educate' their colleagues about IE and the IE policy documents. Attending the IP inspired them to become advocates for IE and the children who experience barriers to learning. Once teachers are exposed to new knowledge that 'integrates' with their prior knowledge and lived experiences, they are more willing to engage in professional learning communities (Akyol, 2009; Swart & Pettipher, 2017). These communities are the key to changing discourse on IE (Fullan, 2006). Changing of discourse combines with what Garrison and Arbaugh (2007) term as 'resolution'; this change could be the catalyst in advocating for inclusive pedagogical practices.

Teacher GB felt that teachers required a safe space where they could air their concerns and questions. This teacher felt like she did not need immediate answers but rather a sounding board. A safe space is required to lay the foundations for learning about IE and achieving the 'resolution' (changing discourses) (Garrison & Arbaugh, 2007; Swart & Pettipher, 2017). Deep honest communication enhances collaboration amongst teachers and teachers are more willing to share their difficulties and successes of IE. Teachers are in turn more willing to be open to changes in their IE practice (Fullan, 2006; Swart & Pettipher, 2017).

Applications to real-world practices

Eight of the twelve teachers reflected on how they wanted to apply their new knowledge to their classroom practice. In addition, Teacher GB used the reflective practices with her learners and found these practices valuable in identifying what they struggled with, and felt she needed to develop more empathy for her learners. Teachers who are willing to adapt their teaching methods to accommodate children who experience barriers to learning become more efficient in their teaching practice (Garrison & Arbaugh, 2007; Zimba, Mowes & Victor, 2018). This willingness indicates that teachers were 'critically reflecting' (Strampel & Oliver, 2007) and were making the necessary decisions to improve their own inclusive pedagogical practices in their classroom environments (Ivala, 2015).

Teachers KJ and SS felt that they planned more effectively and that they were able to meet their children's learning needs. They understood that they could not just 'move on' but they needed to go over concepts that the children did not understand (Nel et al., 2016). This adapted teaching method improved their learners' abilities. Planning for IE thus makes teachers more aware of the needs of their inclusive classroom and motivates them to make a paradigm shift into learner-centred pedagogy (Oswald & Engelbrecht, 2017; Zimba, Mowes & Victor, 2018).

Defending policies

Teachers SS, KJ and RH reflected on what they had learnt about the SIAS document. After attending the five-week IP they felt confident in applying the document in their classrooms. These teachers felt that they could implement IE practices in their classroom and the document gave them the opportunity to reflect on their teaching. The 'resolution' (Garrison & Arbaugh, 2007) was that these teachers now saw the aim of the document and regarded it as useful, where previously it was seen as a burden. Hummel, Rothe, Charlie, Moyo, Wening and Engelbrecht (2017) stipulate that to bridge the gap between policy and practice teachers require in-depth training of the IE policy documents. This training enables them to take ownership of their IE pedagogical practices in their classroom. This ownership enabled Teacher RH to become passionate about IE once again.

6.3.5 Conclusion of Research Question 3

In conclusion, Figure 6.2 below extends the concepts explained in Figure 6.1. Figure 6.2 illustrates the intersectionality of the CoI's cognitive presence (Garrison et al., 2000) and Strampel and Oliver's (2007) Levels of Reflection, to ascertain "**how** teachers changed their professional discourse through a process of reflective practice". Figure 6.2 indicates how participants progressed through the four levels of cognitive development, starting from

'stimulated reflection' (Strampel & Oliver, 2007) and 'triggering event' (Garrison et al., 2000), which is considered a lower level of reflection, and advancing to 'critical reflection' (Strampel & Oliver, 2007) and 'resolution' (Garrison et al., 2000), which is considered a deeper level of reflection. Furthermore, Figure 6.2 indicates Armellini and De Stefani's (2016) adjusted indicators as aligned with the current research project.
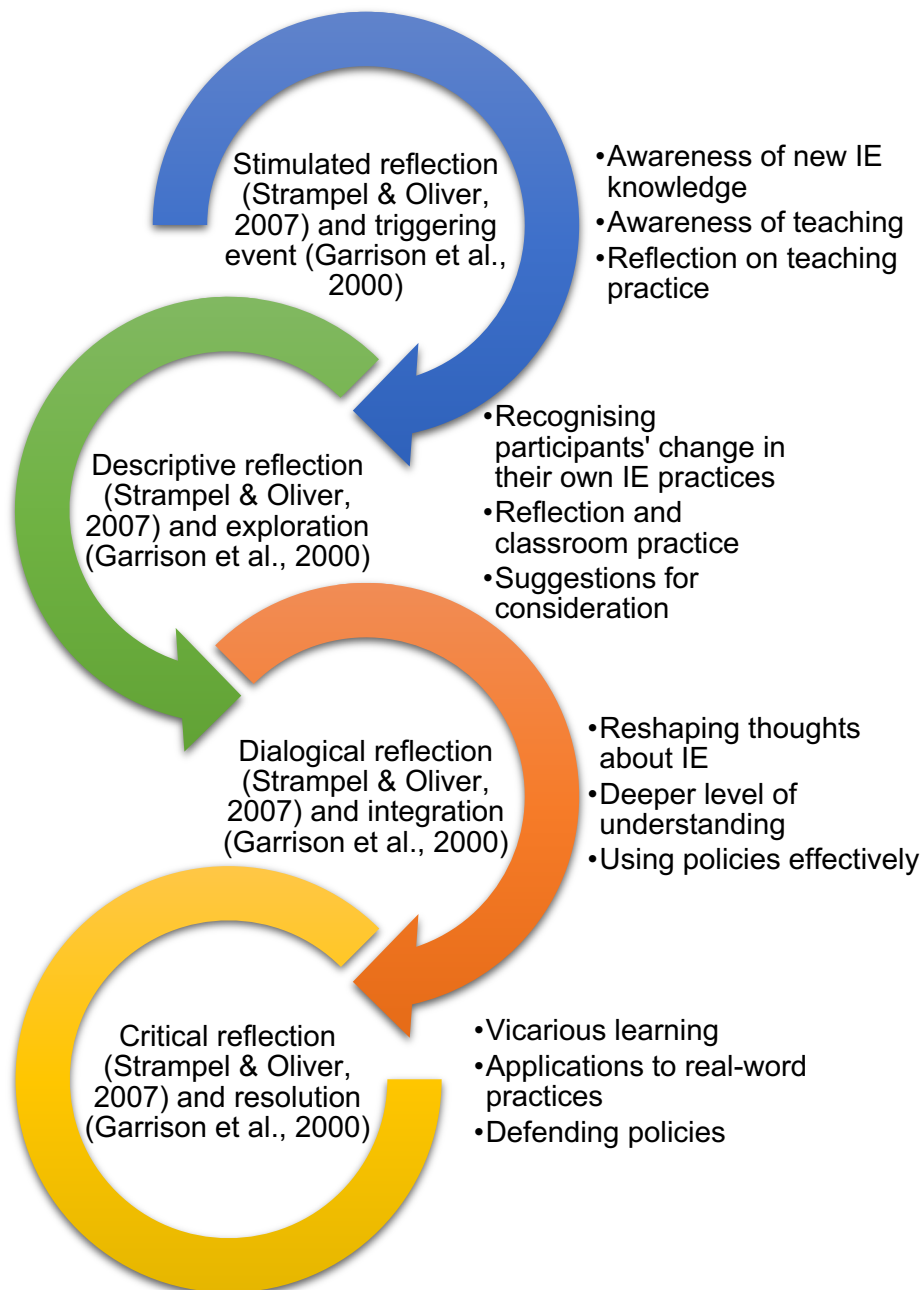

Figure 6.2: Conceptual themes which emerged from the findings of Research Question 3.

During the 'stimulated reflection', the participants were in a state of disequilibrium and became aware of how the new IE knowledge fitted into their pre-existing schemas (Strampel & Oliver, 2007). The 'triggering event' was that teachers realised their IE knowledge was limited

(Garrison & Arbaugh, 2007). These reflections and events motivated teachers to reach higher levels of reflection and IE education.

Through the 'stimulated reflection' teachers became of aware of their teaching methodologies and reviewed their teaching experience and those of others (Garrison & Arbaugh, 2007). The teachers' views assisted them to draw conclusions for future teaching practice and to adjust their teaching levels accordingly to the academic, social and emotional needs of their learners.

Teachers found the learning material of the IP to be relevant to their context, which enabled 'triggering events' to occur and teachers realised the need to change teaching practices to embrace IE pedagogical practices (Strampel & Oliver, 2007).

By experiencing 'stimulated reflection' and the 'triggering events', teachers were motivated to 'explore' and research their IE practices (Garrison & Arbaugh, 2007). Further research by teachers indicated their willingness to change their IE pedagogical practices and 'explore' new ways of thinking about IE (Garrison & Arbaugh, 2007). Through practical application during the IP, using contextual case studies, teachers could 'explore' issues they experienced in the IE classroom (Strampel & Oliver, 2007).

These applications evoked 'descriptive reflection' amongst participants and assisted teachers to consolidate the new IE information they had gained using their prior knowledge (Strampel & Oliver, 2007). The teachers felt more confident implementing IE practices and were open to considering change in their inclusive pedagogical practices. Teachers benefitted from comparing their new IE knowledge with that of their colleagues and enhanced their IE practices (Strampel & Oliver, 2007).

The 'dialogical reflection' assisted teachers to reshape their considerations about IE (Strampel & Oliver, 2007; Ivala, 2015). The participants could reconceptualise their prior understanding of IE and allowed for different viewpoints on inclusive pedagogical approaches.

The teachers realised that IE is multifaceted and 'integrate(d)' their new knowledge of IE practice, social-ecological model versus medical-deficit model, theoretical knowledge versus practical knowledge and policy versus practice, with their prior IE knowledge (Garrison & Arbaugh, 2007; Ivala, 2015). Participants gained a deeper level of understanding through techniques such as collaboration and reflection.

During 'critical reflection' teachers evaluated their new IE knowledge and determined how they would implement their new knowledge (Strampel & Oliver, 2007) The 'resolution' was that

teachers wanted to engage in professional learning communities, advocate for IE practices and apply their new knowledge to their classroom practices (Garrison & Arbaugh, 2007).

During their reflection teachers developed more empathy for their learners, adapted their teaching methodologies and changed to a learner-centred pedagogy. Teachers had the confidence to apply policies to enable them to become reflective teachers and considered these policies as useful documents (Strampel & Oliver, 2007; Ivala, 2015). The teachers became passionate about IE.

6.4   CONCLUDING COMMENTS

The open-ended questionnaires used as a reflective writing tool, focus group and individual interviews conducted with teachers contain significant evidence which answered Research Question 2 and Research Question 3. A general conclusion to be drawn from this body of evidence is that teachers required a safe space to create shared meaning of inclusive pedagogical practices, and that reflective practices and collaboration were required to change discourse on IE.

Research Question 2 looked closely at the sub-categories of Garrison et al.'s (2000) social presence, namely 'affective expression', 'open communication' and 'group cohesion'. Within 'affective expression' the researcher used the indicators of 'expression emotions', 'use of humour' and 'self-disclosure' (Armellini & De Stefani, 2016). The analysed data indicated that when the participants experienced an emotional connection ('affective expression') with their colleagues they appreciated each other and were more open to learn from each other. To strengthen this relationship the 'use of humour' was key as it created a sense of enjoyment and camaraderie. An environment was created where participants could disclose what they were experiencing at their schools and participants felt a sense of community where they sensed meaningful dialogue and valuable educational experiences. 'Open communication' created an environment of trust and comfort where participants encouraged each other to pursue IE practices and share pedagogical resources. This inspired 'group cohesion' where participants developed a shared purpose and meaning of IE and supported each other through collaboration.

Garrison et al.'s (2000) cognitive presence sub-categories and Strampel and Oliver's (2007) Levels of Reflection were used to answer Research Question 3. The adjusted indicators provided a deductive and inductive analysis of **how** teachers change their professional discourse through a process of reflective practice. After the five-week IP, teachers realised that previously their knowledge of IE was limited and sought to see how their new knowledge fitted into their classroom practice. Teachers realised that they needed to adjust their teaching

methods to focus on their learners. Through case studies teachers understood how to apply practical solutions to the issues they experienced in their class. This enabled teachers to adjust their attitudes toward IE as they better understood how their theoretical knowledge integrated with their teaching practice. An adjusted attitude inspired teachers to share their new knowledge with their colleagues and to be advocates for IE. Furthermore the teachers had a better understanding of IE policies and how to use these documents in their practice.

Chapter 7 provides a detailed discussion and analysis of the results of evidence gathered to answer Research Questions 4 and 5.

CHAPTER 7: RESULTS AND DISCUSSIONS: RESEARCH QUESTIONS 4 AND 5

7.1   INTRODUCTION

Chapter 7 consists of the analysis, results and discussions of Research Questions 4 and 5. This discussion includes evidence from three focus group discussions, ten individual interviews and open-ended questionnaires used as a reflective writing tool. To answer Research Questions 4 and 5, the data was analysed according to Garrison et al.'s (2000) CoI relating to teaching presence and the intersectionality of the three presences, the educational experiences (discussed more in-depth in the introduction of Chapter 6).

7.2   RESEARCH QUESTION 4

Why do teachers change their professional discourse on inclusive pedagogical approaches?

