# Teaching for All: A Whole School Approach to Change

Presentation at the 2nd Symposium on Teacher Education for Inclusive Education
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# Presentation Outline

- Strategic Framework
- Multiple intersecting barriers and vulnerabilities that impede social cohesion
- National Education Strategies that promote inclusion and participation of all learners
- Values into action – example of good practice
- What constitutes and inclusive school?
- Implications for training of teachers and managers

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TEACHING
FOR ALL

# Teaching for All

- The Department of Basic Education is an associate partner in the European Union co-funded Teaching for All Project, which aims to contribute to the mainstreaming of inclusive education policies and practices in the South African education system. Both CSTL and SIAS will form part of core inclusive education modules at UNISA and other partner institutions.

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# THE 2015 WORLD EDUCATION FORUM DECLARATION

*'Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all.'*

*World Education Forum: Incheon Declaration, 2015, article 7.*

NATIONAL DEVELOPMENT PLAN
**2030**

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7.

# National and International Statutory Obligations

- Bill of Rights in the SA Constitution states the immediate right to basic education.

- South African Schools Act (1996) confirms right to Inclusive Education.

- International Frameworks and Conventions (EFA, SDGs, CRPD, CRC) place clear obligations on states parties to ensure equitable access to education for all in an inclusive system.

- However, vulnerable children still face a range of complex and intersecting barriers to education.

- Barriers impact their ability to access school, to complete schooling and to achieve to their full academic potential.

- Learners who are at risk of compounded marginalisation are those from poor families, live in rural and disadvantaged settings, are orphans, disabled, girls with family responsibilities, etc.

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*"Exclusion from education reflects a complex, progressive and sustained social process of 'being excluded'. Children who are excluded from education, are often also excluded from development benefits in general"*

(Dakar Thematic Study on Exclusion, 2000).

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"Of all learners who start school, approximately **60%** will reach matric, **37%** will pass matric, **4,5%** will attain some or other university qualification and **3%** will attain a degree."

There are several interventions that one could consider to address inequality in society, but the **real change must take place in the education sector**.

(RESEP Study, Servaas vd Berg, 2016)

# International Best Practice

- The analysis of the 2015 PISA results in Literacy, Maths and Science have shown the following trends in systems that manage to achieve equity and excellence (Andreas Schleicher):
  - Growth mindset and high expectations
  - Ensuring that learners' socio-economic status has little to do with learning outcomes
  - Capacity at the point of delivery
  - Assuming a strong knowledge base in all teachers – deep understanding of discipline
  - Teacher professional autonomy
  - Culture of collaboration

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# The Comprehensive DBE Response to Combat Exclusion

- Care and Support in Teaching and Learning
- Promoting Social Cohesion
- Education White Paper 6
- Policy on Screening, Identification, Assessment and Support
- Guidelines for Full-Service/Inclusive Schools
- Guidelines for Responding to Diversity in the Classroom
- Introducing technical vocational pathways

# CARE AND SUPPORT TEACHING AND LEARNING (CSTL)

- CSTL Framework is used by DBE to step up efforts to address barriers to education, increase participation and combat exclusion.

