EDUCATORS' UNDERSTANDING OF THEIR ROLES AT A SCHOOL OF SKILLS

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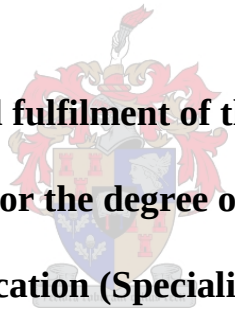

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and had not previously in its entirety or in part been submitted at any other university.

..... **.....**

Signature **Date**

ABSTRACT

The site for the study is a Western Cape school for industry that became a school of skills in 1999. According to the S.A. National Association for Specialised Education (SANASE) (2001:1), a school of skills, also referred to as a special school, caters for intellectually mildly disabled learners (IMD learners) who are characterised by their poor scholastic abilities in reading, writing and arithmetic skills, low self-esteem, poor self-concept, lack of motivation to study and their inability to cope with academically orientated work. These would be learners who were previously in mainstream schools but whose learning difficulties resulted in their being placed at special schools.

These learners pose particular challenges to their school environments, and teachers who work with such special needs learners require specialised training to equip them for their tasks. Teachers at schools of skills, however, generally have no additional training. This study had as focus teachers' understanding of their roles at a school of skills. This study uses an ecosystemic approach within an interpretive research framework to obtain in-depth data on teachers' understanding of the learners' learning needs and the concomitant challenges to classroom learning and their teaching. It also explored teachers' interpretations of their professional positioning amidst the demands posed by an outcomes-based curriculum.

The study found that, despite ongoing in-service training initiatives, teachers insist that they need learner-specific guidance as they were incapable of providing suitable learning to their learners. They believe that their learners will need life-long learning support. Such beliefs create barriers to successful learning and can also marginalize learners, preventing them from being part of the mainstream of community life. The study found that the successful implementation of inclusive classroom learning is left largely to teachers' personal initiative. Although some teachers achieved positive results, the majority of teachers at the site failed to provide successful learning. It seems that learning success at schools of skill is dependent on positive teacher expectations of learners learning.

OPSOMMING

Die studie is gedoen by 'n Wes-Kaapse vaardigheidskool wat voor 1999 'n nywerheidskool was. Volgens die Suid-Afrikaanse Vereniging vir Gespesialiseerde Onderwys (SAVGO) is 'n vaardigheidskool 'n spesiale skool wat onderrig bied aan intellektueel matiggestremde leerders wat gekenmerk word aan hul swak skolastiese lees-, skryf- en numeriese vaardighede. Hierdie leerders het 'n swak selfbeeld, gebrek aan motivering om te studeer en 'n onvermoë om te presteer in akademies-geörienteerde onderrig (2002:1). Dis is gewoonlik leerders wat vanweë hul leerprobleme vanuit hoofstroomskole by spesiale skole geplaas word.

Vaardigheidskoolleerders stel spesifieke uitdagings aan onderrig en opvoeders benodig gespesialiseerde onderwysopleiding om geskikte onderrig aan die leerders te verskaf. Die fokus van die studie is dat opvoeders by vaardigheidskole nie gewoonlik addisionele opleiding vir hulle taak gekry het nie. 'n Ekosistemiese teoretiese paradigma ondersteun die studie om in-diepte-data van opvoederbegrip van hul leerders se leerbehoeftes, die gepaardgaande uitdagings en hoe opvoeders klaskameronderrig fasiliteer binne 'n interpretatiewe navorsingsraamwerk. Te midde van die uitdagings wat 'n uitkomsgebaseerde onderrigkurrikulum aan klaskameronderrig stel, is opvoeders se interpretasies van hul professionele rol ook ondersoek.

Ten spyte van volgehoue indiensopleiding inisiatiewe deur onderwysowerhede, bevestig opvoeders steeds hul behoefte om leerders se leerbehoeftes en meegaande uitdagings doeltreffend aan te spreek. Opvoeders se opvatting dat leerders van lewenslange leerondersteuning afhanklik sou wees, het as onderrighindernis vir suksesvolle leer gefunksioneer met die potensiaal om leerders met spesiale leerbehoeftes verder te marginaliseer en buite die hoofstroom van gemeenskapslewe te hou. Die studie het gevind dat die suksesvolle implementering van inklusiewe leer grootliks afhanklik is van persoonlike onderwyser-inisiatiewe. Die bevinding was dat leerder-leersukses by die instansies oor die algemeen onsuksesvol is, ondanks positiewe leerresultate opgelewer deur sekere opvoeders. Daar is bevind dat die leersukses vir leerders by vaardigheidskole veral sterk leun op positiewe opvoeder-verwagtinge van leerders se leer.

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I dedicate this work to them.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

In 1999 a Western Cape school for industry became a school of skills. For nearly two decades before that, the school had served as a rehabilitation centre for youth sentenced and placed by courts of law. From 1999 onwards the school of skills started to admit only intellectually mildly disabled grade 7 learners from mainstream primary schools. According to the S.A. National Association for Specialised Education of 2002 (SANASE) (2001:1), a school of skills, also referred to as a special school, caters for intellectually mildly disabled learners (IMD learners) who are characterised by their poor scholastic abilities in reading, writing and arithmetic skills, low self-esteem, poor self-concept, lack of motivation to study and their inability to cope with academically orientated work. These would be learners who were previously in mainstream schools but whose learning difficulties resulted in their being placed at special schools.

The White Paper 6 on Special Needs Education (WP 6, 2001) states that special schools are to provide particular expertise and support in an inclusive system. This restructuring of the educational system has had direct implications for the staff and their duties as well as the learning site. One such implication relates to the suitability of the existing professional and non-professional staff of the school and their capacity to cope with the restructuring. The same document also states that special schools are to provide critical educational services to learners who require intense levels of support (WP 6, 2001:21). However, the document does not address the issue of whether educators employed by such schools are to receive specialised training to equip them to deal with a challenging learner population.

Learners with learning difficulties pose particular challenges, and the teachers who work with these special needs learners require specialised training to equip them for their tasks. Teachers at a school of skills, however, generally have the skills that teachers in mainstream schools need. A further challenge for schools of skills teachers is that no formal curriculum has been developed for the learners admitted to such schools.

SANASE investigated an alternative curriculum for intellectually mildly disabled (IMD) learners in schools of skills in 2002. Their report criticised Curriculum 2005 on the grounds that it was too academically orientated and that it did not make provision for vocational training, which, in their opinion, was imperative for IMD learners' learning. Their report, which came out prior to the Revised National Curriculum statement (RNCS) of 2002, proposed a General Education Training Certificate (GETC) for Grade 9 with a major emphasis on vocational training, based on the present GETC for Adult Basic Education and Training. In the absence of official curricular guidelines for educators of learners with special educational needs (LSEN), at a meeting between the South African Teachers' Union (SATU) and the Department of Education (DOE) it was decided that, until the DOE had released the guidelines, for LSEN schools should develop their own learning programmes. This was to be done in accordance with the Revised National Curriculum statement and was to replace Curriculum 2005 (undated document). The only official literature regarding special needs learning is WP 6 (2001; 2002) and the Final NCSNET and NCESS Report on Quality Education for All, which was issued by the Department of National Education (DNE). These documents provide only the aims and roles of special schools. As no official brief was issued by the DNE, the internal policy (identified for this study) that the school followed was that all these learners should receive technical training for three years to prepare them for the labour market. Learners are subjected to what can be described as a 50% academic and 50% technical training programme in one ten day cycle for a full period of three years. The various South African provincial education departments started assessing individual special schools preferred learning models in 21 April 2008 in order to compile final proposals to the National Directorate of Special Education. School governing bodies had to mandate the written proposals which were presented by delegations consisting of teachers and principals. This process of drafting a curriculum framework for LSEN had to be completed by September 2008 for implementation from January 2009 (Western Cape Educational Department Directorate: Curriculum, 2008).