To answer Research Question 4, the theoretical framework of Garrison et al.'s (2000) CoI relating to **teaching presence** was applied. Teaching presence is identified by "the design, facilitation and direction of cognitive and social processes for the purpose of realising personally meaningful and educationally worthwhile outcomes" (Anderson et al., 2001:7). This definition includes not only the structuring and direction of activities, but also the modelling by the facilitator of critical discourse and reflection (Armellini & De Stefani, 2016).

Akyol, (2009:15) states that the facilitator is vital in the role of successful change of discourse and in developing a "sense of trust and safety so that the learners will not feel uncomfortable" when sharing their lived experience of inclusive pedagogical approaches. Garrison and Arbaugh (2007) and Akyol (2009) extend this discussion by stating that the facilitator is responsible for challenging, affirming and affecting students to think critically and to provide sustainable pedagogical strategies for their own classroom practices.

After (bolded for emphasis) the five-week IP, data was gathered through focus groups and individual interviews. Using the adjusted sub-categories of Garrison et al.'s (2000) teaching presence and Armellini and De Stefani's (2007) indicators, three themes emerged during the deductive and inductive analysis of the data, indicating the process of change participants experienced (Fullan, 2006): i) setting the climate, ii) facilitating transformation, and iii) evidence of change in discourse. The grammatical structures of the direct quotations have not been changed, to enhance the authenticity of this research.

7.2.1   Setting the climate

To ensure that participants experienced a deep and meaningful learning outcome, with an underlying focus on changing the participants' IE discourse, the facilitator designed a learning programme which contained explicit pedagogical techniques (Fullan, 2006; Akyol, 2009; Kreijns et al., 2014). These techniques set the climate where participants were able to create and share their prior and new knowledge (Garrison et al., 2007) in a safe environment. Four of the twelve teachers shared their experiences of the IP specifically reflecting on how the climate was set by the facilitator.

> CS: … at other workshops it wasn't a very practical thing where you … were involved with discussions … it was more … the delivery of the slides and a batch of notes and off you go … I think that what [the facilitator] [did] was amazing in … what we could learn from each other within the group and besides [the] theory …it was so detailed and … fantastic. I … thoroughly enjoyed it.

> GB: … and then they [previous facilitators of IE training] give Power Points … they're just reading those notes. I thought just give it to me [so I can read it] … It wasn't practical things that you could use. Whereas with [this IP], [this] training … [the facilitator] made us think of [strategies] we could use in the classroom and that was more helpful than sitting in a lecture room … [The IP was] good at that, where you had scenarios .. and we could now fit that in [to our classroom] and we need more of that … give me the scenario, give me a situation and then we see what [it is] … that we can do and then providing me with the ... theory, so I can see how far off I am or how other people are thinking … are [we] on the same line as them and [are] there things that I might not have thought of that I could use. So I like that kind of approach …

> SA: … The workshop – it wasn't just, you were reading, reading, reading. You went into that small group, listened to other people, what they're experience[ing] in their classroom … It's much easier [than being lectured to] … I go back to my notes also you know, when I want to know something I just go back because I keep it here in the classroom …

> EB: … Before it [previous IE training] wasn't … in-depth, it was … skimming the surface and ... rushing through [the IE theory]. There [weren't] … enough examples. I felt with [the IP], there was always a … practical example given and when people spoke [in] the group, it was always relevant … things that are happening … in schools and … it was … enriching really … it took me a long time to … process all the knowledge that we gathered there but … I benefitted [from] it more … than previous [IE] courses. Because previous courses, it's always paperwork and its sort of monotone and … the structure … wasn't enriching and relevant …

Discussion and interpretation:

Teachers CS, GB, SA and EB reflected on previous IE training sessions conducted by other stakeholders, where they received static presentations of information (notes and lectures) and they were not involved in active learning (discussions and scenarios) (Akyol, 2009). In this current IP, the facilitator ensured that she provided practical and relevant theory by conducting pre-test questionnaires, as referred to in Research Question 1, as well as using pedagogical techniques that enhanced the learning experiences of her participants and promoted active learning (Kreijns et al., 2014). These techniques included: setting a positive climate for learning, sharing practical and relevant theory with participants, drawing participants in small group discussions to reflect on their lived experiences of IE, reflective writing and enriching the participants' learning experiences (Fullan, 2006; Yildirim & Kilis, 2019).

7.2.2   Facilitating transformation

Fullan (2006) contends that working with change in discourse is an intricate and complex situation. He further states that change in discourse can create disequilibrium and participants need to understand the transformation that is happening (Fullan, 2006; Swart & Pettipher, 2019). Facilitators of IE training should, therefore, be affirmers and influencers that provide a safe space for participants to share their lived experiences of IE and to challenge the participants to think critically of inclusive pedagogical practices in their classroom (Garrison & Arbaugh, 2007; Akyol, 2009). Four of the twelve teachers commented on how they observed and experienced the facilitator of the IP.

> RH: … being [the facilitator] [the type of person she is] and having [the facilitator] as our presenter, you know the atmosphere or the ambiance that [the facilitator] created, was never "I'm in charge and I'm standing here". [The facilitator wasn't] dictating to us, [the facilitator] made us part, we could contribute, we worked in groups. We could share our findings with everybody.

> CS: … [I] think that … the way … [the facilitator] had delivered it [the IP] and the way that we were engaged in … mentioning … our experiences in the classroom … it [sharing experiences] … taught me a lot.

> GB: I think… [the facilitator]… the type of person [she is], [she made us feel comfortable] … We could contribute … it was very interactive .... I've been … to sessions where you just sit and the person talks and talks … That interaction with [the facilitator and the participant] … was very important … because it … helped me to change my style in my classroom.

> CP: … [The IP] was … in-depth because … it wasn't always [the facilitator speaking] and we listened … we [were] all collaborating … and we're all figuring it out together. Even though there's … one person that is running the workshop … everyone has their

own perception and their own knowledge of it [IE] and when it came together it was like, "Okay but we … do know something and we … can do it [IE practices]." We're just … struggling to either put it in the correct words or trying to make sense of it but now we can say…, "Okay, I know I can do it…"

Discussion and interpretation:

Teachers RH, CS, GB and CP remarked that the facilitator of the IP created a space where participants felt comfortable with reflecting on and sharing their lived experiences of IE in both small and large group discussions. In addition, these teachers commented that the facilitator used a learner-centred approach.

Fullan (2006) contends that effective facilitators are able to lead discussions of complex problems (the implementation of IE practices) effectively, which enables participants to understand the IE content of the IP more meaningfully and profoundly. To enable these discussions to be productive, the facilitator must be a subject matter expert (SME) and build on the prior knowledge and experiences of participants, as well as eradicate any misconceptions participants may have regarding inclusive pedagogical approaches (Garrison & Arbaugh, 2007; Stofile et al., 2017).

A learner-centred approach is considered by Garrison and Arbaugh (2007) as a vital tool for facilitation. This tool was used to: (i) assist the participants in moving the discussion on IE in the anticipated direction using their own experiences, (ii) drawing in participants who were not actively taking part in either small group and large group discussions, and (iii) helping participants to create a shared meaning of IE by collaborating with their peers rather than with the facilitator. Akyol (2009) postulates that the facilitator must be willing to lead the learners to feel empowered regarding IE and to help them build a learning community. Teacher GB made specific mention of how the learner-centred approach which the facilitator implemented "… helped [her] to change [her] style in [her] classroom", indicating that the facilitator modelled a desired IE approach in the classroom.

7.2.3. Evidence of change in discourse

IE is considered a paradigm shift for many teachers who were trained pre-1995; this includes five of the participants in the current research project. These teachers often felt intimidated by inclusive pedagogical approaches and their ability to implement IE practices (Stofile et al., 2017). Fullan (2006) and Swart and Pettipher (2019) contend that change of discourse on IE seems a difficult and insurmountable task as it challenges teachers' current traditional pedagogical practices.

Discourse is a structured inquiry that necessitates a well-designed IP and SME facilitator to guide the discussion in a collaborative and constructive manner (Garrison & Arbaugh, 2007). The IP was implemented to assist teachers in changing their discourse of IE. Ten teachers commented on why they changed their discourse regarding IE practices after the IP:

RH … I knew something about IE, [but] I didn't know what it really entailed … I became more excited as the weeks progressed because … I constantly reminded myself no two children are the same, don't paint everybody with the same brush … irrespective of the child's shortcomings we have to accommodate all … I'm not saying I know it all now, but I have an even better understanding of the SIAS document [and IE]…

GB: … you forget about the social [-emotional barriers] the family, the economics, the physical [environment] .... I have become more aware … to make sure that I get to know my kids. Their family background … We create that atmosphere or that setup where the kids actually feel safe and they feel they can share things with you and that helps me to understand them and to make a difference in their lives. … that for me is important, accommodating the children and making sure that one size doesn't fit all. We need to reaching our kids where they're at and that for me was very crucial.

KJ: I think I've just [become] more conscious of IE … [I had] training in IE, but … it [IE] is … completely different practising it [IE] in your classroom [with] 34 children and with [the] focus … being placed on paper work, there's no actual teaching taking place in the classroom … being a novice teacher, I found … [IE] very overwhelming … being at the workshop … has helped me be more conscious of it [IE] and … be patient with them instead of just … yelling … and realising they are trying their best and I need to be mindful of their circumstances .... If something happened in the community it's going to influence [the learners] ...

JG: … after the workshop I can … say that … I'm … mindful of... looking at … children … in different ways … and … you are mindful that … that child [experiencing barriers to learning] … is different, you can see, not labelling the child but...come down to their level and to be patient with them …

HF: … the way I look at IE has changed … because of the information we received and the process we went through because it was a process. On some days, we had to dig deep … It's still looking daunting because when you see others having four or five learners in the class, you're thinking, okay, now where do I fit in with my 35? … it's still not any less daunting but because of the definition that is … clearer, the way forward has been made … clearer and the fact that what is included in the definition is that there is room, there is always room for asking help and saying, "Where can I still improve?" I'm going to someone and saying, "Listen, I need help here and there." …

EB: ... she [the facilitator] opened up my thought pattern to … [us] as teachers, we are very prone to that sort of management style [teacher-directed learning] but this workshop actually showed me that I should … adapt to where the child is and see

what the child's capability is, interests are … I had to break down my … prejudice and bias and get to where they are. And what they are capable of and to make them excel holistically … it [IP] was a very good experience for me. It changed my view. … every child is so unique … and I think that was something that [the facilitator] highlighted in [the IP] … You can't assess them all the same and you can't make assumptions … you need to tackle them individually … I'm going to trust myself more as a teacher …

CP: … I've become more empathetic. I've become more understanding. I can actually put myself in that person's shoes and think … what [would] I do if I was eight years old? I have this problem that I can't handle because it's not me as a person [in the shoes of an eight-year-old]. It's … [a] medical barrier … I think with [the facilitator], it was just going through understanding … what you can do. This is the option that you can use if … somebody falls through the cracks, this is how you actually fill in an SNA form and the next person can understand it … it was very … helpful. I, it changed my whole perception of IE.

SS: … Now it's basically you can understand where [the learners are] coming from, what they really need. Some of them just need a lot of love and attention. That's all they need.

CS: … I think we need to make a concerted effort to actually put it [IE] into practice and not go to a default mode of "This is how I always do it", and this is what's going to work. And we need to break free from that mould and actually try new things …

CJ: … it [the IP] actually opened up my understanding when I look at a learner … there's a lot of things going on in that learners' life … before [the workshop] … I used to think this child is naughty. This child doesn't get enough attention or too much attention and now, listening to the other teachers, their stories and then [the facilitator]. … Her feedback … [is] very professional and very open, like she brings it to a level [of] understanding … I went back [to my classroom] and changed my mindset towards the learners.

Discussion and Interpretation:

Teachers RH, GB, KJ, JG, HF, EB, CP, SS and CJ reported that **after** the IP they had a better understanding of IE as well as their learners who face barriers to learning and the accommodations that need to be made. Teachers CP and CJ stated that their mindsets had changed, yet they omitted to elaborate on the detail. To assist teachers in changing their discourse on IE, teachers need to be provided with relevant theory and practical solutions to the IE difficulties they face in their classrooms, furthermore teachers' belief systems about IE should be challenged (Oswald & Engelbrecht, 2017). These pedagogical practices provide teachers with IE practices that enable them to feel better equipped to handle IE situations in their classrooms and change their discourse of IE (Fullan, 2006; Akyol, 2009; Stofile et al., 2017).

Fullan (2006) contends that once enthusiasm is sparked within participants they have internalised the process of change (change of discourse of IE) and they want to add to the new knowledge base they had received. The outcomes perceived by Teachers HF, RH and GB after the IP programme were: (i) Teacher HF mentioned that although IE is still daunting, the definition of IE is much clearer; (ii) Teachers RH and HF stated that they understood that there is more to know; (iii) Teacher RH reported a new enthusiasm for IE; and (iv) Teacher GB realised after the IP, that academics is not all she should focus on, but the whole development of the child. In-depth IE training stimulates the inquiry process of participants and encourages participants to implement IE and to do their own research on inclusive pedagogical practices (Garrison & Arbaugh, 2007).

