

Full Service Schools' level of readiness in implementing inclusive education in Limpopo Province : Implications for teacher education

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Why is the topic important?

- Full Service Schools (FSS) to pilot inclusive education implementation(IE)
- FSS are mainstream institutions that provide quality education for all
- FSS strive to achieve access, equity, quality and social justice in education
- Establish methods to assist curriculum and institution transformation

Why is the topic important?

- Fourteen years (Education White Paper6), no evidence of their effectiveness
- In Limpopo Province, no study as to whether the pilot is viable or not
- Such information may be useful to policy makers, to teachers and to researchers
- Specifically, teacher education may benefit if this information forms part of pre-service and in-service curricula

Research questions

Therefore, this study seeks to answer the following questions:

- How is inclusion realised in FSS?
- Which factors are advancing or impeding inclusion in FSS?
- What is teacher education's level of contribution for inclusion in FSS?

What theory informs the study?

Readiness Theory

Jonathan P. Scaccia, Brittany S. Cook, Andrea Lamont, Abraham Wandersman, Jennifer Castellow, and Jason, 2015

- Three components

Readiness = Motivation x General Capacity x
Intervention-Specific Capacity ($R = MC^2$)

What theory informs the study?

Sub-components

1. **Motivation**

Relative advantage, compatibility, complexity, trialability, observability, priority

2. **General capacity**

Culture, climate, innovativeness, resource utilization, leadership

3. **Intervention-specific capacities**

Knowledge and skills, programme champions, climate support and inter-organisational relationships

FSS readiness

- Understanding organizational readiness ($R = MC^2$) is a function of all the three components (Scaccia et al, 2015)
- Each component contributes to an organization's readiness
- If any of the components is zero or near zero, the organization is not ready to implement an intervention

Research Methodology

Qualitative study: thick descriptions

Case study design: teachers of FSS

Sample: Purposive

Eight Full Service Schools

2 x teachers and 1 x Head of Department

Total of 24 teachers

Two Universities

- 1 x lecturer

Total of 2 lecturers

Data from teachers

Data collection: Interviews, Observations,
Document Analysis

Data Analysis : Alongside the components of the Theory of Readiness. Themes that may not feature in either of the components of the theory are analysed independently under new themes

Data from teachers

Interviews (to address questions 1 and 2)

Semi-structured

- To check whether teachers were able to draw from their learning in teacher education

Observation (to address question 3)

- To check whether teacher education had prepared them

Data from teachers

Document Analysis

- To check whether their lesson preparations were in line with their training
- To check whether inclusive education interventions were in line with the policies

Data from TE lecturers

Data collection: Interviews and Document Analysis

They were interviewed and documents

- They have any reference of FSS in their syllabi
- They prepare their teachers to operate in FSS
- They take their student teachers for practice teaching in FSS
- They do : observations of FSS regarding teacher education for inclusion

Tentative findings

How is IE realised

- Diverse learners have been admitted
 - Provision of resources is still alongside the traditional schools (Draft policy)
- Teaching and learning
 - lesson planning, presentation and assessment

Advancing factors

- Teachers perceive IE as a good practice
- Teachers collaborate with each other and special schools
- Some FSS adapt and differentiate the curriculum
- School Based Support Teams (SBSTs) in all schools
- Districts Based Support Teams (DBSTs) non-functional
- Parental involvement in some schools
- Provincial inclusive directorate support FSS, but only 2

peer support



parental involvement



FSS initiatives



interventions



Impeding factors

- Overcrowding
- Lack of capacity
- SBST for compliance and DBSTs' lack of support
- Lack of collaboration between teachers, schools, teacher education, government departments, and parents
- Insufficient acquisition of knowledge
- The theory-practice gap for teacher education

Universities

- IE offered as a part module
- Universities collaborate with national Department of Basic Education and NGOs
- No collaboration between schools and universities

Implications for teacher education

- Teacher education should consider the following:
- Review the course content to strengthen students' pedagogical content knowledge
- Short learning courses as a form of continuing professional development
 - More research: to provide evidence based data on the implementation of inclusive education in FSS

NLEBOGHELE!