1.2 PERSONAL MOTIVATION FOR THE STUDY

Eight years ago I started teaching as a special school educator at a school of skills. The staff members at this school were the educators who had been appointed when it was still a rehabilitation school. None had been deskilled in the preparation for their changed learner population when the school became a school of skills. I argue that the philosophy underlying

the educational approach would differ for the two schools. In the first type of school, namely the reformatory, educators were dealing with youth offenders. At the school of skills, however, their student population consists of learners who are intellectually challenged and not able to cope in mainstream schools. As an educator I had become concerned about their negativity towards learning throughout their three year training courses, as well as the social problems these learners manifest. In the years that I had taught at the school, I had observed the following:

- Alarming levels of misbehaviour and social problems amongst learners
- A high dropout rate among learners
- Rural learners becoming farm labourers, blue collar workers, or informal traders, after completing of their courses
- The majority staying unemployed
- Few learners gaining employment as skilled labourers or apprentices, after completing their courses
- A large number of learners are already between 17 and 20 years old, putting them at risk for teenage pregnancy, gangsterism, drug trafficking, convictable offences, sexual exploitation etc.

1.3 THE THEORETICAL APPROACH OF THIS STUDY

In dealing with the concern(s) about the learning behaviour of the learners that are currently at the school, this study assumes that the educator is (1) primarily responsible for facilitating learners' classroom learning, (2) a good source of knowledge of learners' learning and (3) informed about how to deal with learners' learning behaviour.

The investigation was undertaken against the background of the educators' roles as determined by the DOE. Act no 76 of 1984, the National Policy for General Education Affairs Act defined an educator as a trainer or a teacher of other persons at any school in the Education Labour Relations Council document of 2003 (ELRC)) and the primary resource for achieving the goal of an inclusive education and training system (WP 6, 2001). The WP6 (2001) documentation states that educators will need to develop and improve their skills to

become key agents in transforming South African education into an inclusive and training system. The Second Draft Guidelines for the implementation of Inclusive Education (2002) states that educators and institutions are to be accountable for their learners' learning development and that educators should also enhance their own professional development by integrating their individual study plans with institutional developmental processes. The DOE has implemented Integrated Quality Management Systems Training (IQMS) since 2004 to promote educator developmental appraisal and performance measurement (DNE, 2004). The ELRC (2003:A-47) defines several roles for educators that emphasise professional competence. WP6 (2001) assures all public schools' educators ongoing-in-service-training and access to learning supportive structures within a school's district.

Engelbrecht, Green, Naicker and Engelbrecht (1999) argue that the outcomes-based education curriculum (OBE) which was introduced in 1994 will enable educators to provide appropriate, adequate and responsive learning to learners' diverse learning needs. The ecosystemic and constructivist approaches that are embedded within the OBE Curriculum enable educators to take account of learners' social context(s) during learning assessment could enhance learners' learning development to the fullest (Engelbrecht et al., 1999). The 2004-2016 Western Cape Education Department document (WCED 2004-2016) places a high premium on learning context(s) that will enable all learners ("bright", "stupid", "abled", "disabled", "gifted", "handicapped") to share knowledge of their own meaning-making, both individually and collectively, in order to construct or reconstruct knowledge. The aim is to promote supportive learning between all learners in classroom learning.

In this study the focus was on educators' knowledge of education, their responsiveness to learners' learning needs and their vision of learners' learning.

1.4 PROBLEM STATEMENT

The South African Constitution (Act 108 of 1996) ensures the provisioning of basic education for all learners, whether disabled or not; the ideal is that all learners will be able to pursue their learning potential to the fullest, with or without disabilities (White Paper 6, 2001:11). Teachers are seen as serving as the primary source for achieving the inclusive education system promised in the constitution (White Paper 6, 2001). Achieving this ideal, however, could be hampered by a number of issues within special education and barriers to learning at the learning site. They are, amongst others, educators not adequately trained for

special needs learning, educators not familiar with official guidelines with regards to suitable assessment strategies, learning methodology and learning content, and the questionable placement of learners from mainstream schools to schools of skills. Education should be conducted by classroom educators who consider all learners as people who have the potential to accomplish in life. The reality, however, is far removed from this ideal.

In the absence of official curricula guidelines, special school teachers face a challenging task facilitating special needs learning. This has implications for the level of success that educators in such educational settings could have in preparing learners for life after school. In the absence of clear guidelines of what to teach and what their roles are, teachers at the school of skills have to use their own interpretations on their role in a special education setting. This study investigated teachers' understanding of their various roles at a school of skills. As the researcher I worked within an interpretive paradigm, as I was interested in recording the multiple meanings that educators make of their roles as educators. This study also investigated their understanding of their roles against the background of the roles of special schools and the nature of special needs learning as specified in the White Paper 6 of July 2001 on Special Needs Education.

The following research questions were posed by the study:

- What are the educators' understandings of the learning needs of their learners?
- What challenges are being posed to the educators by the learners' special learning needs?
- How do the educators address the learning needs of their learners?

1.5 AIM OF THE STUDY

The aim of the study was to investigate how educators understand the learning needs of their learners, the challenges those needs pose to learning and how their understanding of their roles address those learning needs. In light of the above, the following objectives were identified:

- To review literature regarding special learning needs of adolescents who attend schools of skill

- To interview educators in order to obtain data on their knowledge of learners' learning needs (identifying, intensity levels, controllability, occurrences) as well as the challenges that are being posed to learning as a result of the effects of learning needs on learning context(s)

- To determine educators' views on the value of what they teach.

1.6 RESEARCH DESIGN

1.6.1 Research methodology

The study is qualitative in nature since it was interested in the realities constructed by individuals interacting with their social worlds and in understanding the meaning that they have constructed of their roles (Merriam, 1998). It aimed at providing detailed and wider accounts of educators' meaning-making of their roles in this specific learning setting.

The study, therefore, used qualitative research with an interpretive orientation in order to generate optimal description: firstly, qualitative to maximise the validity of research findings (Terreblanche & Durrheim, 1999) and secondly, an interpretivist orientation supported by the ecosystemic-constructivist perspective (Donald et al., 2002) to investigate the phenomenon holistically. The research design or pre-fixed plan aimed at being a coherent guide for implementation that provided valid and reliable responses to the research questions (Terreblanche & Durrheim, 1999).

The study was undertaken within an eco-systemic and constructivist framework. This means that data gathering and analysis depended on the interaction and interdependency between various levels of the learning contexts as constructed by the various educators (Donald et al., 1997). Responses were seen and investigated against the background of educational policies, educator training, community development and educators as learning facilitators. A constructivist framework was used to strengthen the interpretive research paradigm of the study in order to understand the phenomenon of interest from the participants' perspectives (Merriam, 1998). I sought to gain knowledge about how educators understand or see their roles at the school and also how they 'live' those understandings.

1.6.2 Population

The theoretical population of the study was all educators of learners enrolled at schools of skill in the Western Cape. That population was delimited to the teaching staff of one school of skills in the Western Cape. Due to the small number of educators at the school, all eleven educators were approached to be subjects of the study.

1.6.3 Data collection techniques

The primary method of data collection used during this study was interviewing. The study aimed at obtaining rich and detailed information through one-on-one interviews with participants. Secondary methods of data collection included observations and informal interviewing on site to make triangulation of qualitative data possible, and also to enhance the reliability of the investigation's findings. Qualitative one-on-one interviews provide space for individual opinions as well as the uniqueness of teachers' experiences to be captured. Making my own understanding(s) of the setting was also important. In addition to the one-on-one interviews, informal interviews were conducted to produce more knowledge about educators' learning backgrounds and learners' learning at the site (Patton, 1987). The one-on-one interviews were captured on audiotape recordings that were then transcribed and made available to participants for verification purposes. I used an interview guide to control and check that all areas were covered during the interviews with all participants of this study (Patton, 2002; Borg & Gall, 1983).

Field notes taken throughout the period of investigation as well as existing documentation and artefacts on the topic under investigation were integrated in the last part of the data collection phase. The comprehensive field notes were used as a central source of information and also as a way of controlling the direction of the investigation. Artefacts collected included the school roster and descriptive staff lists. They also included detail of the setting of the interview, participants' responses, and my own feelings and interpretations (Merriam, 1998).

The study uses Mouton's (2001) three forms of reasoning when analysing data, namely:

- deductive reasoning: conclusions were drawn from what was observational/ observed

- inductive generalisation: the study of educators' understanding took the study into areas of social nature which make transferability of information possible

- Retroductive reasoning: 'new' or unexpected information coming from the study was used to elaborate findings and provide substantiation where necessary. Findings were examined against the background of current educational practices and developments and relevant educational theories.