After the IP, Teachers EB and CS realised that they needed to change their teaching approaches to accommodate their learners who experience barriers to learning. These teachers realised that a teaching-centred methodology was ingrained in them and that a learner-centred approach was required to better accommodate learners who experience barriers to learning in their classrooms (Schön, 1983; Fullan, 2006; Stofile et al., 2017; Crouch & Cambourne, 2020).

7.2.4　Conclusion of Research Question 4

The researcher presented information to answer Research Question 4 which was aimed to identify **why** teachers changed their professional discourse on inclusive pedagogical approaches after participating in a five-week IP. The data was analysed using the CoI's teaching presence. The inductively and deductively analysed data indicated that participants preferred a learning environment setting which promoted active learning, a learner-centred approach guided by an SME and practical solutions to their every-day IE classroom situations.

A conducive learning environment was created by providing participants with practical and relevant theory and encouraging collaboration amongst the teachers. A learner-centred approach was followed by allowing participants to partake in IE discussions which were guided by the SME facilitator. This guided approach equipped teachers with practical solutions for learners in their classes with perceived barriers to learning and encouraged a change in discourse towards inclusive pedagogical approaches.

7.3   RESEARCH QUESTION 5

How can teachers implement inclusive pedagogical principles in their own classrooms after the five-week IP?

The theoretical framework of Garrison et al.'s (2000) CoI relating to **educational experience** was regarded as relevant and appropriate to answer Research Question 5. Akyol (2009:4) postulates that "the assumption of the framework is that a worthwhile educational experience occurs within the community through the interaction of three core elements: teaching presence, social presence and cognitive presence". The participants' focus group and individual interviews were deductively and inductively analysed to indicate the intersectionality of the three presences i.e. the educational experience, as indicated in Figure 7.1.
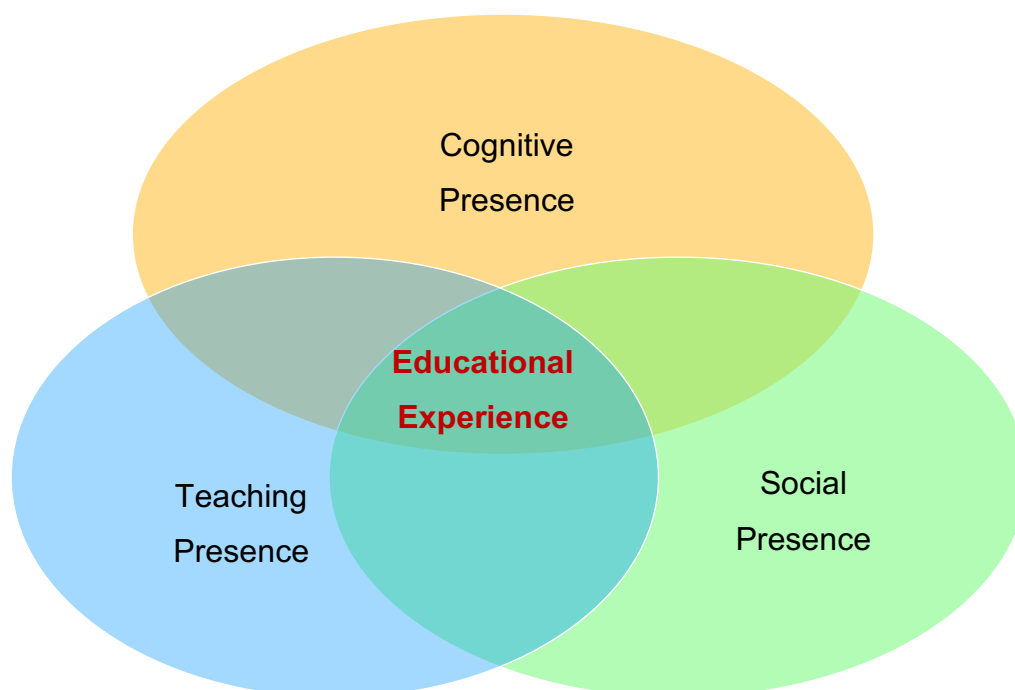
Figure 7.1: The intersectionality of the CoI's presences (Garrison & Arbaugh, 2007)

7.3.1   Educational experience

In order to answer Research Question 5, the researcher provides a brief explanation of the background of this discussion. At the beginning of the analysis process, the researcher realised that the collected data necessitated the separating out of the three elements of Garrison and Arbaugh's (2000) CoI, namely social, cognitive and teaching presences, and their collective sub-categories and indicators. With this in mind, Research Question 2 focussed on the social presence, Research Question 3 focussed on the cognitive presence and Research Question 4 focussed on the teaching presence. Research Question 5 aims to

explore and provide evidence (as in Table 7.1) of Garrison and Arbaugh's (2007) reflections of the three presences, looking at the holistic educational experiences of the participants. According to Akyol (2009), a successful educational experience takes place when the three presences, social, cognitive and teaching, and their collective sub-categories and indicators interact. The participants' educational experiences are set out in Table 7.1 and again the grammatical structures of the direct quotations have not been changed.

Table 7.1: Participants' educational experience

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher CP		
Filling in an SNA form. Always, for the rest of my life as long as I'm alive – I will … encourage people [to use the SIAS document] because I have never understood [the SIAS document] in my life, I have been doing SNA forms since February. I understood a SNA form the day we did it in this class here … I couldn't even believe I that I understood how to fill in a form …	… I know that I need to take the time out of the busiest day, every day, five days - and … look at all the barriers that you think you have in your classroom …… I found that sitting even if it was for five minutes in a chaotic classroom and working on one child and getting through to the one child in my class that for me, was just the highlight of the day … [for] each learner to meet their needs as far as I can.	… when I came to [my classroom] [after the IP] … [I took] it one step at a time so I can reflect [and] see … what's wrong in [the] class because at the end of the day it's not the class that's wrong, it's the teacher that is implementing [the wrong methods] …
Categories recognised:		
Open communication and group cohesion	Triggering event, exploration and resolution	Facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher HF		
… we had quite a few HOD's here, and I promise you, we are going to go back [and share our knowledge], and I know that because of what we've experienced … I've done it in one or two phase meetings … [they found the sharing of IE practices] useful and they [would] be saying, "Yes, that will work".	… what … stood out for me was when she [the facilitator] showed us the importance of getting them to the point where they can identify where they are in their day [when the learners are experiencing barriers in the class setting]… see where their trigger points are … we need to get them to a point where they know, okay, I feel this what's-a-name [meltdown/feeling of being overwhelmed] coming on now …	… it [IE] definitely affects the teaching … I think your focus and your end result is a bit different. Because it's not just as she says, result-based but you need to look at the [learner] holistically and still have him … And with attending this workshop, I've had to learn to let go [of teacher directed pedagogy], otherwise I won't have space for them [the learners] …
Categories recognised:		
Open communication and group cohesion	Triggering event and integration	Facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher EB		
… I've … used a lot [from the workbook provided in the IP], with parents when speaking about their kids, when there are certain signs that the child may be on the autistic spectrum, then I had … that workbook … I would copy that and give it to them and say take it home, read it, see if it's applicable to your child. Here are some intervention[s] … it was really helpful in that respect …	… [The facilitator] … said, "You should use the tools to your advantage. You can be empowered by what is written in the documents [IE policies] … like with the assessment accommodation everything's [the information's] in there [in the IE policies] …and also with filling in an ISP, just to have new words and new strategies and ways to relate to the child that was awesome …	... [the facilitator] said something powerful … "We are so used to doing teaching and learning and wanting the child to meet us … with the way we are teaching, they should just climb the steps and get to where we are." And she made me realise that we should actually go down the steps and reach the child and then pull them up. Or also, not prescribe exactly what the next step is because their progress is different to each child…
Categories recognised:		
Open communication	Integration and resolution	Facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher GB		
… I'm not shy to ask for help. If I need to go down to the Foundation Phase because I'm not a primary school trained teacher, I need to go down to Foundation Phase and ask, "How did you do this" - any section of the work so that I am more equipped to teach my class …	… the SIAS document, we speak with much more authority, even in SBST because we know the content [of the SIAS document], so nobody can bamboozle us because we know what the Bible [the IP notes on IE policies] says.	… [I share] very easily and … we do it quite often … we need to make that mind shift .. you cannot be teaching like you taught 10/15 years ago. And if you're not prepared to make that mind shift, then it's difficult to convince someone that they need … to change, so … that's the challenge that I have. It's fine sharing, but [I] still [find my colleagues] lacking, [and not wanting] to implement any of the strategies that we would present so then I [think], that mind shift has not been made yet [by them].
Categories recognised:		
Affective expression and group cohesion	Resolution	Facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher RH		
I could open [the] notes and I could … relate … I could share it with the rest of the people … And even here, being the HOD of the Foundation Phase, I can say to the people, "You know you missed out but … I'm prepared to share the knowledge. Why don't you try this, that and the other? Why don't you see if … this and that and that can work?" As I said being part of the SBST I can make recommendations now.	… I never knew anything about IE until I came to the [IP] … now I understand that it doesn't matter which [barrier to learning] any child has, we need to include them all into the mainstream class … we've never received any training before [the IP] about IE … I've learnt so many things in [the IP] … [the facilitator] taught us about the SIAS Document.	… I felt rich when I came from [the IP]. And whatever I've learnt, I'm trying to implement it … we need to … differentiate, give them activities different to the others … I know how to complete SNA forms … like SBST I can … play my part better … I can contribute … I feel more knowledgeable. …
Categories recognised:		
Open communication and group cohesion	Exploration and integration	Facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher SA		
Not. I'm honest. No, not yet … I don't know why … maybe not enough time.	[I am] just observing the children in a different way because … I was thinking Inclusive, [they are] children with wheelchairs or semi-blind children. But I have … children with … different background problems [socio-economic barriers]. So, for me that was just observe and to look at the child in his own uniqueness … We're always just looking at the bright child, not the child with the learning problem.	So now I know exactly – I know exactly now what inclusivity is. So like [learner's name omitted] and other children maybe with emotional problems. Now I know how to handle them.
Categories recognised:		
No evidence of any social presence categories	Triggering event	Evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher CS		
… I've tried indirectly like you know talking to other teachers and asking them as their peers to maybe have a chat. But I think they are so staid in their ways that it's hard to break free from that and it does trouble me because I always think that it makes the life of another teacher more difficult …	… when I returned from those workshops [IP], I would come back each time and you know consider, ponder, think about how I'm going to strategise my next move in terms of what I'm going to do with certain kids and how I'm going to deal with their learning barriers and I, in my layman's way, could actually identify [barriers to learning] …	… it's [the IP] taught me a lot in terms of just the levels, the different levels that children are functioning at and how you have to cater for those different levels. And very often we find ourselves being very impatient because we need to get things done. We're sitting thinking oh goodness me that child just asked me a question now, after I had explained. So obviously he or she doesn't understand instructions really well. So, you've got to go back to that child and say, "Right, what didn't you understand?"
Categories recognised:		
Affective expression	Triggering event, exploration and integration	Facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher SS		
I have spoken to them because some of them … they will just build up a wall [against IE] and then with us going to the workshops [IP], they would always ask, "How was it? What did you do?" … and… that … has now … broken down that wall … they've become … more … accepting that yes, it is challenging working with learners with difficulties … the higher grades for example they will come to us and ask the lower grades for readers or flash cards, things like that … they have become more … receptive … they're open-minded about it.	… Reading through that [the workshop notes], I actually … sat and I thought about it … I've got the child that has some of these traits in them [barriers to learning].	… and I had to change myself, not being … that stern, because that is how I am … I've given them that freedom to [be themselves] ... you can see that there is a difference … now I've got kids that … come and embrace me or … tell me about what they did yesterday … there is a change because I'm not that stern person that I was … I had to first look at myself … and change … How I see them, how I speak to them, how I bring a lesson across to them … if they come to me now … [I] just focus on them first … it took a while, it's still something that I'm working on because it … took a lot of looking at myself first before looking at them as learners. So, it's a lot of self-reflection there as well.
Categories recognised:		
Affective expression, open communication and group cohesion	Triggering event and exploration	Setting the climate, facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher KJ		
I have not unfortunately .. [I] think because they think they know it all. I don't know, you know I just feel that the setting that I was in I didn't want to speak to people because … it was just hard to share [with them].	… I feel that there is more personally that I need to know, you know, if they had training but I still feel that I'm not the children's level. I feel I'm kind of still expecting too much or asking too much of them. So I feel that I just need to I don't know attend a workshop because it's like I'm still stuck in the – I'm still stuck in Mainstream.	… I struggled a lot. But after … the workshop … you want to do better for the child and not just let them be. We want to be a difference in the child's life so you make more time and more effort to assist where you can. One of my kids needed a visual schedule in class so you know ... [I] felt that it helped. It made a difference … I think now I am more aware …
Categories recognised:		
No evidence of any social presence categories	Triggering event	Setting the climate, facilitating transformation and evidence of change in discourse

Social presence	Cognitive presence	Teaching presence
Probing question: *How do you feel equipped to share your knowledge with others?*	*Probing question:* *What have you learnt from the past five-week IP that you can implement in your own class?*	
Teacher JG		
… I have shared with my colleagues … The one teacher [has been at the school] longer than me but I have shared with them what we have learnt … They listened to what I said … some of them … were … eager to try different strategies … We are three teachers here in this grade so we always speak to each other about a child and then we will also share ideas on how to go about …	… we were thinking … you're not a psychologist … how can the school be inclusive but you don't have the knowledge and this and that. But now that you know a little bit it does help because like I said, now you can identify certain things [barriers to learning]. Yes, you're not a doctor and that, but you can help a child with the information that you've got now.	… when I came back from the workshop … there were a few boys … that I had to look at and also use that [inclusive pedagogical approaches] … then I had to go back and say, "Okay, this one needs to maybe move to another group" or, "The one likes to – he doesn't like to sit on the chair. He can go and sit…" … I had to make changes … not major changes … because there's one child that said to me, one day, we didn't even start the day yet and he said to me, "Teacher, I'm bored." .... So I learnt to – when I give him work, there's already something in place for when he's done, when he will be done before the others… So I had to keep him, [busy] because he's … advanced, I had to always have something prepared for him.
Categories recognised:		
Open communication and group cohesion	Resolution	Facilitating transformation and evidence of change in discourse

Teacher CA
It was a pity that Teacher CA was absent during the focus group and individual interviews as she was an active participant during the IP, regularly sharing her lived experiences in an SBST coordinator position.
Teacher CJ
During initial open-ended questionnaire Teacher CJ provided limited information. Throughout the IP her participation was infrequent. During the post-focus group interview she did not extrapolate on her educational experiences and was not present during the individual interviews.