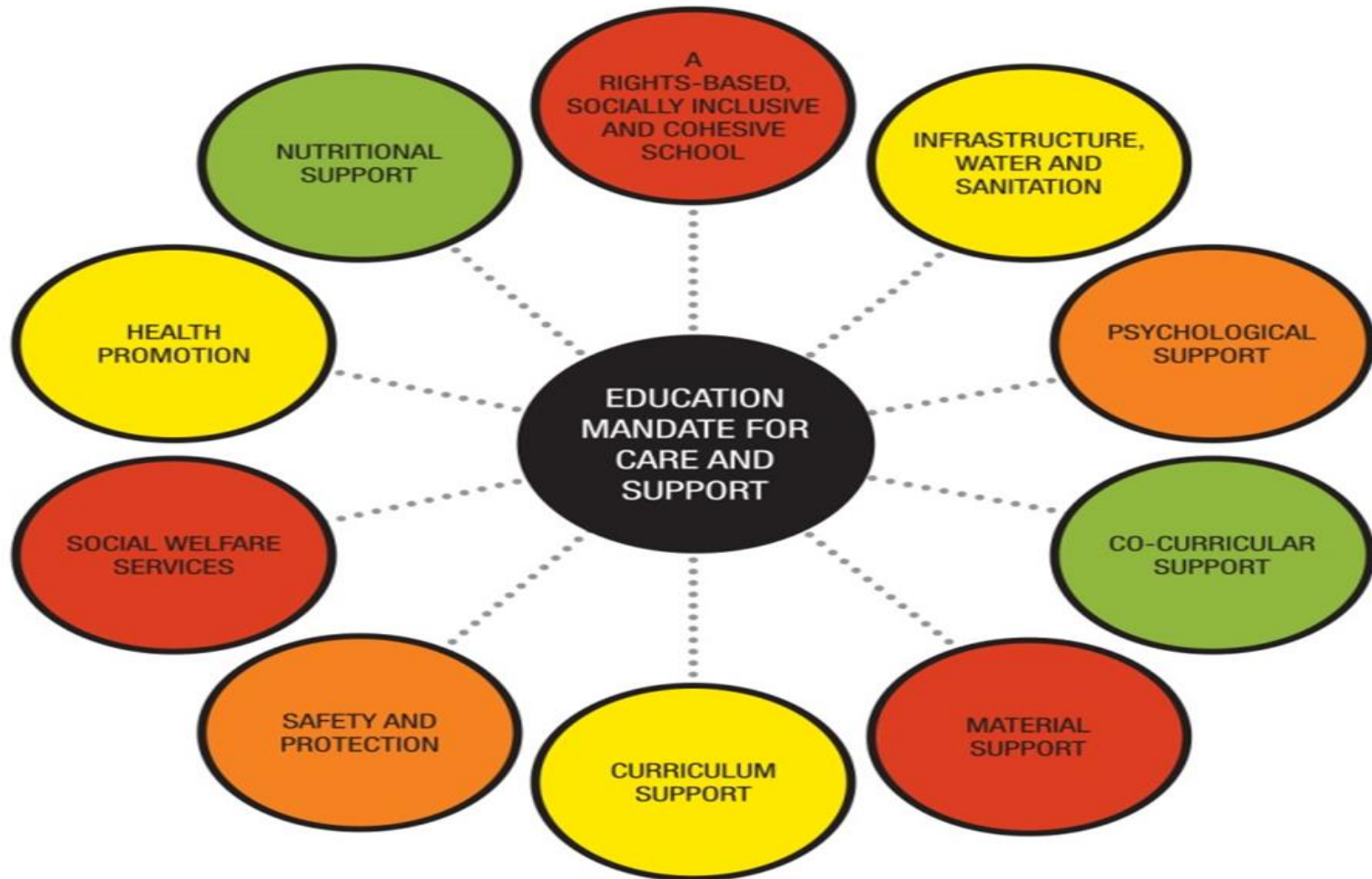- Adopted in 2008 by Ministers of Education in the SADC region.

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# What is CSTL?

- Comprehensive, coordinated, multi-sectoral response to address the barriers to teaching and learning for learners
- Promotes mainstreaming of care and support into policies, structures, processes and programmes within education
- Not a new policy and does not replace the numerous initiatives to support vulnerable children
- Provides an overarching framework within which various activities will find an encouraging home

**Goal**

- To realise the educational rights of all children, schools should become inclusive centres of learning, care and support

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# Ten Priority areas for care and support

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# Ecological Systems Approach

- Highlights the need for effective intervention at intrapersonal, interpersonal, community, institutional and societal levels as a approach to address multiple manifestations of vulnerability.

- Education White Paper 6 articulates a systems approach to education reform.

- EWP 6 recognises that barriers that impact negatively on learners' right to access education could be within the classroom, school, education system and within the broader social, economic and political context.

- It puts forward the role of the school in identifying and addressing the range of barriers that impede the full participation of learners.

**POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT**

2014

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**GUIDELINES FOR RESPONDING TO LEARNER DIVERSITY IN THE CLASSROOM | English**

*National Curriculum Statement (NCS)*

*Curriculum Assessment Policy Statement*

**CAPS**
STRUCTURED. CLEAR. PRACTICAL
HELPING TEACHERS UNLOCK THE POWER OF NCS

*Grades R - 12*

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# Vision and Purpose of the SIAS Policy

- Standardisation of procedures to ensure access to quality inclusive education and support

- To manage and support differentiated teaching and learning processes

- Align Health and Social Welfare Systems to establish a seamless system of early identification and effective intervention

- Guide planning and budgeting for inclusive education

- Minimise referrals for special school placement

- Guide establishment of support structures at District and School levels

- New service delivery models for support services

# Full-Service Schools

# Key Features of Full-Service Schools

- Welcome all learners and celebrate diversity
- Flagship schools that demonstrate best practice in inclusive education
- Accessible curriculum
- Support to all learners in creative ways
- They promote team work amongst teachers and between teachers and parents
- Relationship with other schools and with all members of the community
- Advocates for all learners who are at risk
- Physical accessibility and safe environments
- They demonstrate how all children of school-going age can attend their local school and achieve their full potential.

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# **Vision into Action**

- A School's Journey to becoming an inclusive centre of care and support

- Mathomomayo Secondary School, Lebowakgomo, Limpopo

# Enabling physical environment

# Management and Governance

# Team Work

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# Ongoing Staff Development

# Involvement of Government Departments

# Community Involvement

# Outputs
# Grade 12: 33, 3 % - 90, 9%

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# Elements of an Inclusive School

**Attitudinal Change:**

- Not about bringing methods of special needs education and apply it in regular schools.

- It is about attitude.

- In every school there is more capacity than what they are utilising.

- School leaders should capacitate all teachers and stakeholders to explore their own innovative approaches.

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# Elements of an Inclusive School (Cont.)

**Team work, collaboration and reflective practice:**

- Practice is largely inarticulate and reflects taken-for granted assumptions
- Teachers do not share ideas about practice or about their beliefs and values so as to become more reflective.
- Develop a language so that teachers can talk to each other.
- Create opportunities to observe each other's practice.
- Allow them to stop and reflect, create an interruption in the daily life of the school.
- One of the biggest contributory factors to real change is this peer observation.

Mel Ainscow & Abha Sandill (2010)

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# **National Achievements**

# Progress made since 2015

- Accelerated Institutionalisation of SIAS Policy and Curriculum Differentiation – facilitated by filling of posts in Inclusive Education at all levels.

- Progressive rollout of SIAS Policy and Curriculum Differentiation has reached **32 992 teachers** from **6 379 schools** and **2 395 officials** from all 81 districts.

- Mobilising out-of-school children with disabilities – Conditional Grant for Learners with Severe to Profound Intellectual Disability, monitored admissions and placing of learners on waiting lists.

- Strengthening implementation of SASL CAPS in all Grades up to Gr 11.

- Preparing the system for implementation of the Technical Occupational Programmes – audit of schools, equipping of workshops, training of teachers.

- Progressive designation of FSSs and SSRCs – funding, infrastructure, transport

- Finalisation of Funding and Human Resource Provisioning Norms for an Inclusive System – October 2017.

# SIAS: Progress and Best Practice

- Schools that have changed their policies, cultures and practices did better

- Where SBST is a central team to drive whole school change and coordinate holistic support, schools do better

- Problem solving, reflective, professional learning community

- Monitoring of functionality

- Community networking

- Linked to CSTL

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# Full Service Schools: Progress and Best Practice

- Schools that have changed their policies, cultures and practices are stronger

- Networks of full-service schools share good practice

- Resources to neighbouring schools

- Flagship schools

- Successful change without additional resources

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# **Developments in CSTL**

- Life Orientation textbooks from Grade 4-12

- CSTL component inserted into longer courses in Inclusive education - British Council, UNISA and MiET Africa

- In-service teacher training for the implementation of CSTL - SACE

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# **Implications for Management and Teacher Development**

- Principles of Inclusion, Care and Support need to be infused across disciplines in Initial Teacher Education

- Grounded in practice of managers and teachers

- Linked to school effectiveness

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# Conclusion

- Mobilising human resources;

- Evidence as a stimulus for developing more inclusive practices;

- Organisational cultures that view student diversity positively;

- Schools working together and with the wider community; and

- National policies that create a framework for making this happen.

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*"The changing of attitudes is not something that happens automatically or spontaneously. Attitude changing is a complex process which involves moving, in a series of stages, from one set of attitudes to another."*

*White Paper on the Rights of Persons with Disabilities*

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Every child is a National Asset

# Thank you!

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