The data were analysed according to the method described by Reid (1992). The one-on-one interviews were transcribed literally and the categories that emerged from the coded units of meaning resulted in themes. Open coding techniques (Strauss & Corbin, 1990) were used to name and categorise units of meaning relevant to the study. The aim of this data analysis was to identify patterns and draw conclusions in order to ultimately determine the educators' understanding of their roles at the learning site.

1.7 CLARIYING KEY CONCEPTS

Mainstream Schools

Mainstream schools like special schools fall under public schools as defined in section 1 of the South African Schools Act, 1996 (Act no. 84 of 1996): a public school may be an ordinary (mainstream) school or a public school for LSEN. In the South African social context(s) ordinary public schools are referred to as mainstream schools catering for "normal" learners under "normal" conditions. Special schools are for those learners with disabilities, maladapted social behaviour and learning difficulties. Mainstream schools accommodate the majority of learners in every South African community and special schools those learners who were/are placed or transferred through educational structures and procedures.

Special Schools

Special schools are schools for those learners with disabilities, maladapted social behaviour and learning difficulties. Special schools accommodate a small number of school-going children throughout the country. Special needs learners were/are excluded from mainstream education (White Paper 6, 2001).

IMD learners

Intellectually mildly disabled learners are also referred to as the mentally mildly handicapped, the mentally moderately disabled, the mentally mildly retarded or the intellectually challenged who are being accommodated at this school of skills that provides 50% academic and 50% technical learning over three years. The learners struggle with academically-orientated work: reading, writing, numerical calculations (SANASE, 2002).

Inclusive education

The term refers to an education policy adopted by the South African educational governance (Donald et al., 2002) which will ensure that all educational needs are met and included in a single education system. In this study inclusive education is defined as a system of learning that strives to meet all the learning needs of the learners in the community(-ies) it serves. This stance also implies that classroom learning should be adapted, if necessary, to fit the diverse learning needs of its clients or learners. It is seen as a learner-centred learning system with the focus on meeting learning needs as normally and inclusively as possible (Donald et al., 2002).

Outcomes-based education (OBE)

The study sees OBE as the new curriculum to facilitate the transformation of the education system in general and also as a useful vehicle for implementing inclusive education (Engelbrecht et al., 1999:21). OBE is also seen as a learning plan that focuses on the creation of opportunities and situations within learning context(s) to enable learners to achieve planned outcomes in learning in relation with their unique learning potential(s).

1.8 OVERALL STRUCTURE OF STUDY

Chapter One serves to briefly inform the reader of the background, theoretical approach, aims and procedures of the research project. It also clarifies some key concepts of the study. The following chapters discuss these aspects in a more comprehensive manner.

Chapter Two discusses the literature that provided the theoretical framework for this study. This will enable the reader to understand why the educators' understanding of their roles at a school of skills (special school) is so important for learners' learning: educators' positioning (professional employee, server of learners and their social contexts). In other words, it

explores the theory(-ies) which underlie the research into educators' understanding of their roles at a school of skills.

Chapter Three will explain the research design and provide an in-depth discussion of the research methodology which was used. This discussion will include the research type and paradigm, purpose of the research and the reasons for choosing interviewing as the main data gathering tool.

Chapter Four describes the context in which the data for this study were collected and the subsequent analysis of the raw data. It also describes the process of interpreting meaningful and relevant units of the transcriptions of the interviews, which were the main data resources, the coding of these units and the categories and themes that emerged. The theoretical framework will be used to reconceptualise and interpret the derived themes.

Chapter Five discusses the implications of the main themes in the context of the literature review. By way of conclusion, comments on the limitation/s of the study, as well as possible recommendations and suggestions for further research are made.

CHAPTER TWO

LITERATURE REVIEW OF THE STUDY

2.1 INTRODUCTION

According to Mouton (2001) there are two interpretations of what a literature review entails. One is as a study on its own and the other as a first phase of the research. For this study the latter was followed. The review of all the available literature that was relevant to the study guided my thinking and the methodology the researcher selected. It also shaped the theoretical framework for the investigation into educators' understanding of their roles at a school of skills.

One of the aims of this chapter is to advance an understanding of a school of skills as a learning context for learners with special needs. The chapter therefore begins with a review of literature on education as a human right, specifically the rights of the special needs learner to access education. A second body of literature that was reviewed includes post-1994 educational policies that were meant to redress past practices of exclusion of learners due to their disabilities. Finally, the researcher reviewed literature on the at-riskness of learners at a school of skills, including the impact of underqualified and unqualified educators on special needs learning.

2.2 EDUCATION AS A HUMAN RIGHT

The right to education for all, irrespective of race, gender and age is recognised by the South African Constitution (ACT 108 of 1996). Section 29(2) of the constitution on education states that that all learners, special needs learners included, should have the right to learn successfully. Section 9(2) enshrines the right to equal learning opportunity to all and protection against unfair discriminatory practices. In addition, the Ministry of Education had a policy and processes in place to redress the inadequacies of the past (Pretorius & Lemmer, 1998; RSA, 1996; White Paper 6, 2001).

Many of the disabled and those who are "different" in South Africa were not educated in state provided learning facilities due to the effects segregatory practices had on special education. Many of them did not receive formal learning at all (Engelbrecht & Green, 2007). According to educationalists, two of the greatest blessings that steer positivity in communities are liberty and knowledge (Løvlie, Mortensen & Nordenbo, 2003). Løvlie et al. (2003) take a stronger stand in stating that cultivation or education of the individual triggers the inner freedom of the subject to communicate with its environment. It gives some idea of the degree of injustice done in South Africa. The Qualifications and Curriculum Association of England make the claim that learners become contributive citizens through the attainment of knowledge, skills and values (Arthur, 2000). Denial of access through policies of segregation imposed by the previous government in South African on some of its citizens, deprived many disabled citizens of the benefits of social participation (Adderley, 1987; Reindal, 1995). In South Africa special education was provided for white learners only (Behr, 1988; Engelbrecht et al., 1996). The white supremacy ideology (Kriegler, 1996) that excluded the non-white masses in South Africa seems ironic in the light of Arthur's (2000) statement that the political community works towards the common good of its members. It is also been argued by Novak (1989) that full and ultimate development of humanity within people leads to the creation of fully developed communities.

This discussion is not intended as an ideological or political stand; it seeks to understand the inhuman policies before South Africa adopted a democratic government in 1994 in order to construct the way educators understand their roles at special schools. Section 19 of the S.A. constitution like Arthur (2000), Løvlie et al. (2003) and Novak (1989) emphasises the relationship between the development of the individual and good communities, when it stipulates its aim of "establishing a democratic state and common citizenship by prioritizing the values of human dignity, the achievement of equality and the advancement of human rights and freedom". It is therefore important to refer to discriminatory practices in education prior to 1994 in order to create a platform from which to argue an appropriate perspective of special needs learning.

The 1995 NEPI report recommends a unitary education system which would involve all stakeholders in children's education and enable them to facilitate the right of every child regardless of race, gender, age, physical and mental condition to effective and suitable learning (Donald, 1996). The failure to make appropriate provision for learners with

disabilities is not unique to South Africa; the literature provides a long history of states and governments across the world whose education policies discriminated against the disabled and those perceived to be "different" (Kretchner, 1925; Kanner, 1974; Preen, 1976; Du Toit, 1991; Sello, 1995). Engelbecht and Green (2001) and Engelbrecht, Green, Naicker and Engelbrecht (1999) get to the heart of the matter when they state that it was common practice to exclude from formal education anyone perceived to be different. When states and governments sporadically took up this responsibility in later years, the tendency to exclude the disabled continued. In the US schools were provided for only certain categories of disabledness (Beirne-Smith, Patton & Ittenbach, 1994).

According to Donald (1996) the 1995 NEPI report emphasised that the government should see the inclusion of the disadvantaged disabled in formal learning as an important part of redressing the inadequacies of the past. This document supported the 1990 Education Renewal Strategy plan to address these inadequacies (Pretoruis et al., 1998). Documents such as the South African Constitution (1996) and White Papers on Education and Training (DoE, 1999–2001) created a platform as well as providing the procedures and techniques for the inclusion of all in South African learning. Dyson and Forlin (1999) interpreted this as providing access for a wide range of marginalised groups to formal learning. In 2001, the White Paper 6 on Special Education estimated that in addition to the 64 200 learners with special educational needs in the 380 South African special schools there was still a potential 280 000 learners with disabilities or impairments who were not accommodated in formal schooling. This estimate of how many disabled children could become adults and parents without formal education sketches a bleak picture.