Discussion and interpretation:

According to Howell (2018), changes in IE ideological systems can only happen once teachers start thinking differently about inclusive pedagogy. Analytical reflections encouraged these teachers to make the necessary changes in their classroom to engage their learners (Schön, 1983; Garrison & Arbaugh, 2007). Table 7.1 presents evidence of ten of the twelve teachers who adjusted their mindsets about their learners and their ideology of IE, their perceived challenges as well as adapting their methodology to meet the requirements of their learners (Makoelle & van der Merwe, 2016). Table 7.2 sets out the elements and categories of the CoI and indicates which categories were most practiced in teachers' newfound approach to inclusive pedagogical approaches.

Table 7.2: Frequency of the CoI's elements and categories indicated by teachers' application of inclusive pedagogical approaches

Elements	Categories	Frequency
Social presence	Affective expression	3
	Open communication	5
	Group cohesion	4
Cognitive presence	Triggering event	6
	Exploration	3
	Integration	4
	Resolution	4
Teaching presence	Setting the climate	2
	Facilitating transformation	9
	Evidence of change in discourse	9

The teachers were able to critically reflect on their new knowledge and applied this knowledge to a variety of classroom situations, indicating the highest level of cognition (Strampel & Oliver,

2007). As indicated by Table 7.2 in the element of social presence 'open communication' and 'group cohesion' were the most frequently experienced by teachers. Six of the twelve teachers were open to share their new knowledge with their colleagues at their schools and were encouraged to collaborate with them. Six of the twelve teachers used the sharing of their new knowledge as an opportunity to engage with their colleagues and to work cohesively. In the sub-category of 'affective expression' three teachers referred to their feelings of interacting with their colleagues. Teacher GB felt encouraged to visit the lower grades to gain resources, Teacher SS felt that some teachers were more open to IE, whereas other teachers, according to Teacher CS, were unwilling to change their attitudes toward IE.

In the element of cognitive presence, a 'triggering event' was mentioned by six teachers. During the IP teachers gained theoretical knowledge on how to identify barriers to learning for further referral to the DBE. This caused teachers to be more aware of the barriers to learning learners experience in their class (Oswald & Engelbrecht, 2017). However, 'exploration', 'integration' and 'resolution' yielded lower scores which could indicate that although some teachers are able to identify barriers to learning, they are still unsure of the correct strategies to implement for these learners (Strampel & Oliver, 2007; Stofile et al., 2017).

A positive change was noted in the element of teaching presence, where nine of the ten teachers indicated 'facilitation transformation' and 'evidence of change in discourse'. These teachers reflected on how their mindset has changed and how they are more accepting of learners who face barriers to learning. 'Setting the climate' however was only mentioned by two teachers, indicating as previously mentioned that teachers are still cautious of implementing different strategies in their classrooms.

These ten teachers underwent a different educational experience and made the newfound knowledge on IE uniquely theirs. Although some teachers were still in the stage of implementing IE strategies in their classrooms, their perception of IE had changed through applying the theoretical knowledge from the IP in their own classroom settings. This was essential to provide learners the opportunity to fully engage learners in the classroom, regardless of their levels of ability (Schön, 1983; Garrison & Arbaugh, 2007; Akyol, 2009; Armellini & De Stefani, 2016; Mahlo & Condy, 2016; Crouch & Cambourne, 2020).

7.3.2   Conclusion of Research Question 5

To answer Research Question 5, the researcher provided data which was designed to ascertain how teachers implemented inclusive pedagogical approaches in their own classrooms after the five-week IP. Table 7.2 showed the CoI's three presences, their sub-categories and how they integrated and intersected each other to develop a changed

educational experience for ten of the twelve teachers. Four lessons learnt from this unique study are important since they provide new knowledge in this particular area of developing a framework for a change in discourse towards inclusive pedagogical approaches.

According to Crouch and Cambourne (2020) and Schön (1983), there are specific processes that must be followed in order to empower learning. First, a transformation needs to occur where learners transform the theory they have attained and adapt it to their own learning context. In this research study, the teachers transformed their way of thinking about IE and the learners who they perceived as experiencing barriers to learning by using the knowledge they had gained through the IP. Furthermore, this knowledge was used to reflect on their current teaching practices and led to a change in pedagogical approaches they used in their classrooms.

Second, Crouch and Cambourne (2020) and Schön (1983) argue that discussion and collaboration are crucial to shifting mindsets and adaptive teaching methods. Nine of the participants were able to broaden their own ideas on IE after attending the five-week IP. This platform allowed teachers to engage in conversations and collaboration with their colleagues where they developed their own understandings of IE pedagogical approaches (Fullan et al., 2020).

Third, for a worthwhile educational experience to take place participants need opportunities to apply the pedagogical knowledge and approaches they had gained through the IP (Crouch & Cambourne, 2020). These ten participants reflected on how both the new IE pedagogical approaches they were able to implement in their classroom and their attitudes to IE changed. They felt confident in their new knowledge that they felt inspired to share it with their colleagues at their schools.

Finally, for a true learning experience to occur, self-evaluations by participants are required (Schön, 1983; Crouch & Cambourne, 2020; Fullan, Quinn, Drummy & Gardner, 2020). The participants in this research study understood the value of regularly attending IE training to assist them in transforming their thinking of inclusive pedagogical approaches. They noted that their colleagues who did not engage in the same learning process were not willing to change their attitudes of IE or implement the suggested strategies.

7.4 CONCLUDING COMMENTS

The focus group and individual interviews conducted with teachers contain significant evidence which answered Research Questions 4 and 5. Research Question 4 carefully examined Garrison et al.'s (2000) CoI framework's teaching presence where the adapted categories: 'setting the climate', 'facilitating transformation' and 'evidence of change in discourse', were discussed with evidence from the interviews as to **why** teachers changed their professional discourse on inclusive pedagogical approaches. After inductively and deductively analysing the interviews, many issues emerged that assisted the teachers to change their professional discourse on inclusive pedagogical approaches. They include that within a learner-centred environment, the facilitator created a safe and conducive learning environment where the teachers were encouraged to collaborate and participate in IE discussions. This guided approach equipped teachers to develop their own practical solutions for learners in their classes with perceived barriers to learning.

Research Question 5 indicated **how** teachers implemented inclusive pedagogical principles in their own classrooms after the five-week IP. The evidence collected from the individual interviews revealed participants' lived experiences of transformation, their discussion and reflection of the IP amongst themselves and colleagues, application of the information gained through the IP and participants' self-evaluation. Participants articulated a change of mindset towards inclusive pedagogical approaches when reflecting on **how** differently they viewed their learners and **how** they adapted their teaching methodologies. Participants willingly shared their new knowledge and made the necessary recommendations for others to adopt their inclusive pedagogical approaches. However, not all IE strategies were implemented in the teachers' classroom setting. This could indicate that although teachers attended an in-depth five-week IP on IE, implementing inclusive pedagogical approaches is a process and requires ongoing training.

To indicate the methods used to facilitate primary school teachers' change of discourse towards inclusive pedagogical approaches, the researcher developed a conceptual framework in Chapter 8.

CHAPTER 8: OVERVIEW OF THE FINDINGS AND THE INTRODUCTION TO THE FACILITATING DISCOURSE FRAMEWORK

8.1 INTRODUCTION

Chapter 8 looks at the overview of the five research questions to answer the main research question: "How can a framework which facilitates primary school teachers' change of professional discourse about inclusive pedagogical approaches be developed?" The research questions and the theories used are noted in Table 8.1. This chapter has been structured by summarising the findings of each of the five research questions (found in Chapters 5, 6 and 7) and in so doing no new references have been offered. Ultimately the Facilitating Discourse Framework (FDF) was presented.

Table 8.1: Research Questions 1 to 5

Research Questions		Theorists
8.2.1 *Research Question 1* Chapter 5	What was teachers' initial professional discourse on pedagogical approaches before the intervention programme (IP)?	ATF (Engeström, 1987)
8.2.2.1 *Research Question 2* Chapter 6	How can teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles?	The CoI's social presence (Garrison et al., 2000)
8.2.2.2 *Research Question 3* Chapter 6	How can teachers change their professional discourse through a process of reflective practice?	The CoI's cognitive presence (Garrison et al., 2000) Levels of Reflection (Strampel & Oliver, 2007)
8.2.2.3 *Research Question 4* Chapter 7	Why do teachers change their professional discourse on inclusive pedagogical approaches?	The CoI's teaching presence (Garrison et al., 2000)
8.2.2.4 *Research Question 5* Chapter 7	How can teachers implement inclusive pedagogy principles in their own classrooms after the five-week IP?	The CoI's educational experience (Garrison et al., 2000)

8.2   OVERVIEW OF THE STUDY FINDINGS FOR RESEARCH QUESTIONS 1 TO 5

The findings in this study attempted to establish whether teachers' professional discourse on inclusive pedagogical approaches would change after a five-week IP was implemented.

8.2.1   Research Question 1: What was teachers' initial professional discourse on pedagogical approaches before the intervention programme (IP)?

The researcher used the ATF (Engeström, 1987) to examine what teachers' initial professional discourse was on inclusive pedagogical approaches before the five-week IP. Figure 5.1, referred to in Chapter 5, provided a succinct summary of the findings of Research Question 1, therefore Figure 8.1 highlights only a summary of the important information gathered in Chapter 5.

Tools
Developed from analysing
the 'Rules' and used in IP

Subjects
Information gathered
on ages, years of
experience, roles and
responsibilities
regarding IE
implementation

Object
Implementing inclusive pedagogical
approaches

OUTCOME
Changes in professional discourse
on inclusive pedagogical approaches
were evident from limited to
progressive

Rules
Explicit Rules (expected from SA DBE)
and Implicit Rules (teachers' beliefs
based on prior lived experiences)

Community
Three full-service schools
Low-income communities

Division of Labour
WCED support
Teachers' roles and responsibilities

Figure 8.1 Information gathered through the ATF components (adapted from Engeström, 1987)

Research Question 1's findings, as discussed in Chapter 5, contributed to exploring the teachers' initial professional discourse on inclusive pedagogical approaches. The six components of the ATF provided a structured, diagnostic process and information necessary to develop the IP. The IP was developed in an attempt to address the complexity of changing the teachers' professional discourse of IE. By using all the ATF components in this study, the researcher was able to develop a holistic picture of the participants' school contexts, their prior

knowledge and their experiences of inclusive pedagogical approaches. To design the IP the researcher had to investigate which 'Tools' were suitable to accomplish a positive "Outcome" (Developing a framework to facilitate primary teachers' change of professional discourse about inclusive pedagogical approaches). These 'Tools' were created by analysing the 'Subjects', 'Object', 'Rules', and 'Division of Labour' as well as the unique needs of the 'Community' to achieve the 'Outcome'. The teachers' initial discourse as reflected in Research Question 1's findings is indicated in Vignette 8.1.

Vignette 8.1: Teachers' initial discourse

- Teachers JG, CS, SS and CP reported that they received surface level and static training on inclusive pedagogical approaches led by other stakeholders.
- Teachers CS, GB, RH and SA viewed IE as an 'add on' rather than an integrated practice.
- More experienced teachers (CS, GB, RH and SA) were influenced by their historical experiences of the medical-deficit model of differentiation and intervention. Since many of them were in management positions they were likely to influence the younger generation of teachers.
- NQTs (KJ and CP) felt unable to approach more experienced teachers.
- All twelve teachers understood what IE entailed, but felt they were not adequately trained in inclusive pedagogical approaches.
- Teachers JG, CS, SS and CP did not feel qualified to make the necessary referrals to external support structures.
- All of the teachers felt disconnected from their colleagues and unable to ask for assistance in implementing IE practices.
- Participants (SS, FP, SA and CP) viewed the curriculum as fast-paced and felt unable to provide support to those learners who were unable to meet the requirements of the curriculum.
- All of the teachers felt they were not adequately prepared to address the challenges presented by the complexity of the inclusive classroom, causing feelings of apprehension towards IE.
- Participants (HF, RH, CS, KJ, HF, CP and SS) had limited knowledge of the IE policies and saw these policies as an administrative burden.
- There was a disconnect in understanding how IE policies could be integrated and transferred into classroom practice.
- All of the teachers had limited understandings of their roles and responsibilities to support learners who experienced barriers to learning.
- They (GB, SS and CS) mentioned their limited knowledge of how the WCED supported schools.
- They (SS, CS, RH, KJ and GB) mentioned the varied contexts of their communities: under-resourced, traumatic lived experiences, gang-ridden, drug-ridden, unsafe, poverty-stricken and negligence.

The IP included discussions on the connections between the CAPS document and IE policies and pertinent theoretical and practical pedagogical knowledge. The IP content purposefully set out to challenge the participants' perceptions of inclusive pedagogical approaches. Many case studies of good practice were used to demonstrate to teachers that IE pedagogical approaches were appropriate, acceptable and easy to do in their varied classroom environments. Reflective practices were used throughout the IP to encourage the teachers to consider changing the way they viewed IE and they were given space and time to discuss how they could plan for their new IE pedagogical practices. This process included many uncomfortable discussions and reflections to show the teachers that they could be independent thinkers and had the resources to make the necessary changes for their own teaching contexts.

8.2.2   Research Questions 2 to 5

Research Questions 2 to 5 were discussed in Chapters 6 and 7. To analyse the teachers' educational experiences of the five-week IP, the researcher employed the CoI framework (Garrison et al., 2000), exploring the elements of social, cognitive and teaching presences. In addition to the CoI's element of cognitive presence used to analyse Research Question 3, the researcher employed Strampel and Oliver's (2007) Levels of Reflection.

8.2.2.1 Research Question 2: How can teachers create a shared meaning (attitudes, values and skills) of inclusive pedagogy principles?

By using the CoI's element social presence, the researcher investigated how a shared meaning of inclusive pedagogy principles was developed and how the shared meaning contributed to a change of discourse. The change of discourse is indicated in Table 8.2.

Table 8.2: Change of professional discourse through a shared meaning of inclusive pedagogy

Initial discourse (as discussed in Vignette 8.1)	Changed discourse
More experienced teachers (CS, GB, RH and SA) were influenced by their historical experiences of the medical-deficit model of differentiation and intervention. Since many of them were in management positions they were likely to influence the younger generation of teachers.	During the IP, experienced teachers engaged with NQTs. Experienced teachers shared their lived experience of IE in their classrooms, whereas NQTs contributed their knowledge of the socio-ecological model. These discussions allowed for integration of experience and new research, assisting all teachers in changing their views of IE.

NQTs (KJ and CP) felt unable to approach more experienced teachers.	After the IP, NQT teachers reported that they were more comfortable to communicate with more experienced teachers about issues of inclusive pedagogy implementation.
All of the teachers felt disconnected from their colleagues and unable to ask for assistance in implementing IE practices.	When dealing with IE issues in their classrooms, teachers reported that the IP made them feel less isolated as they could communicate the issues they were experiencing in their classrooms. Teachers believed they could work with their colleagues to implement inclusive pedagogical approaches. The teachers felt a sense of community, which encouraged collaboration. Teachers welcomed the idea of having a forum to discuss issues in their classrooms. These discussions fostered trust and laid the groundwork for a culture shift toward inclusive pedagogy.
All of the teachers felt they were not adequately prepared to address the challenges presented by the complexity of the inclusive classroom, causing feelings of apprehension towards IE.	The teachers felt empowered and positive about inclusive pedagogical approaches after discussing IE issues, sharing key resources and developing sustainable interventions to teach and facilitate learners who face barriers to learning during the IP.

The findings of Research Question 2 reflect how participants' shared meaning was developed during the IP to address some of the initial issues teachers were experiencing in their classrooms (as indicated in Research Question 1's findings). Through open and purposeful communication and collaboration, the teachers created a shared meaning. Teachers initially focused on sharing their challenges with IE in their classrooms when they discussed their classroom issues. The researcher noticed this negativity and suggested they start focusing on and sharing their best practises and resources. Teachers left feeling empowered and more optimistic about inclusive pedagogical approaches.

8.2.2.2 Research Question 3: How can teachers change their professional discourse through a process of reflective practice?

Using a combination of the CoI's element cognitive presence and Strampel and Oliver's (2007) Levels of Reflection, the researcher investigated the change in discourse through a reflective practice process. During the IP, the researcher presented theoretical and practical IE knowledge relevant to the participants' classroom context and provided reflective writing tools

based on Strampel and Oliver's Levels of Reflection (2007). Table 8.3 shows the participants' reflection and how their professional discourse on inclusive pedagogical approaches changed.

Table 8.3: Change of professional discourse through reflective practice

Initial discourse (as discussed in Vignette 8.1)	Changed discourse
Teachers CS, GB, RH and SA viewed IE as an 'add on' rather than an integrated practice. All twelve teachers understood what IE entailed, but felt they were not adequately trained in inclusive pedagogical approaches. Participants (SS, FP, SA and CP) viewed the curriculum as fast-paced and felt unable to provide support to those learners who were unable to meet the requirements of the curriculum.	During the IP, participants noted that their prejudices about IE were challenged and they now felt more positive toward IE. The teachers expressed a willingness to reconsider their prior understanding of IE and to investigate how the new information presented during the IP fit into their pre-existing cognitive schemas. Teachers understood that inclusive pedagogical approaches needed to be part of their general teaching methodology. This new knowledge prompted the teachers to do additional research into IE practices and to transform their IE pedagogical skills to accommodate their learners' learning needs in the classroom.
Participants (HF, RH, CS, KJ, HF, CP and SS) had limited knowledge of the IE policies and saw these policies as an administrative burden. There was a disconnect in understanding how IE policies could be integrated and transferred into classroom practice.	After the IP, the teachers felt better equipped to complete the IE policy documents required of them (such as the SIAS documentation) and to use these documents more diagnostically in their practice. The documents were no longer viewed as an administrative burden by the teachers, who now understood that these IE policy documents were to be used as a working document. These documents assisted them in accommodating their learners. Some teachers commented that the IE policy documents were used as a reflective teaching tool in their classroom which allowed them to adapt their intervention strategies for their learners.

All of the teachers had limited understanding of their roles and responsibilities to support learners who experienced barriers to learning. Teachers JG, CS, SS and CP did not feel qualified to make the necessary referrals to external support structures. They (GB, SS and CS) mentioned their limited knowledge of how the WCED supported schools.	The teachers felt that they were better prepared to deal with learners who faced learning barriers in their classrooms. They recognised that it was their primary responsibility to develop intervention strategies for these learners. Teachers were able to better identify learning barriers in their classrooms and refer to the WCED when additional support was required.
All of the teachers felt they were not adequately prepared to address the challenges presented by the complexity of the inclusive classroom, causing feelings of apprehension towards IE. They (SS, CS, RH, KJ and GB) mentioned the varied contexts of their communities: under-resourced, traumatic lived experiences, gang-ridden, drug-ridden, unsafe, poverty-stricken and negligence.	The teachers wanted to connect and incorporate the new IE knowledge that was taught during the IP to see how it may be applied to their existing context and how this new knowledge could benefit their learners. To help them adapt their IE methods to the complexity of the inclusive classroom, the teachers found benefit in collaborating and using real-world scenarios (case studies). These useful pedagogical tools aided teachers in exploring the issues they encountered with IE in the classroom and encouraged reflection on their current IE pedagogy.

Research Question 3's findings indicated how teachers changed their professional discourse through reflective practices. The reflective process started with what Garrison et al. (2000) call a 'triggering event' and Strampel and Oliver (2007) call 'stimulated reflection'. Throughout these presentations, teachers realised that their prior knowledge of IE was limited. This realisation prompted the next stage of the process, 'exploration' and 'descriptive reflection', as described by Garrison et al. (2000) and Strampel and Oliver (2007). The teachers wanted to understand and investigate the new IE knowledge as well as how it related to their existing pedagogical strategies. Teachers recognised the need to revise their intervention pedagogical strategies in order to incorporate the IP's new theoretical and practical IE content. Garrison et al. (2000) and Strampel and Oliver (2007) refer to this stage as 'integration' and 'dialogical reflection'. Finally, the participants reached the 'resolution' and 'critical reflection' stages described by Garrison et al. (2000) and Strampel and Oliver (2007). The teachers applied the IP content in their classrooms, reflecting the change of teachers' professional discourse on

inclusive pedagogical approaches. Teachers recognised the significance of incorporating IE policies and referring to the WCED for support. Teachers wanted to share their new IE knowledge with their colleagues and were willing to collaborate with them on intervention strategies to apply inclusive pedagogical approaches in their classroom. Teachers were encouraged to become IE advocates and to take ownership of their lesson planning and inclusive pedagogical practices.

8.2.2.3 Research Question 4: Why do teachers change their professional discourse on inclusive pedagogical approaches?

The researcher employed the CoI's element of teaching presence to investigate why teachers change their professional discourse on inclusive pedagogical approaches. The findings indicated that teachers' professional discourse changed as a result of teachers attending a five-week IP, which promoted an active learning environment and included practical and relevant IE theory. The change of professional discourse that was prompted by the five-week IP is indicated in Table 8.4.

Table 8.4: Why teachers changed their professional discourse on inclusive pedagogical approaches after attending a five-week IP

Initial discourse (as discussed in Vignette 8.1)	Changed discourse
Teachers JG, CS, SS and CP reported that they received surface level and static training on inclusive pedagogical approaches led by other stakeholders.	The teachers reflected on their previous IE training sessions provided by the WCED where they were given rigid presentations of information (notes and lectures) and were not engaged in active learning during these sessions (discussions and scenarios). A top-down approach was used in information giving.
	Teachers reported that the five-week IP's pedagogical techniques helped them grasp the IP's IE content more deeply and meaningfully. The teachers stated that discussions of complex problems (the implementation of IE practises) enabled them to dispel any misconceptions they had about inclusive pedagogical approaches and challenged their IE belief systems.
	These teachers recognised that a teaching-centred methodology had become ingrained in them, and that a learner-centred approach was required to better accommodate learners who face learning barriers in their classrooms.

The findings of Research Question 4 indicated that the IP's learning environment enabled the small group of twelve participants to share their personal experiences with IE in their classrooms. The facilitator was an IE SME who developed an inclusive learner-centred approach. She made certain that all voices were heard in small group discussions, which was especially important when discussing complex IE issues. Through these discussions, the facilitator could immediately discuss and clear up any IE misconceptions as well as build on the participants' prior knowledge. During the IP, the participants could test their prior knowledge of IE and gain a better understanding. Teachers were encouraged to actively change their pedagogical approaches and their enthusiasm for IE was renewed.

8.2.2.4 Research Question 5: How can teachers implement inclusive pedagogy principles in their own classrooms after the five-week IP?

Using the CoI's element of educational experience, the researcher wanted to examine how teachers implemented inclusive pedagogical principles in their classrooms after the five-week IP. In addition, she wanted to investigate whether the participants' application of these pedagogical techniques reflected their change of discourse. Vignette 8.2 reflects a summary of the teachers' comments.

Vignette 8.2: Summary of teachers' comments

- The more experienced teachers (RH, GB and CS) were open to share their new knowledge with their colleagues at their schools and were encouraged to collaborate with them.
- Although the more experienced teachers (GB and CS) were open for collaboration, some colleagues at their particular schools were unwilling to change their attitudes toward IE.
- The IP enabled all of the teachers to identify barriers to learning for further referral to the DBE, although they were still unsure of the correct strategies to implement for learners who experience barriers to learning.
- As they had a better understanding of the barriers that these learners faced, all of the teachers were more accepting of them. Teachers had more empathy and patience when working with these learners in their class.
- With all of the teachers in this study, their change of discourse of inclusive pedagogical approaches was indicated by their application of the theoretical knowledge of the IP in their own classroom settings. Teachers adapted their pace of presenting the curriculum, they adjusted the task to the level of the learners and made certain that the correct referrals were made to accommodate their learners.

Research Question 4's findings indicated that the teachers' professional discourse toward IE had changed because they had a better understanding of IE and that they wanted to actively apply the inclusive pedagogical approaches they had learned during the IP. The teachers were able to identify learning barriers in their classrooms by applying their new knowledge. This ability allowed teachers to be more empathetic to their learners and adapt their IE pedagogical approaches accordingly. The teachers reported that they recognised that IE was a process that required constant adjustments to their teaching methodology to include all learners.