All the above policies and acts carry with them the potential to challenge two main barriers to the implementation of a human-based education system: poverty and the lack of academically based skills embedded within communities. Malherbe (2007) defines poverty as the lack of adequate means to live comfortable and needs that are indispensable to life. Donald, Lazarus and Lolwana (2002) argue that poverty may result in specific physical, intellectual, neurological and sensory problems with concomitant difficulties in learning. Teachers should be aware of the challenges their learners are facing and the at-riskness of their learners' growth as a result of enormous poverty and illiteracy levels amongst parents. Maraj (1996:13) calls upon teachers to be aware of the "deeper dimensions of being, of humankind's moral

responsibilities and to teach their learners to live together harmoniously and to know themselves".

The Constitution (1996) as well as the various White Papers on education recommend consultative procedures for implementing a responsive education system for all learners. These, however, put a high premium on parental involvement in collaborative structures. It is the norm in countries such as England, Australia, Austria and Canada for schools, parents and teachers to form partnerships in order to create excellence in learners' learning (Blunkett, 1997). These partnerships are steered by governmental structures which aim at supporting and strengthening parents to guide their children's learning (Home Office, 1998) and work collaboratively with teachers and schools in order to produce contributive citizens. Engelbrecht et al. (1999) presents a systems approach in which the various levels of the learning process are interdependent and have to continuously feed each other in order to ensure a balanced and growing learning process. They claimed that if this "feeding" process does not take place a condition which they call disequilibrium occurs. It simply means that no balanced learning takes place or that cognitive development is not driven (Donald, 2002). Such an approach in the South African Educational context may have considerable implications for educational settings where illiteracy and poverty feature in learners' households. However, there is some promise in the assurances by government that quality education and further education for all form part of its efforts and planning of implementing an education system that is responsive to the needs of all learners.

Current literature prioritises the development of communities in which at-riskness of learners' learning and further exclusion of the disabled from formal learning could be properly addressed (Harmse, 2005; Arthur, 2005; Western Cape Education Department, 2008). Though there is a strong focus on the in-service training of teachers and school-based management, no similar government initiated training of learners or their parents in their communities exist. There are individual teachers who conduct excellent classroom learning based on the newly adopted OBE curriculum. These performances, however, serve to highlight the general lack of support and cooperation in school communities as a whole. Literature also shows no evidence of community-based specialised parental involvement in all their children's learning except for individual parents who provide learning support to their own children in classrooms (Winkler et al., 1998; Engelbrecht et al., 1999; Donald et al., 2002). Though there is sufficient literature on inclusive education and its procedures and

strategies for implementation, successful implementation of inclusion has not yet been effected (Harmse, 2005; Engelbrecht & Green, 2007). Eleven years after the attainment of democracy in 1994, educational authorities and directorates per province had to submit their final proposals to the National Educational Department on the future of schools of skill (special schools) in South Africa (WCED, 2008). In addition to the huge challenges of addressing the at-risk factors in schools of skill learners, these developments held other implications for classroom education. The high prevalence of unqualified and under-qualified teachers at special schools in general may also add to the concerns of special school management (Weinert & Kluwe, 1987; Jens & Gordon, 1991; White Paper 6, 2001; Donald et al., 2002; Engelbrecht et al., 2002; Harmse, 2005).

According to Slee (2000) inclusive education is the pursuance of social justice. Slee (2000) warns against the over-definition of disabledness lest it contribute to the distance between mainstream of society and disabledness. Young (1990), Yeatman (1994) and Fraser (1997) state that if a democracy or society fails to perceive the term "disabledness" as an outcome of cultural and identity, political efforts to implement inclusion could well be named a bureaucratic campaign to sustain administrative balance. They insist that learners' social identities form the basis from which a process of inclusive learning should be initiated. This stance is reflected in the WCED's (2008) vision as it embraces active, contributive and critical citizenship of individuals. Slee's (2000) research points out that even ongoing developments to describe disability may renew tendencies in young democracies to correct the "difference" of the disabled. The correct teacher training (Weinert & Kluwe, 1987 and Jens & Gordon, 1994) is therefore essential and key to developing inclusive societies (Tomlinson, 1996; Ball, 1998; Engelbrecht et al., 1999; Engelbrecht & Green, 2007). Slee (2002) also refers to the endemic potential of exclusion and othering of the 'different" if community members are not empowered to contribute to developing inclusive schools. Engelbrecht and Forlin (1997) and so too other researchers in inclusion (Lipsky & Gartner, 1996; Clough & Barton, 1998; Moore, 2000) caution young democracies such as South Africa to be aware of the perniciousness of misperceptions regarding disabledness as they may continue the traditions of learning exclusions The assumptions of mobile communities become flawed when schools dictate the type of learner they enrol (Gewirtz, Ball & Bowe, 1995; Oliver, 1996; WCED, 2008).

2.3 INCLUSIVE EDUCATION

In this section, the discussion will start with an overview of educators' understanding of their roles in schools. The discussion will focus on the Education for ALL (EFA from here onwards) notion, driven by the principle that all citizens in the world should have the right to education irrespective of disability or learning difficulty.

Literature often prioritises educators' roles in classroom learning. Research conducted on inclusive education within the South African school system has found that there is the perception that teachers are at the centre of implementing inclusive educational principles, strategies and policies (Lipsky & Gartner, 1996; Engelbecht & Forlin, 1997; Bothma, Gravett & Swart, 2000; White Paper 6, 2001). Teachers are seen as the primary resource for implementing the inclusive education policy through their classroom teaching. The attachment of inclusivity to the South African school curriculum inevitably shifts the focus strongly to educators' understanding of their roles at schools of skill. With the high numbers of LSEN already out of the South African school system and the equally high prevalence of risk factors for learners' learning in communities, the teachers' roles are of vital importance (Jens & Gordon, 1991; Westfall & Pisapia, 1994; White Paper 6, 2001; Harmse, 2005). Lambie (2000) states that school-related risk factors make it even more important for teachers at inclusive learning sites to understand their roles. He includes factors such as continuing academic failure, dissatisfaction with school, absenteeism, a sense of alienation toward school authority and school as a hostile climate for learners who do not fit. Others such as Petty and Saddler (1996) and Moberg (2003) argue that teachers' perspectives on inclusive education determine the outcomes of its implementation in schools and finally in communities. This literature, however, also shows that there is a lack of communication with general educators on matters such as the practical implementation of inclusive education in classrooms, educators' own opinions regarding inclusion and the degree of role-player involvement in these developments. Such practices may lead to negative teacher attitudes towards and perceptions of inclusive education (Petty & Saddler, 1996; Engelbrecht et al., 1999; Hay, Smit & Paulsen, 2001; Mcleskay, Waldron, Swanson & Loveland, 2001; Swart et al., 2002; Moberg, 2003).

The literature that was reviewed shows that the notion of inclusion originated from the human rights' discourse on special education internationally. This humanist notion might be one of the reasons for the major shift from what teachers did in the past and what the OBE

curriculum demands from them currently (Sands et al., 2000; Harman et al., 2005; Engelbrecht & Green, 2007). This shift in educational thinking has also been facilitated by a number of conferences and the commitments that educators made to advance a better educational dispensation for all learners. The 1994 Salamanca statement is one such joint commitment undertaken by several states and countries, including South Africa, to ensure that no child will ever be denied access to formal education. These countries and states committed themselves to the implementation of inclusive learning in their schools systems. This statement endorsed the emphasis on education for all in single education systems that are responsive to all learners' learning needs including those with disabilities. The emphasis was also on the inclusion of all youth, children and adults with special education needs within regular or mainstream education systems (UNESCO, 1994; Coombe, 1997; Dyson, 1999).