8.2.3   Conclusion of Research Questions 2 to 5

The most significant information presented in sections 8.2.2.1 to 8.2.2.3 is illustrated in Figure 8.2. This new information combines the two frameworks used in making sense of the findings, showing not only the intersectionality of the results of each chapter but the most relevant constructs that emerged from the findings of Research Questions 2, 3, 4 and 5.
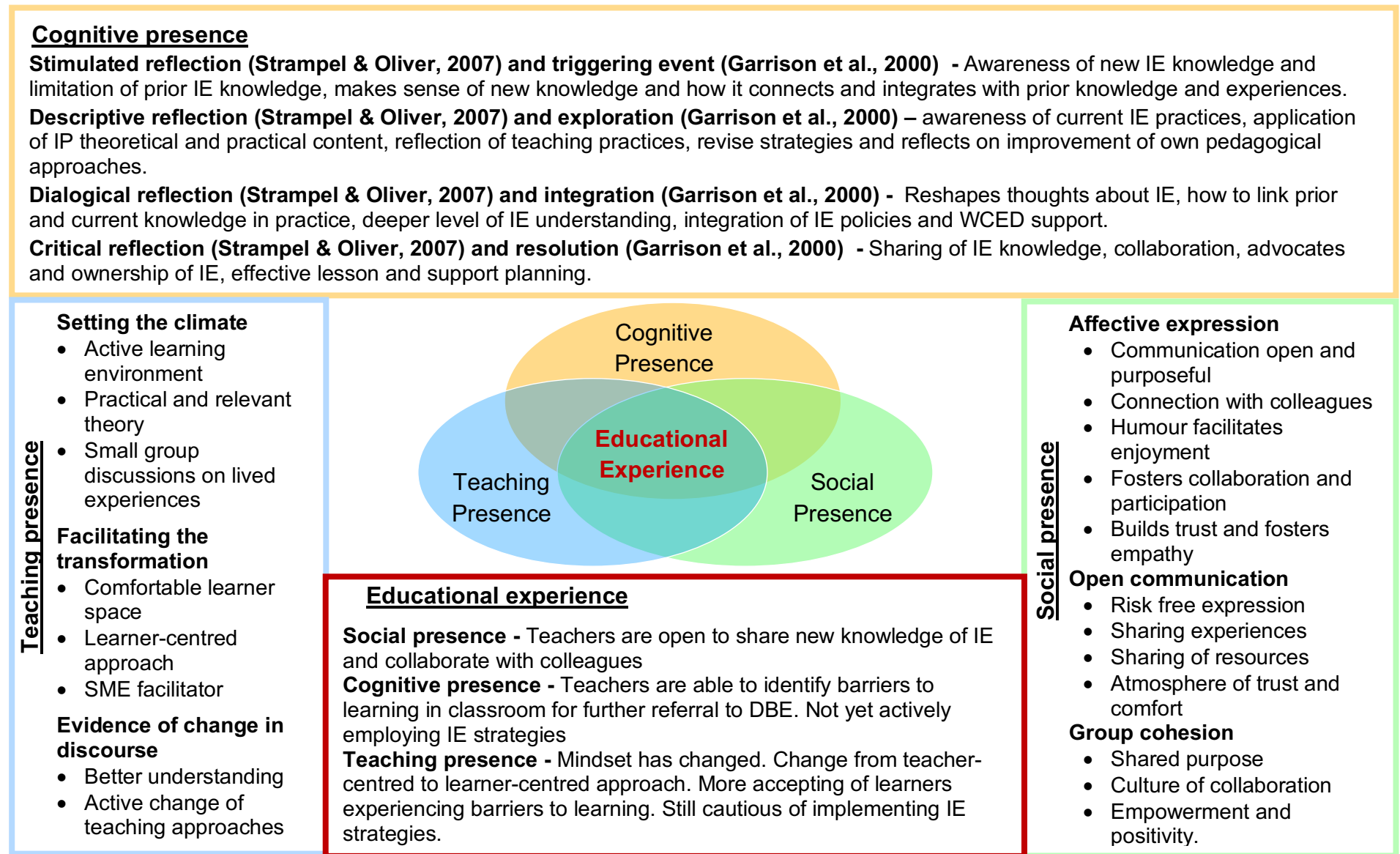
Cognitive presence

Stimulated reflection (Strampel & Oliver, 2007) and triggering event (Garrison et al., 2000) - Awareness of new IE knowledge and limitation of prior IE knowledge, makes sense of new knowledge and how it connects and integrates with prior knowledge and experiences.

Descriptive reflection (Strampel & Oliver, 2007) and exploration (Garrison et al., 2000) – awareness of current IE practices, application of IP theoretical and practical content, reflection of teaching practices, revise strategies and reflects on improvement of own pedagogical approaches.

Dialogical reflection (Strampel & Oliver, 2007) and integration (Garrison et al., 2000) - Reshapes thoughts about IE, how to link prior and current knowledge in practice, deeper level of IE understanding, integration of IE policies and WCED support.

Critical reflection (Strampel & Oliver, 2007) and resolution (Garrison et al., 2000) - Sharing of IE knowledge, collaboration, advocates and ownership of IE, effective lesson and support planning.

Teaching presence

Setting the climate
- Active learning environment
- Practical and relevant theory
- Small group discussions on lived experiences

Facilitating the transformation
- Comfortable learner space
- Learner-centred approach
- SME facilitator

Evidence of change in discourse
- Better understanding
- Active change of teaching approaches

Educational experience

Social presence - Teachers are open to share new knowledge of IE and collaborate with colleagues

Cognitive presence - Teachers are able to identify barriers to learning in classroom for further referral to DBE. Not yet actively employing IE strategies

Teaching presence - Mindset has changed. Change from teacher-centred to learner-centred approach. More accepting of learners experiencing barriers to learning. Still cautious of implementing IE strategies.

Social presence

Affective expression
- Communication open and purposeful
- Connection with colleagues
- Humour facilitates enjoyment
- Fosters collaboration and participation
- Builds trust and fosters empathy

Open communication
- Risk free expression
- Sharing experiences
- Sharing of resources
- Atmosphere of trust and comfort

Group cohesion
- Shared purpose
- Culture of collaboration
- Empowerment and positivity.

Figure 8.2: Intersectionality of the CoI (Garrison et al., 2000) and Strampel and Oliver's (2007) Levels of Reflection

**8.3   HOW CAN A FRAMEWORK WHICH FACILITATES PRIMARY SCHOOL
TEACHERS' CHANGE OF PROFESSIONAL DISCOURSE ABOUT INCLUSIVE
PEDAGOGICAL APPROACHES BE DEVELOPED?**

The new FDF addresses the study's main research question, "How can a framework which
facilitates primary school teachers' change of professional discourse about inclusive
pedagogical approaches be developed?" This framework was named the FDF as the
researcher recognised, based on her journey through the research proposal, ethical consent
process, data collection, implementation of the IP, analysing the results and linking them to the
theories used, until finally attempting to understand the findings, that change of professional
discourse is a complex and multi-layered process. Throughout the whole process the
researcher was central to making decisions and adapting the IP to best fit the needs of the
teachers (Makoelle & van der Merwe, 2016). Ultimately, this FDF framework was created by
considering the entire research process, its findings and its outcomes. The new FDF depicted
in Figure 8.3 is a significant contribution to the scientific body of knowledge that results from
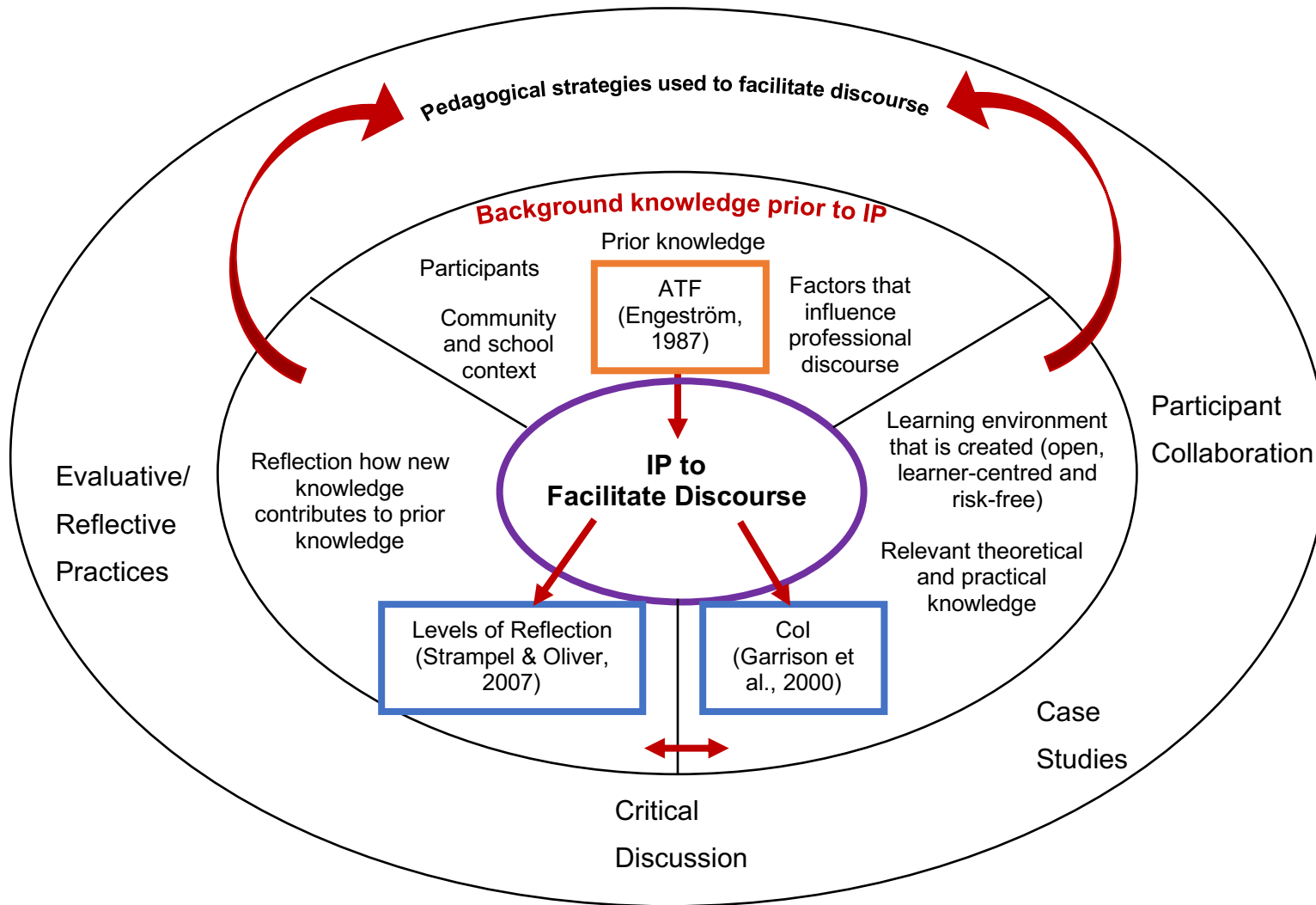this study.

Figure 8.3: The FDF (developed by Carien Maree, 2022)

Figure 8.3 indicates the process of how the facilitator arrived at developing a changed professional discourse for the teachers in this study. This process starts by employing the ATF (Engeström, 1987), indicated in the orange block, to establish the participants' demographics, their community and school context and factors that influenced their professional discourse of inclusive pedagogical approaches. One of the major challenges with implementing inclusive pedagogical approaches, linking to earlier research (Donohue & Bornman, 2014; Nel et al., 2016), was that the teachers believed these pedagogical strategies were irrelevant to their community context. Based on the information gathered by the ATF components, researchers can use this information diagnostically to develop an IP, indicated by the purple circle, relevant to the context of each unique community.

In the IP, the researchers can integrate all the elements of Garrison et al.'s (2000) CoI framework and Strampel and Oliver's (2007) Levels of Reflection, indicated by the two blue blocks, to develop appropriate pedagogical strategies to assist teachers in changing their IE discourse. As shown by the two large red arrows, the pedagogical approaches prompted by these two frameworks are engaging and include techniques like participant collaboration, case studies, critical discussion and evaluative/reflective strategies. Recent research (Donohue & Bornman, 2014; Nel et al., 2016; Oswald & Engelbrecht, 2017; Stofile et al., 2017) reveals that prior training sessions on inclusive pedagogy presented by the DBE did not include active learning strategies or engaging pedagogical strategies.

The FDF consequently focusses on providing opportunities for participants to engage in discussions about their lived experiences of implementing IE in their classrooms and to share resources through participant collaboration. Researchers are encouraged to share real-world case studies with the participants and facilitate critical discussions on identification of barriers to learning as well as possible solutions in a complex IE classroom. Additionally, researchers can provide spaces for teachers to reflect on any relevant theory and practical strategies presented to them as well as to evaluate how these fit into their prior cognitive schemas and unique contexts. If teachers can connect their current context and knowledge to the new knowledge, a deeper cognitive change occurs, which may lead to a shift in their discourse of inclusive pedagogical approaches.

8.4   CONCLUDING COMMENTS

This chapter documents the development of the new FDF, indicating the participants' initial discourse and showing their changed discourse after the IP. The overview of the findings of Research Questions 1 through 5 serves as the foundation for this development. The

researcher concluded from her findings that changing professional discourse is a complex, multifaceted process that necessitated constant and intensive input from an experienced facilitator. Participants needed to be guided through the change process while also making sense of the new information on their own.

The pedagogical strategies used prior to, during and after the IP were designed to ensure that participants' prior knowledge was considered and that the new IE knowledge was applicable to their current classroom practise. Teachers had a positive learning experience and were energised to implement IE strategies in their classrooms. This positive experience translated into a new professional discourse of inclusive pedagogical approaches.