Based on the international trends of mainstreaming all learners, South African educationalists decided on the mainstreaming of LSEN into a unitary public education system. Inclusive education as part of the global agenda as countries, seemed to be the way forward (Engelbrecht, Kriegler & Booysen, 1996; Burden, Gericke & Smit, 1997; Pijl et al., 1997). Another more detailed or descriptive interpretation was that all learners should be mainstreamed regardless of their physical, intellectual, social, emotional, linguistic problems or other conditions. Disabled and gifted learners, out of school youth, working learners from other disadvantages or marginalised areas or groups were also to be included or mainstreamed with the necessary support from the state (UNESCO, 1994; Engelbrecht et al., 1998). The guiding principle of UNESCO's declaration was inclusion based on a social perspective that all children must have the right to be educated with their peers in mainstream schools. The United Nations General Assembly streamlined the notion of mainstreaming all special needs learners in 1994. Their resolution stated that adequate accessibility and support services are to be designed by mainstream education to meet the needs of the disabled and of learners with learning difficulties (UNESCO, 1994). The South African Constitution enshrines the right of every individual to a basic education and to equal access to educational institutions (RSA, 1996). The South African Federal Council on Disability also asserts that the learner with special educational needs should have equal access to education in a single inclusive education system that is responsive to all learners' diverse educational needs. Inclusion required that adjustments to curriculum, technical strategies, resources, partnerships and adaptations to teaching styles and learning rates (SAFCD, 1995) had to be made. The

South African Parliament enacted the Inclusive Education Policy in 1997 (Donald et al., 2002).

The Salamanca statement is clear on the roles of governments, organizations and educational authorities when they asked for optimal utilization and facilitation of resources to include all learners in "regular" or mainstream education. The South African Constitution (1996) legislated free and The Constitution (1996) equal access to learning for all in order to create communities and learning environments in which all humans are equal and allowed to learn without exclusionary practices (RSA, 1996; UNESCO, 1994). According to Pretorius et al.'s (1998) analysis of this legislation various interpretations become possible:

- that all learners should be included in formal schooling (UNESCO, 1994; Engelbrecht et al., 1999);
- that this country has a single education system, responsive to all learners' learning needs (DoE, 2001);
- that no learner should be denied the fundamental right to education (Donald, 1996; Gouws & Mfazwe, 1998);
- that every learner should have equal opportunities to access learning without discrimination (DoE, 2001; DoE, 1997).

This legislation purports to protect free and equal access to learning for all learners. However, Section 9(2) of the constitution on "equal" learning opportunities can be challenged on many aspects. Does "equal" entails freedom of choice if an individual would prefer to attend a school in the neighbourhood, but ends up being transferred to another school because of weak academic performances? Is it about equality when a child is taken away from his peers to learn in strange environments? What is equal if high school fees deny an individual the opportunity to access the learning of choice? Children are still being excluded from formal learning despite the highly advocated EFA movements since the early 1900s internationally and locally (Swart & Pettipher, 2002). Schools constantly justify discriminatory practices such as high school fees, school ethos and limited learner numbers per learning area by shifting the focus to inadequate and insufficient educational provisioning from the state.

The 1995 SAFCD announcement on free and equal access to responsive learning is quite similar to what is fundamental in the South African constitution and White Paper 6 (2001). These documents deviate from UNESCO's (1994) term "regular schools" and emphasise a single education system which is a broader term that opens up to numerous interpretations. If one of these interpretations is read together with the White Paper 6 where reference is made to the "strengthening of special schools", then it becomes clear that special schools and mainstream schools will remain, but be in a single education system. Literature is clear on the issues of redressing the inadequacies of the past and implementing the inclusive education policy. The terms "redressing" and "implementation of inclusive education" refer to a process of transformation. Both the documentation and the constitution suggest that achieving true democracy in South African communities is a huge challenge and requires the assistance of all sectors of society. Reference is made to systems that are to be created that will ensure optimal contributions to the building of true communities from all citizens. These systems have to form a healthy basis as "a prerequisite for the successful achievement of all other goals" (ANC, 1994:3.1.5; Engelbrecht et al., 1999). Clearly, redressing disparities and inequalities in society is not a state or condition that can be changed overnight; it is a process (Pearsall, 1999; Gale, 2000). The assumption is, however, that the South African teacher should be instrumental in providing free and equal access to learning to develop the learners' potential to the full.

Although inclusion seems to be theoretical at this stage, inclusion is viewed as promising endless opportunities for the individual learner to become part of inclusive learning (UNESCO, 1994; RSA, 1996; Stainback & Stainback, 1996; Engelbrecht & Green, 2007). It also opens up free and almost natural access for learners' learning to be connected with its social context (Arthur, 2000; Donald et al., 2002; Hardman, 2005) and for learners' individual social realities to be used by teachers to aid of learners' classroom learning. According to Engelbrecht et al. (1999) and Løvlie et al. (2003), although learner diversity poses immense challenges to classroom learning, the richness of learners' diversity can be explored fully in order to facilitate sufficient learning support for their learning.

I want to challenge this romanticised view of classroom teaching. The disconnection between the idealised notion on inclusion and the selective strategy of implementing inclusive education used currently is a matter of concern. Selective inclusion instead of full inclusion occurs due to the systemic shortcomings that are caused by still existing segregated practices

in the education system. In South Africa there are many disabled learners who are not in the school system, many are still on waiting lists, due to the insufficient and limited numbers of residential schools per province and minimum educational provisioning for special needs learners in rural areas and townships. This situation could create negative school experiences, especially in the vulnerable schools of skill learners across the country (Harmse, 2005; Western Cape Education Directorate, 2008). According to Lazarus (1999) (See also Zionts, 1997), inadequacies may make unfair demands on teachers' teaching in schools that serve disorganised communities, have inadequate physical facilities, insufficient teaching aids and resources, and also face poor parental involvement in their children's learning. In addition to stigmatisation of special needs learners, various writers have documented the lack of parental involvement in school learning as well as poor government involvement in community building (Kruger & Van Schalkwyk, 1997; Gouws & Mfazwe, 1998).

From 1999 to 2007 the first, second and final year learners followed the regular schools' grades 4, 5 and 6 Intermediate Phase Curricula, respectively. In January 2008, a circular indicated that the National Curriculum Statement on Grades 7, 8 and 9 should be used for the first, second and third year, respectively. The National Directorate on Special Education would determine schools of skill learning in the course of 2008 for implementation in January 2009. Teachers, schools of skill management and school communities do not have official directives on what a school of skills learner would be after their three or four year courses. However, the Western Cape Education Directorate indicates that teachers' vision for learners learning and appreciation of learner diversity could promote learning success at schools of skills (DoE, 2005, 2008; Western Cape Education Department, 2008).

2.4 FRAMING THE EDUCATORS' CONTEXTS OF UNDERSTANDING AND VISION

The literature shows that any vision regarding the learning of special needs learners has to embrace the value and potentials of the individual. Any such vision has to include continuous emotional and learning support for all learners.

Learning success is assumed to be the most common objective for all teachers in their efforts to facilitate efficient learning (Green, 1999; Engelbrecht et al., 1999; French, 2001). The spiritual fulfilment of experiencing learners' success is emphasised by most educational literature (Løvlie et al., 2000; Hardman et al., 2005; Hodkinson, 2005). At a school of skills

ongoing learning support and continuous assessment of learning performances are critical for learning progress. However, the demands on teachers' capabilities become immeasurable in the face of learner challenges in such classrooms (Ginagreco, 1997; Engelbrecht et al., 1999). To determine a suitable vision for the learning futures of these learners it would be useful to align it with definitions or learner profiles allocated to schools of skill learners. Donald et al. (2002) describe this learner population's learning as general, slow and limited. Finding support in the documentation of SANASE (2002), they claim that these learners have poor communication and social skills, have low self-concept and are academically neglected. The continuous stigmatising of LSEN remains a serious matter of concern for those teaching the latter. Labelling and stigmatising pose huge challenges to processes of redefining self-concepts and building positive self-images (Nespor, 1987; Baron & Byrne, 1999: Lambie, 2000). Poor social skills and a low-self concept may impact negatively on the conduct of such learners as well as their ability to establish stable relationships in their communities. A situation of this kind requires suitable and specialised learning intervention according to Lomofsky and Skuy (2001) and Vaughn, Bo and Schumm (2000).

The Western Cape Education Department (2008) envisages the schools of skill learners as active, contributive and critical citizens after the completion of their school courses. The prerequisites are that these learners should be equipped with appropriate skills and knowledge in order to conduct their own lives with dignity and afford them the ability to participate in society (Arthur, 2000; Western Cape Education Department, 2008). However, the literature shows that teachers have concerns about being prepared or trained for special needs teaching and argues that they need psychological training to enable special needs educators to address learning needs of such populations (Feuerstein, 1977; Gardner, 1993). Forlin and Engelbrecht (1997) support this idea that individual learners with special needs should be taught by teachers who are sensitive to their learning needs.

2.5 THE EDUCATOR AND DIVERSITY

Diversity is often purported to be an advantage to communities and social structures in general (Miles & Huberman, 1994). Petty and Saddler (1996) claim that acceptance of and tolerance to difference create a sense of unity and belonging amongst people and children which can be of benefit to school communities and classrooms Difference is therefore seen as an attribute in the process of learning. Members of society might experience a sense of ownership in all school events, their children's learning and school management (Friend &

Bursuck, 1996; Engelbecht et al., 1999; Sands et al., 2000; Engelbrecht & Green, 2001; Ebersöhn & Eloff, 2003).The UNESCO declaration, EFA movement and the adoption of inclusive education was welcomed as the way forward for world nations and adopted as mechanisms through which people will be enabled to develop as equal individuals to their fullest potentials (UNECSO, 1994; SAFCD, 1995; Burden, Gericke & Smit, 1997; Engelbrecht et al., 1997).

The notion of inclusion does not only imply all children in the same classroom at the same schools only, but inclusion in all sectors of life (EDULAW, 1998; Hall, 1997; Muthukrishna & Schoeman, 2000). These declarations, movements and policy-making throughout the world are supposed to be instrumental in connecting people of all races, cultures, beliefs, sexes, age, disabled and non-disabled in an attempt to abolish all forms of inequality and discriminatory practices amongst all people (Hall, 1997; Dyson & Forlin, 1999; Engelbrecht et al., 1999; Donald et al., 2002). The adoption of the Inclusive Education Policy (IEP) by South Africa in 1997 has implications for traditional school structures, school management and teaching methods (Scruggs & Mastropieri, 1996). The various structures linked to schooling as well as the role players in the country's education systems are facing change in all facets of formal learning. The literature (DoE, 1997; DoE, 1999; Engelbrecht et al., 1999; Swart & Pettipher, 2002) lists factors such as the complexity of cultures, beliefs, attitudes and abilities in classrooms as of the most challenging. Teachers are identified by the White Paper 6 document on Special Needs Education (2001:18) as the "primary resource for achieving the goal of an inclusive education and training system". They have to facilitate classrooms into learning environments inclusive to all the diverse needs of their learners. The IEP as an act promotes acceptance and tolerance of differences amongst children as they are the ones who determine the destiny of communities to come (Scruggs & Mastropieri, 1996; Salend, 1998). This learning environment that includes the "normal" and the "different" has to promote the acceptance and facilitation of learning for the disabled in mainstream classrooms as well (Swart et al., 2002).

The educational ministry decided on selective inclusion of learners with disabilities. The plan was to establish collaborative structures at local, provincial and national level and to ensure that justice and equality for all prevail in the near future. Special schools were to continue to exist, but had to develop into specialised resource centres, and into specialised training centres per category of disabledness. Public schools on the other hand were to gradually

admit learners with special educational needs (Gale, 2000; Farrel, 2000; Harmse, 2005; WCED, 2008). Those who argue against inclusion claim that a special school's learners are homogeneous with regards to their learning difficulties. This makes it easier for the teacher to identify the nature of their needs and challenges in order to plan appropriate intervention (Mittler, 2000; Ysseldyke, Algozzine & Thurlow, 2000; Williams, 2002; Cheminais, 2003).

There are many studies which show that teachers often resist inclusion. Sometimes this relates to established beliefs about teaching (MacMillan, 1980; Du Toit, 1991), an unwillingness to change proven teaching methods to accommodate learners with special educational needs (Margolis & McGettigan, 1988) or a perception of learners with learning disabilities as an additional burden (Galloway & Goodwin, 1993). Sometimes negative responses to including these learners in mainstream classrooms are related to a lack of special needs learning experience or training in how to cope (Hayes & Gunn, 1988; NEPI Report, 1993; Mittler, 1995). Ainscow (1991) argues that if staff members are confident that they can teach these learners, their optimism could be contagious and trigger a mindset that all learners can succeed in their learning. According to Mittler (2000) there is a need to facilitate new opinions. Exploring educators' understanding of their roles could lead to growth in their understanding of their learners' learning and encourage them to develop professionally. It always offers the opportunity to reflect on their own involvement in their workplaces (Donald et al., 2002). As Engelbrecht and Green (2007) point out, effective learning interventions depend on an understanding of how to deal with diversity in learning contexts.

2.6 THE CHALLENGES OF TEACHING THE SPECIAL NEEDS LEARNER

In addressing the needs of the LSEN, the main challenge for teachers is to identify the learning problem. Accurate and sufficient identification is needed to determine the nature/s of learning intervention required. Teachers need to be well-informed about learners' challenges. They also need appropriate professional knowledge on the kind of learners in their classrooms and also on how to conduct good relations with other stakeholders in learners' learning. It is also essential for them to have empathy with learners and be willing to involve them in overcoming the obstacles they face (Assellyke, Algozzia & Thurlow, 2000; Mittler, 2000; Williams, 2002).

O'Reilly and Ouquette (1988) contend that teachers need to re-examine their general understanding of teaching and learning in the face of changes in South African classrooms. Other studies, however, suggest that teachers might need support in order to be able to focus on the positive rather than the negative aspects of change (Wade & Moore, 1992; Engelbrecht et al., 1999). One reason is that during the past decades of segregation practices in education some teachers may have established negative perceptions based on race, culture and beliefs (Du Toit, 1991). Teachers have to facilitate learning for learners with diverse weaknesses, strengths, orientations in terms of culture, beliefs, associations and relations (Scruggs & Mastropiers, 1996). Their success in doing so depends on teachers' attitudes towards diversity and how it should be dealt with. They have to be able to encourage support for and acceptance of others' differences in order to create a sense of belonging amongst learners. Learning practices should encourage a sense of ownership of others' successes as well as individual accountability for learning progress (Wisniewski & Alper, 1994; Bradley et al., 1996; Donald et al., 2002).The literature also emphasises that a recognition by teachers of children's abilities is central to classroom learning in order to collaboratively address learning weaknesses in classrooms.

Special needs learning should be based on the integrated OBE curriculum that caters for learners' diverse learning needs (DoE, 2001; Muhaye, 2000). Together with appropriate learning material on each theme at different levels, the curriculum provides proven strategies for learning success (Van Dyke, Stallings & Colley, 1996). This curriculum is flexible and facilitates the involvement of learner groups, peer tutoring, use of innovative teaching methods and the space for learners to develop at their own pace within classroom learning for all (DoE, 2001; Harp, 1989; Fuchs & Fuchs, 1994). It also has enormous potential for change and adaptation to accommodate all learners in inclusive classrooms (Stainback & Stainback, 1992). Effective learning and teaching strategies are possible when using innovative methods to deal with challenges that flow from learning needs (Slavin, 1987; Vincent, 1996; Zionts, 1997; Engelbrecht et al., 1999).

McClaren's suggestion (cited in Hooks, 1994) implies that alienation of the "different" in social contexts might lead to social antagonism which normally hampers collaborative processes such as inclusion of the "different". Teaching therefore needs to be instrumental in enabling learners to construct critical knowledge, which will lead to reconceptualisation, acceptance and assimilation of difference.

Learners with special educational needs are normally placed at schools of skill due to their inability to continue their high school learning. Successful further learning becomes increasingly important with regard to their physical growth and ages at the time of placement at these schools (DoE, 2008; Donald et al., 2002; SANASE, 2002). The effects of these conditions and the school-related risk factors mentioned earlier in this chapter could negatively affect their chances of completing their three-year courses (DoE, 2008; Donald & Green, 2007). Schools of skill are generally the last formal learning opportunity these learners have and teachers therefore have to provide suitable, efficient and successful learning in order for them to develop into contributive and participating members of society (Petty & Saddler, 1996; Moberg, 2003).