Chapter 9 provides a summary of the thesis, recommendations and concluding comments.

CHAPTER 9: SUMMARY, RECOMMENDATIONS AND CONCLUDING COMMENTS

9.1   INTRODUCTION

This chapter concludes this research study and summarises the key findings in relation to the objectives and research questions as well as their importance and contribution. Recommendations for policy, practice and potential areas for future research are made based on the findings of this study.

9.2   SUMMARY OF THE KEY FINDINGS

The main purpose of this study was to develop a framework to facilitate primary school teachers' changing professional discourse on inclusive pedagogical approaches. The results indicated that change is a complex process (Fullan, 2006) which requires a sensitive and insightful approach. The FDF supports the process of changing professional discourse on inclusive pedagogical approaches. The framework highlights the significance of conducting a thorough investigation of the context to be studied prior to developing an IP that will facilitate a change in professional discourse. The IP was approached in a way that was meaningful to participants and the content of the IP could be applied to their specific context. This thorough procedure resulted in a shift in discourse.

The context for this study was established initially by giving background knowledge and the justification for this study, that teachers receive surface-level training in inclusive pedagogical approaches and as a result have a negative view of these pedagogical techniques. Lack of extensive training in inclusive pedagogical methods increases the likelihood that teachers will view these pedagogical practises negatively (Nel et al., 2016). The FDF gave the teachers a chance to consider and assess how the IP content fit into their pre-existing cognitive schemas and the context of their classrooms. Teachers are more likely to understand how to implement inclusive pedagogical approaches in their classrooms when they make the theoretical and practical knowledge presented to them their own, which results in a positive shift in professional discourse.

By analysing current local and international literature in the field, the research revealed that IE is often only perceived as support for those learners with special educational needs, when in fact IE was established in most countries to remove inequality for all learners, those experiencing barriers to learning and those who were previously marginalised. To assist teachers in understanding what IE entailed, the researcher investigated IE as it is reflected in all SA IE policies (DE, 2001; DBE, 2010, 2012, 2014). The researcher examined the content

in the policies and how it could be practically transferred and implemented in teachers' practises. She compared the IE policy content to current literature to determine the scope of the IE implementation difficulties as it was necessary to identify the current constraints in implementing IE policies as well as teachers' current IE educational theoretical and practical knowledge. The findings of Research Question 1 established the participants' initial professional discourse about inclusive pedagogical approaches. These findings confirmed the constraining factors identified in the literature that hampered teachers from advancing from a limited to a progressive professional discourse of IE: misconceptions of IE, perceived lack of support from the WCED and inadequate training in IE.

Research Questions 2 through 5 identified factors to facilitate a change in the participants' professional discourse. It was found that a trust environment needed to be established to encourage collaboration amongst participants and to assist them in creating a shared meaning of inclusive pedagogical approaches. Relevant theory and practical content based on the IE policies and curriculum were shared which built on teachers' prior knowledge. Through reflective practice teachers realised that their IE knowledge was limited and they were encouraged to further their knowledge. This sparked an enthusiasm in teachers and they wanted to implement their new knowledge in their classrooms. The facilitator established a learner-centred learning environment and allowed participants to create a shared meaning of IE and how it related to their current IE practice. A small group encouraged discussion amongst participants and all participants felt that they had contributed to their own learning. Overall, the participants noted a shift in their professional discourse from limited to progressive. Teachers noted that they felt more positive about IE and that they had more empathy with their learners. The teachers were willing to implement the new strategies they had learnt.

Based on the findings, a new framework, the FDF, was developed to facilitate a change of primary school teachers' professional discourse about inclusive pedagogical approaches. With the implementation of the various policies to promote IE, the DBE was under the impression that teachers' professional discourse would be progressive of inclusive pedagogical approaches. However, most teachers did not understand what the documents entailed, nor did they have knowledge of how to implement these documents in their selected context. The new framework aims to bridge the policy-practice gap and advise teachers on how to implement the suggestions made by policy. Once teachers have a better understanding of how the policies fit into their practise, they are more willing to implement IE practices in their class. These practices make accommodation for learners who are experiencing barriers to learning and provide them with quality education. Not only are these practices beneficial to the school, but to the 'Community'.

9.3 THEORETICAL AND CONCEPTUAL REFLECTIONS AND RESEARCH PROCESSES

To investigate and analyse the issues identified, a combination of the following theoretical and conceptual frameworks was used: The ATF (Engeström, 1987), Strampel and Oliver's (2007) Levels of Reflection and the CoI framework (Garrison et al., 2000). The ATF is used to collect demographic information from participants as well as to determine their prior knowledge of inclusive pedagogical approaches. With this information in mind, an initial IP was created. The Levels of Reflection, developed by Strampel and Oliver (2007), is used to connect participants' prior inclusive pedagogical knowledge and experiences with the theory presented during the IP and to track their changing discourse. In addition, this framework was used to analyse the participants' learning experiences as well as to track their changing discourse. The CoI framework was used during and after the IP to investigate how the framework's elements (social, cognitive, and teaching presences) interacted to create a meaningful educational experience. These three frameworks were combined to develop a framework to change primary school teachers' professional discourse about inclusive pedagogical approaches, which aligns to the title of this research project.

This study was undertaken using a qualitative collective case study within a critical interpretive paradigm. To collect data that provided in-depth knowledge of teachers' professional discourse about inclusive pedagogical approaches in full-service schools, twelve teachers were purposively selected to participate in open-ended questionnaires, the IP, focus group discussions and individual interviews. Data was analysed using category analysis and trustworthiness, and ethical considerations were discussed in detail in Chapter 4.

9.4 RECOMMENDATIONS

According to the findings of this study, teachers perceived that they had inadequate knowledge of IE policies and inclusive pedagogical approaches. This lack of knowledge led them to believe that IE had no place in their schools and that they were unable to support learners who experience learning barriers. The following recommendations are made in this regard:

- Policy

It is recommended that all IE policies be updated to include more specific inclusive pedagogical approaches rather than the broad strategies currently provided. This is particularly necessary since the socio-economic situation of many of our communities has gone through radical changes since these policy documents were originally published. The inclusive pedagogical approaches should be tailored to the current learning barriers encountered in SA schools. More

real-life case studies, as well as strategies for intervening with perceived barriers in the classroom, should be included. Specifics on how to differentiate the CAPS curriculum and what is permitted when assessment accommodations are made should be included in IE policies. Teachers should be made aware of the plethora of IE policies available to them to support learners in their classrooms, as well as the specific goals of these policies.

- Practice

It is recommended that the DBE and the DBSTs should provide in-depth training to teachers on inclusive pedagogical approaches by using the FDF framework. Preferably these workshops should avoid DBE officials speaking down to the teachers and rather include the use of case studies as discussion points. It is recommended that an IE SME should be specifically appointed by the DBE and DBSTs to facilitate a change in teachers' IE discourse. Schools that are experiencing difficulties implementing inclusive pedagogical approaches should be identified and the DBSTs should offer them workshops. The difficulty of implementation will be identified by teachers who are resistant to include inclusive strategies in their lesson planning as they think inclusive pedagogical approaches are an administrative burden.

If a facilitator or researcher (further referred to as the facilitator) seeks to initiate a change in IE discourse, the process should be started by using the ATF (Engeström, 1987). The ATF gathers data on both the 'Subjects'' prior knowledge of the 'Object' as well as the unique context of the 'Community' in question. Additionally, the ATF analyses the 'Rules' that are established (explicit) and experienced (implicit) in the 'Community' and what the 'Subjects' perceive their roles and responsibilities ('Division of Labour') to be in implementing the 'Object'. Based on the information gathered through the ATF, the facilitator develops an IP using the 'Tools' identified, which are unique to the prior knowledge and 'Community' of the participants. The IP should be developed to supplement the participants' initial knowledge and guide them in developing new knowledge of the 'Object' using theoretical and practical knowledge. There is no set time frame for the IP because the length of the intervention process may vary by community.

To ensure a valuable educational experience for participants of the IP, it is recommended that facilitators ought to be aware of the three elements of the CoI framework: the social presence, cognitive presence and teaching presence (Garrison et al., 2000) (as presented in Figure 8.2). As indicated by the social presence, the facilitator needs to create a learning environment which encourages affective expression, open communication and group cohesion among participants. If the participants are conscious of the existence of a social presence, they are more likely to engage in the cognitive presence (acquisition of new knowledge). To make

certain that participants make meaning of and implement the new knowledge gained in the IP, the facilitator should introduce Strampel and Oliver's Levels of Reflection as a reflective tool. Strampel and Oliver's Levels of Reflection guide participants in (Ivala, 2015):

(i)   Noticing their limited knowledge of the 'Object' and how they are affected by the new knowledge;

(ii)   Recognising how the new knowledge fits into their unique community and explaining the new knowledge using their prior knowledge;

(iii)   Critically analysing their unique context, using their prior knowledge and integrating the new knowledge with their prior knowledge; and

(iv)   Evaluating their new knowledge and deciding how they will implement the new knowledge in their unique context.

For participants to fully benefit from the cognitive presence, the facilitator ought to be aware of how they implement the IP (teaching presence). An SME facilitator should establish an active learning environment which follows a learner-centred approach. The facilitator needs to create an environment that is safe and non-judgemental.

The effective integration of the CoI's three presences (educational experience) is likely to lead to a change in professional discourse. To determine whether or not the participants' discourse has changed (educational experience), the facilitator should observe the participants' willingness to collaborate and share their new knowledge with their colleagues, as well as the participants' active application of their new knowledge in their unique context.

- Research

This thesis is primarily qualitative and the quantitative nature of change in professional discourse is yet to be explored. The scope of this thesis was limited because it only focussed on full-service schools in quintiles 1-3. Future research could be conducted in full-service and mainstream schools of all quintiles. It is recommended that future research could be dedicated to investigating how the FDF can be used to facilitate professional discourse in other areas of education such as facilitating discourse on technology use in primary schools. It is important to recognise that all changes in the education system is a process and that teachers should be guided in the process with reflective-practice and relevant training.

9.5   CONTRIBUTION OF THE STUDY TO SCIENTIFIC KNOWLEDGE

The contribution to scientific knowledge is that this research provides an original framework, the FDF, to guide facilitators in facilitating a change in professional discourse. This framework is discussed in detail in Chapter 8. The FDF provides a better understanding of the unique

context of each school and how the teachers of the school understand IE. In addition, the framework provides tools for facilitators to guide teachers in creating a shared meaning of IE as well as how to implement IE strategies in their respective classrooms. By creating a shared meaning of IE, teachers are able to understand inclusive pedagogical approaches better and are more willing to apply these approaches in their classrooms, ultimately, providing a shift in professional discourse.

9.6   CONCLUDING COMMENTS

The success of IE strategies implementation is dependent on changing professional discourse about inclusive pedagogical approaches. Teachers who have a better understanding of and attitude toward inclusive pedagogy are more likely to implement these strategies in their classrooms. Moreover, teachers who collaborate on the issues of IE implementation are inclined to develop IE strategies that are relevant and sustainable to their school context. After 1995, in-service teachers in South Africa were required to accommodate learners with all learning abilities in their classrooms. Unfortunately, most of these teachers were not consulted on the change in pedagogy nor did they receive extensive IE training. Negative attitudes soon developed towards IE and most teachers today still foster a limited discourse on inclusive pedagogical approaches.

If teachers receive in-depth training in IE, by using the FDF, their professional discourse on inclusive pedagogy will possibly change. This training will increase teachers' empathy for learners who experience barriers to learning and will motivate them to develop suitable intervention strategies to accommodate all learners in their classrooms. In addition to developing their academic skills, learners who receive accommodation in the classroom improve their self-worth and socio-emotional competencies. Other learners who do not perceive barriers to learning in-turn develop empathy for their classmates, as modelled by the teacher.

As stated by the SA DBE IE policies, all learners should be accommodated in mainstreams schools, especially those who have been previously marginalised and perceive barriers to learning. If teachers receive the training recommended in this chapter, they will have a deeper understanding of what IE entails and why it is vital to accommodate learners who experience barriers to learning.

9.7   REFLECTIONS OF THE RESEARCH PROCESS

Furthering my knowledge in the field of IE has been an amazing journey. Not only have I grown in my professional career as a teacher, but I look at IE with a different perspective as a

researcher. A doctorate is a major undertaking and having the support of the CPUT and MCED has been invaluable. The participants in this research study have inspired me with their passion for learners who face learning barriers, and I am honoured to be a part of their learning journey.

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APPENDICES 1 to 10

Appendix 1: SACE accreditation of the five-week IP

29 April 2019

Tel: (012) 663 - 9517

Fax: (012) 663 – 9238

Private Bag x127

Centurion 0046

Ref: Theo Toolo

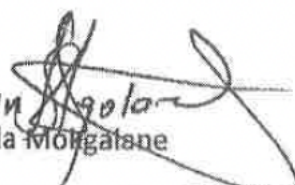Tel : 012 663 9517 (switchboard)

Email : provider@sace.org.za

Dear Provider

This is to inform you that your activities have been endorsed as follows:

Provider Name	Provider number	Activity name	Points	Valid from
	PR13262	Classroom Facilitation Level Two: Practical Application Course	15 points	29 April 2019 30 April 2022
		Dyscalculia Course	10 points	
		Development Dysgraphia Course	10 points	
		Visual Perception and Learning Course	10 points	
		Inclusive Pedagogical Approaches	15 points	

Please inform us if the information has been captured correctly so that we can print the certificate.

Yours in the Teaching Profession

Ella Mongalane

Chief Executive Officer

Appendix 2: Initial open-ended questionnaire

Name:	Gender:
Age:	Phase:
Years of experience:	School:

1. Define Inclusive Education?

2. What barriers to learning are you experiencing in your classroom?

3. How are you being supported by the Western Cape Education Department to ensure that Inclusive Education is being implemented in your school?

4. How would you like to be supported to make Inclusive Education a reality in your school?

5. Which of the following barriers to learning would you like more information on:		
Intrinsic barriers:	Neurological (epilepsy, specific learning problems, cerebral palsy,autism)	
	Sensory (deafness, hard of hearing, blindness, weak sightedness)	
	Behavioural barriers	
	Emotional barriers	
	Intellectual barriers	
Extrinsic barriers:	Lack of support from educators	
	In appropriate and inadequate assessment procedures	
	Inflexible curriculum	
Systemic barriers:	Lack of basic materials and equipment	
	Inadequate support provision	
	Inappropriate language channels	
	Overcrowded classrooms	
Societal barriers:	Poverty and underdevelopment	
	Lack of access to basic services	
	Lack of early intervention programmes	
	Natural disasters and epidemics (e.g. HIV/AIDS)	
	Crime	
6. Would you be willing to take part in a five-week intervention programme to explore inclusive education and the implementation thereof? (The five-week intervention Programme will take place over five Fridays). CPTD will be provided for your participation.		

Appendix 3: Observation notes (Adapted from Gay, Mill & Arasian, 2012)

Date:	
Session:	
Topic:	
Duration:	
Site:	
Number of Participants:	
Participants:	
Name: Role:	
Descriptive notes (Detailed, chronological notes about what the observer sees, hears, what occurred, the physical setting)	Reflective notes (Concurrent notes about the observer's thoughts, personal reactions, experiences)
Setting:	
Tone of the session:	
Participants' interaction:	
Significant/unusual interactions:	
Researcher's role:	

Appendix 4: Post-focus group discussions: Semi-structured interview during the fifth week of the IP (13 September 2019)

MAIN QUESTION	POSSIBLE PROBING QUESTIONS	RATIONALE FOR ASKING THE QUESTIONS	BODY LANGUAGE
How has your definition of inclusive education changed?	• How did you feel about inclusive education before the five-week intervention programme?"Have your feelings changed toward inclusive education?	To answer Research Question 1. To understand if teachers have reflected on teaching practices and have added to their understanding.	
How did the presentation facilitate your understanding of inclusive education?	• Were there certain aspects of inclusive pedagogical approaches which you did not understand before? • How do you feel it has informed your teaching?	To answer sub-question 4. To understand which aspects of inclusive pedagogical approaches have not been visited before.	
Do you think it would be easy to implement inclusive practices in your class?	• Was the course presented in such a way that you are able to apply these strategies in the classroom? • Are the interventions achievable and sustainable in your classroom?	To understand if the mode of presentation was at a level that all teachers felt they could make it their own, and if the strategies are applicable in their classrooms.	
Do you feel equipped to share your knowledge with others?	• What aspects of the course will you share with others?	To understand if teachers are feeling empowered to share the new knowledge they have received.	

Appendix 5: Post-individual interviews: Semi-structured interview – 20-27 February 2020

MAIN QUESTION	POSSIBLE PROBING QUESTIONS	RATIONALE FOR ASKING THE QUESTIONS	BODY LANGUAGE
During the focus group setting were there any topics raised that were interesting to you?	Refer to some of the topics covered in the focus group setting.	To understand whether the participant gained new knowledge during the focus group sessions.	
How did the intervention programme prepare you for inclusivity in the classroom?	Were there any topics covered during the intervention programme that you found useful in your teaching practice and classroom?	To investigate if the participant has applied the learning strategies covered during the five-week intervention programme and if they have found these to be useful.	
Have you shared your inclusive practices with your colleagues? What were their reactions?	Were there things they have noticed in their classroom and did not know how to intervene, and were you able to assist them with strategies?	To ascertain if the participant has changed their professional discourse on inclusive pedagogical approaches and have assisted their colleagues to change theirs.	
If you brought about changes, how did the learners respond to the changes in the classroom?	Were you able to use the strategies covered in the intervention programme?	To answer sub-question 3. To understand if the strategies implemented are sustainable and useful.	

Appendix 6: Article letter

To whom it may concern

This letter serves as confirmation that the manuscript entitled "Exploring Teachers' Experiences in Implementing the Screening, Identification, Assessment and Support Policy in South Africa" has been accepted for publication in the **South African Journal of Education** for the August 2023 issue. The authors are Carien Maree, Janet Condy and Lawrence Meda.

Yours faithfully

Ronél Ferreira
Executive Editor: *South African Journal of Education*
Department of Educational Psychology
Faculty of Education
University of Pretoria
PRETORIA
0001
E-mail: ronel.ferreira@up.ac.za
Tel: +27 12 420 5504
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Appendix 7: Research Ethics Clearance Certificate

***For office use only	
Date submitted	**8/12/2018**
Meeting date	
Approval	**P/Y/N**
Ethical Clearance number	**EFEC 2-3/2019**

Cape Peninsula
University of Technology

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. **Applicant and project details (Applicant to complete this section of the certificate and submit with application as a <u>Word</u> document)**

Name(s) of applicant(s):	Carien Smit
Project/study Title:	Developing a framework to facilitate primary teachers' change of professional discourse about inclusive pedagogical approaches
Is this a staff research project, i.e. not for degree purposes?	~~Yes~~ / No
If for degree purposes:	Degree: Doctorate in Education Supervisor: Prof Janet Condy Co-Supervisor: Dr Lawrence Meda
Funding sources:	Applying for University Research Funding (URF)

2. **Remarks by Education Faculty Ethics Committee:**

Approved: X	Referred back:	Approved subject to adaptations:
Chairperson Name: Dr Candice Livingston **Chairperson Signature:** *Livingston*		**Date: 8/3/2019**
Ethics number/reference:	**EFEC 2-3/2019**	

Appendix 8: WCED Research Approval Letter

Western Cape Government
Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20190415-3804
ENQUIRIES: Dr A T Wyngaard

Miss Carien Smit
10 Toulon Street
Uitzicht
Durbanville
7570

Dear Miss Carien Smit

**RESEARCH PROPOSAL: DEVELOPING A FRAMEWORK TO FACILITATE PRIMARY TEACHERS'
CHANGE OF PROFESSIONAL DISCOURSE ABOUT INCLUSIVE PEDAGOGICAL APPROACHES**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved
subject to the following conditions:
1.   Principals, educators and learners are under no obligation to assist you in your investigation.
2.   Principals, educators, learners and schools should not be identifiable in any way from the results of the
        investigation.
3.   You make all the arrangements concerning your investigation.
4.   Educators' programmes are not to be interrupted.
5.   The Study is to be conducted from **21 April 2019 till 27 September 2020.**
6.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for
        examinations (October to December).
7.   Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact
        numbers above quoting the reference number?
8.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9.   Your research will be limited to the list of schools as forwarded to the Western Cape Education
        Department.
10.   A brief summary of the content, findings and recommendations is provided to the Director: Research
        Services.
11.   The Department receives a copy of the completed report/dissertation/thesis addressed to:
                The Director: Research Services
                Western Cape Education Department
                Private Bag X9114
                CAPE TOWN
   **8000**

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 16 April 2019

Lower Parliament Street, Cape Town, 8001   Private Bag X9114, Cape Town, 8000
tel: +27 21 467 9272   fax: 0865902282   Employment and salary enquiries: 0861 92 33 22
Safe Schools: 0800 45 46 47   www.westerncape.gov.za

Appendix 9: Letter from learning support coordinator to principals. Once principals read the letter, they gave verbal consent.

Western Cape
Government
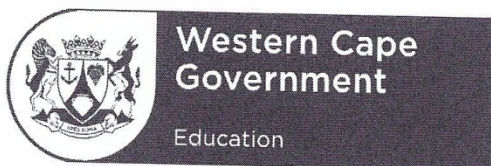
Education

Ms I. du Toit
Metro Central Education District
Haven Road, Maitland
Irma.duToit@westerncape.gov.za
Phone: 021 514 6779
Cell: 082 415 8832

2 May 2019

Dear Principal,

Your school has been recommended by the WCED: Metro Central District Office to take part in the study - **Developing a Framework to Facilitate Primary Teachers' Change of Professional Discourse about Inclusive Pedagogical Approaches**.

Carien Smit would like to invite you to take part in her study. Her study will consist of a meeting with your teachers, 6 workshops, and interviews.

The school can choose whether to be in this study or not. If you choose to be part of the study, Carien will discuss dates that are convenient for the school to meet with the teachers. During this meeting, Carien will invite teachers to take part in her study, which will take place off school campus at the CPUT Mowbray library.

If the school volunteers to be in this study, the school may withdraw at any time without consequences of any kind. The school may also refuse to participate in any aspect of the process, and still remain in the study.

Any information that is obtained in connection with this study and that can be identified with the school will remain confidential and will be disclosed only with the principal's permission or as required by law.

If you have any questions related to this research please contact Carien Smit (cariensmit87@gmail.com) or Irma du Toit (Irma.dutoit@westerncape.gov.za).

Regards,

Irma du Toit

Learning Support Coordinator

Appendix 10: One example of the 12 consent letters signed and dated

Inclusive Pedagogical Approaches

Carien Smit
Doctor of Education Candidate, CPUT
cariensmit87@gmail.com
079 491 870 2
12 July 2019

Dear Participant

Carien Smit is conducting a research study on 'Developing a framework to facilitate primary teachers' change of professional discourse about inclusive pedagogical approaches'. This letter is to ask you whether you would be prepared to take part in this research study.

In your response, please consider the following:

Purpose of the Study: The purpose of this study is to develop a framework to facilitate primary teachers' changing professional discourse on inclusive pedagogical approaches. To facilitate this change the researcher will create a five-week intervention programme based on theory of inclusive pedagogical approaches. The proposed topics of the intervention programme will be guided by the many inclusive education policies.

Procedures: We wish to ask you for permission to use the data from the various feedback you will provide during the five-week intervention programme, such as focus group discussions, individual interviews, sharing of classroom experiences, group work and reflective writing.

Benefits of the study: This study will provide important information on how to apply inclusive principles in your classroom, it will also assist you in reflecting on your teaching methodologies. Furthermore, you will assist the researcher and yourself in generating new knowledge on inclusive pedagogical approaches. You will also assist the researcher in collaborating with participants in changing other teachers' professional discourse on inclusive pedagogical approaches. This new knowledge can assist policy makers and teaching professionals.

The right to withdraw: You may withdraw from this research at any time without consequences of any kind. You can also refuse to answer any questions that you don't want to answer during the intervention programme/interviews or withdraw from giving permission to use any of your information provided. If you wish to withdraw during the intervention programme or interviews you may also do so.

Confidentiality: Any information which is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by use of pseudonyms in publications. Furthermore, any background information that will make identification possible will not be included in any academic paper or public document. With regard to the data collected and the interviews conducted, you will have the right to review the data to be used and to edit any information which pertains to you.

Remuneration for participation: You will not be remunerated for participating in the project.

Identification of principal researcher: The contact details of the principal researcher are known to you and you may feel free to contact the researcher at any time you wish to if you have questions relating to your participation in the research project.

Inclusive Pedagogical Approaches
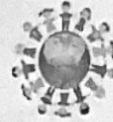
Consent form

I, ██████ ██████████ give the person mentioned above permission to use data that will be collected during the course of my participation in the study through: the focus group discussions, individual interviews, sharing of classroom experiences, group work and reflective writing.

I understand that the researcher intends to share the data collected during the intervention programme and interviews in the form of publications and conference presentations.

I also understand that:
- Whether or not to give this permission is a personal decision, and it is entirely voluntary.

- There will be no rewards for giving this permission, as there will, of course, be no penalty for refusing it.

- I have the right to withdraw my permission at a later stage – so long as it is prior to any publication which the researchers produce – and the researcher/s then refrain from including my materials in their research.

- The researchers will use data collected through the focus group discussions, individual interviews, sharing of classroom experiences, group work and reflective writing and the research study for purpose of this study only.

- The findings from the research are likely to be published in institutional reports, academic journals, books and book chapters and presented at academic conferences.

- My own identity or that of any other person included in my materials will be protected.

My signature below indicates my permission to use the data collected during the six-week intervention programme and interviews for the research study 'Developing a framework to facilitate primary teachers' change of professional discourse about inclusive pedagogical approaches'.

Signed at _CPUT Library_ (Place) on _26·07·19_ (Date)

██████ (Signature)

Appendix 11: Letter from language editor

LAUREN WALFORD PROOFREADING SERVICE

30/10/2022

To whom it may concern

This is to certify that I have proofread the thesis by Carien Maree entitled: **"Developing a Framework to Facilitate Primary School Teachers' Change of Professional Discourse about Inclusive Pedagogical Approaches."**

I have made any corrections to grammar, sentence structure and spelling which I felt necessary.

Regards,

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