2.7 SUMMARY

This chapter reviewed all the relevant literature on inclusive education that could be found in order to gain a better understanding of the challenges that special needs learners present to educators who teach them. In the next chapter the research design of the study is presented.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The research design for this study was informed by the question: "What is the educators' understanding of their roles at a school of skills?" This research was concerned with human experience so the study was qualitative in nature (Merriam, 1998). The study aimed at thick descriptions of those experiences which generally go beyond mere fact and surface information. This required detail, context, emotion, and an exploration of the webs of social relationships that join persons to one another (Denzin, 1989). The study focused on the significance of an experience, the sequence of events and the personal opinion of the participants involved (Mouton, 2001).

The researcher has to facilitate readers' access to the participants' experiences so they could understand the phenomenon of educators' understanding of their roles at schools of skills. In the case of this research, the researcher attempted to relate the educators' experiences in such a way that it portrays realistic and neutral translations of their subjective experiences (Sherman & Webb, 1988). Interview questions were mainly open-ended to elicit detailed descriptions or answers that were explanatory in nature (Willig, 2001).

3.2 RESEARCH DESIGN

The research design served as a plan of how the information was assembled, organised and integrated into a specific end product. The design was informed by the research question and the type of desired end product (Merriam, 1988). In the interests of cohesion and coherence, the utmost care was taken to ensure that the interpretation of the context of the study, the sampling technique, and the collection and interpretation of the data were consistent with the logic of the interpretive paradigm and the purpose of the research (Durrheim, 1999).

A phenomenological research design was chosen to produce qualitative data that would make it possible to provide an insider perspective of the dynamics of a real life phenomenon

(Leedy et al., 2001). An interpretive paradigm together with interpretivist methodology provided an interpretive framework in which individual interviews in the various research contexts could be conducted. Continual care was taken to link the research question, purpose, contexts and especially the method (Durrheim, 1999). The phenomenological research design provided a framework in which individual educators' at a school of skills in the Western Cape province of South Africa understanding and articulation of their roles could be studied.

Cresswill (1988) confirms that a phenomenological study investigates the individuals' experiences regarding a certain phenomenon. It is, however, important to acknowledge that educators' understanding might influence the way they execute their duties at their place of work. Mouton (2001) also confirmed the latter by stating that a qualitative research design refers to that generic research approach in social research where research takes the insider's perspective as its departure point for social action.

In the next section the researcher will proceed to describe the research design of this study under the following headings:

- Research paradigm
- Context of the research
- Research methods.

RESEARCH PARADIGM

The interpretivist orientation (Merriam, 1998) was used as research paradigm to guide decisions related to method selection, data analysis and discussion of findings. Since this study views human subjective experiences as the reality, qualitative research techniques seemed the most suitable. Terreblanche et al. (1999) accentuate the importance of interpreting such experiences in the contexts they occur. These authors claim that the contexts in which human behaviour occur strongly influence both the insider and the outsider interpretations of those behaviours. The educators were studied at the school where they were employed (Miles & Huberman, 1994).

In qualitative research understanding involves interpretation of human action. This involves the researcher's own experiences and understanding of the educators' roles at the learning site.

The researcher was constantly aware of the possible intrusion of bias into an analysis, but tried to remain sensitive to what was being said in the data (Strauss & Corbin, 1998).

CONTEXT OF THE RESEARCH

The setting for the study was a Western Cape school of skills. The researcher selected this particular school because it had to facilitate learning for a "new" type of learner, the special needs learner. Furthermore, the researcher is an educator in this learning setting. The researcher`s positioning as an insider was seen as a positive factor as my knowledge of the learning site gave me greater insight into the data that was collected for the study. The researcher applied for and received authorisation from the Western Cape Education Department (see appendices A and B) to conduct my research at the school. The school became a school of skills in 1990 after nearly two decades of serving as a school of industry or as a rehabilitation centre for youth sentenced and placed by courts of law. The school of skills caters for IMD learners who may be described as having poor scholastic abilities in reading, writing and arithmetic skills, low self-esteem, a poor self-concept, a lack of motivation to study and an inability to cope with academically orientated work. These would be learners who were previously in mainstream schools, but whose learning difficulties led to them being placed at special schools.

In 2001 The White Paper 6 document on Special Needs Education stated that special schools were to provide particular expertise and support in an inclusive system. This restructuring of the educational system had implications for the staff and their duties at the learning site. One such implication related to the suitability of the existing professional staff of the school to cope with the restructuring. The White Paper also states that special schools are to provide critical educational services to learners who require intense levels of support (White Paper 6, 2001). A major oversight, in the researcher`s view, is that the document does not address the issue of whether educators who are employed at such schools are to receive any specialised training to equip them to deal with the needs of a challenging learner population. The teachers at this school of skills may be described as having the skills for mainstream schools. An additional complication is that no formal curriculum has been developed for the learners admitted to such schools.

3.3 SAMPLING

The basic aim of all the research was to produce information that is representative (Terreblanche & Durrheim, 1999) of the population about whom the investigation was conducted. At present eleven educators, together with one head of department share the responsibility for educating the school's learners. The learning site or research setting has five technical and six academic educators. All six educators of the academic department (myself, as researcher not included), were purposively selected as were the five technical educators. Each one of them is respectively responsible for the six different learning areas, together with the five technical educators. No specific sampling strategy was used since the number of educators comprised a small population; thus everyone was approached to participate. Two educators later decided not to participate in the study; thus nine educators became the subjects.

Sampling usually require representivity and relevance. Since all eleven educators were selected for participation in the study, the issue of representivity was appropriately addressed (Durrheim, 1999). Relevance could be prioritised since all educators were directly involved in facilitating learning. They were therefore potentially rich sources of information that was directly related to the aim of the study (Neuman, 1991).

3.4 METHODS OF DATA COLLECTION

Stake (1995) defines the literature review as the frame, the scaffolding and the structure of a study. Cooper (1984) emphasises that the literature review provides the foundation of the study as no problem in education exists in isolation from other areas of human behaviour. Silverman (1993) notes that a literature review provides a set of explanatory concepts which the researcher needs in defining the research problem. Together these views present a view of the literature review as providing the basis and background for the study. The literature review constantly reminded me how important it was for the educational authorities to acknowledge educators' understanding of their roles at a school of skills. It basically served as the central framework of reference during the research process and informed every stage of it (Merriam, 1998).

INTERVIEWING

Interviews involve a conversation, the art of asking questions and listening with a purpose (Webb & Webb, 2000). An interview can range from being highly structured to being completely unstructured, depending on the amount and nature of information desired (Merriam, 1998). Hatch (2002) said that interviews are a means of uncovering the meaning structures that participants use to present their experiences. This study was framed by three research questions to investigate the phenomenon (Vithal & Jansen, 2002) which was the educators' understanding of their roles at a school of skills. The research questions consisted of sub-questions each investigating a certain part of the study. Each critical question was linked logically to the other two questions i.e. you can only answer question 2 (see appendix F) if you have already answered question one (see appendix E) as all three questions related directly with the statement of purpose (Vithal & Jansen, 2002). In order to gain data on all three questions at least three separate interviews were being conducted per participant. Semi-structured one-on-one interviews were used to investigate the first critical questions and more structured interviews for critical questions two and three. An advantage of the semi-structured interview method is that it allows the exchange of thick descriptions and also exploration to take place. It also sets the interviewee at ease and establishes a lot of rapport between interviewer and interviewee. The more structured methods of interviewing used for critical questions 2 and 3 (see Appendix G) hugely depended on the information gathered by the semi-structured interviewing method used for critical question one (Bless & Higson-Smith, 1995; Merriam, 1998).

The first semi-structured interview (see appendices E3 and H) consisted of only one question which was posed to initiate the interview e.g. "What are your learners' learning needs?" (Merriam, 1998). An interview guide (see Appendix H) which addressed issues of meaning that I wanted to cover and the desired direction of each interview (Patton, 2002) was used. The second more structured interviews (see appendices F3, H) consisted of questions the interviewer used to elicit more information on issues that were contributed by the participants in response to the first critical question, e.g. "What does an educator need to address learners' learning needs?" The third highly structured interview (see appendix G3, H) aimed at eliciting participants' responses to particular or specific issues such as challenges of learners' learning. Interview guides (see Appendix H) were also used for critical questions two and

three. The interviews' contents were tape-recorded, transcribed verbatim and served as the main source of data for analysis purposes (Merriam, 1998).

FIELD NOTES

Field notes (see appendices E3, F3, G3, and J) were made throughout the interviewing sessions. These field notes were based on observations that were made during each interview. The field notes were comments that were put in the margins of interview sheets while the interviews were being tape recorded. These comments included the basic interpretations of observations that were made by the researcher and which were used later as a source of supportive data for later interpretation (Merriam, 1998). Babbie and Mouton (2001) argue that field notes also enhance the validity and reliability of qualitative research. After the transcripts of interviews were completed, the field notes and codes were added to final typed transcripts. The school's time table and educators' job allocation sheet (see appendix I) were used as artefacts to complement the data gained during the interviews and the data analysis procedures. It increased the reliability and validity of the study as the documents were publicly accessible (Merriam, 1998).

3.5 DATA ANALYSIS

Merriam (1998) describes data analysis as a process of making sense out of the data. In other words, it is meaning-making by consolidating, reducing and interpreting the data. Bodgen and Biklen (1998) provide a fuller explanation: data analysis is a systematic process of managing the interviews, field notes and other material to increase one's understanding of them and enable one to present what one has discovered to others. The study used the guidelines for coding and analysis suggested by Merriam (1998) and Reid (1992). Mouton's (2001) three forms of reasoning when analysing data were used to complement the guidelines: draw conclusions from what was observed, relate units of meaning to social nature and use "new" or unexpected information to elaborate on findings and to provide substantiation where possible.

The analysis started by using the open-coding techniques to value the units of the data. Meaning units that were applicable and relevant to the research were coded. The data analysis process was inductive as the study sought to promote understanding of the individual educator's perceptions. The inductive process also gave way to deductive reasoning as the researcher`s interpretations or field notes could be applied. New or unexpected information

could also be used to elaborate findings and providing substantiation where necessary (Mouton, 2001).

After having coded the first transcript, the other transcripts were coded similarly depending on the relevance to the critical question. Completed coded transcripts were compared with other transcripts of the same critical question to ensure consistency. The focus was always on the relevance of the data relevance. Once coding had been completed, axial coding (see appendix E5, F5, and G5) merged codes with similar elements to form categories. Selective coding (see appendices E6, F6, and G6) were used to support the themes that emerged from the categories. The information pertaining to each question was then examined and reviewed to compile a report. These findings were then finally checked with the participants to ensure transparency and trustworthiness of the data (Patton, 1987).

DATA REDUCTION

As suggested by Miles and Hubermann (1994) the data has been coded to being retrieved and categorised more easily. In this study educators were coded as they were available for interviews for the first interviewing session on their knowledge of learners' learning needs. For all the other interviews the same order had been followed. During the axial and selective coding process, it was easier to indicate references to applicable data units and also to categorise emerging themes and select appropriate data units to those themes. It was also a means of ensuring verification. The critical-and sub-questions supported the emergence of themes. The first critical question on educators' knowledge of learners' learning needs was investigated by starting with only one question namely, "What are the learners' learning needs in your area? This led to the other questions that followed. The amount of data contributed by all the participants demanded a lot of "segmenting" of data (Tesch, 1990 in Creswell, 1994). I had to dismiss irrelevant data by open-coding and only used relevant data that were then re-arranged into categories which determined the study's themes (Silverman, 1993; Marshall & Rossman, 1995). Although the categories that emerged from critical questions two and three could be predetermined as they dove-tailed with those from critical question one, the coding procedures formed the basis of determining the relevance of data. Mouton's (2001) suggested methods of deductive reasoning, inductive generalisation and retroductive reasoning assisted hugely in finally allocating codes to the data units. The process of reducing the data also made the consolidation of relevant data into categories and themes possible (Merriam, 1998). All facets of the data analysis process were done manually.

DATA INTERPRETATION

The patterns and trends in the data initiated the process of data synthesis which enabled the researcher to categorise data into larger coherent themes (Miles & Hubermann, 1994). Strauss and Corbin (1990:154) explain that the process of uncovering patterns, themes and categories is a creative process that requires carefully considered judgement about what is really significant and meaningful in the data. Interpretation takes into account rival explanations (Strauss & Corbin, 1990) or interpretations of one's data and showing what levels of support the data provide for the preferred interpretation. Interpretation is about making inferences assisted by categories been made (Merriam, 1998).

DATA VERIFICATION

Because of the qualitative nature of the study, the researcher chose to verify the data in terms of its credibility, transferability, dependability and confirmability (Denzin & Lincoln, 1994). The study's credibility was established by the multiple sources (field notes, tape-recorded interviews, manually conducted interviews, literature study and documentation) that were used to create a rich and more complete reality (Patton, 1990). These multiple sources and methods were also used strengthen the validity of the study. The researcher constantly clarified his interpretations with the participants throughout the study in order to establish transparency and honesty (Babbie & Mouton, 2001).

Reliability is problematic in the social sciences simply because human behaviour is never static (Erickson, 1973). Dependability and consistency seem more relevant concerns. It is also important to establish a high degree of neutrality within the whole of the research project (Babbie & Mouton, 2001). If we cannot expect others to replicate, the best we can do is explain how we arrived at our results. For this reason, the researcher strove to be clear at all times on how he collected the data, how categories were derived, and how decisions were made throughout the inquiry (Lincoln, 1981). This was also because authenticity results from the reader or reviewer's ability to identify with the situation.

3.6 ETHICAL CONSIDERATIONS

Creswell (1994) underlines the right of participants to have their values and needs respected during research. This was a pertinent issue when participants were recruited, during the interviews, and in the presentation of the results (Merriam, 1994). Participants were informed

about the nature and purpose of the research and assured that their identities would not be revealed. Interviews and interaction with participants were always arranged and conducted at their place of work (Wellington, 2000) The assurance to participants that feedback would be provided once the study was complete was met (Merriam, 1998) and they were continuously allowed to comment on the process throughout the study (Babbie & Mouton, 2001).

3.7 CONCLUSION

In this chapter, the research design was presented, discussed and clarified. The next chapter will present the collected data, its analysis and presentation of the themes.

CHAPTER FOUR

PRESENTING THE DATA AND ANALYSIS

4.1 INTRODUCTION

In this chapter the researcher describe the context in which the data were collected and the analysis of the raw data. The transcriptions of the interviews were the sources of the data. The researcher also provides a detailed description of how meaningful units of the data were coded as well as the categories and themes that emerged. Finally, the researcher uses the study's theoretical framework to reconceptualise and interpret the derived themes.

Given the ongoing efforts by educational authorities for schools to implement inclusive education in order to address the diverse needs of their learners' learning, the study aimed at determining educators' understanding of their role at a school of skills, which is a special school catering for a student population with special needs. The three research questions that guided this study were:

1. What are the learners' learning needs?

2. What are the challenges those learning needs pose to learners' learning?

3. How do educators' address those learning needs and challenges?

The data for this research were obtained during one-on-one interviews with nine educators. Two of the eleven educators who were invited to participate in the study declined to do so. The nine participants' who engaged in the interviewing process did so voluntarily. They were assured that the data would be used for research purposes only and had free access to the records of their contributions during and after the interviews, as well as to the final report.

4.2 PROFILE OF EDUCATORS

Three of the nine participants were female and six were male teachers at the school. Five of them were teaching the academic component and four were teaching the technical

component. The age, sex, teaching experience and qualifications of all nine participants are listed in Table 4.2.1 below. On average, the teachers had 15 years teaching experience.

TABLE 4.2.1 DEMOGRAPHIC DATA ON PARTICIPANTS

Age		Sex	Qualifications	Grades Taught	Experience in Years
1	55-66	Male	NTC Bricklaying	7, 8, 9	5
2	45 - 46	Male	NTC Plumbing	7, 8, 9	5
3	52 - 54	Male	NTC Welding; teaching certificate	7, 8, 9	10
4	45 - 47	Male	NTC Panel beating; teaching certificate	7, 8, 9	18
5	35 - 47	Male	3-year primary teachers' diploma; technology certificate	7, 8, 9	16
6	40 - 42	Female	3-year primary teachers' diploma; remedial teaching certificate	7, 8, 9	20
7	35 - 37	Male	3-year primary teachers' diploma	7, 8, 9	16
8	50 - 58	Female	3-year primary teachers' diploma	7, 8, 9	24
9	40 - 45	Female	3-year primary teachers' diploma; remedial teaching certificate	7, 8, 9	20

All five of those teaching the academic subjects had qualified as primary school teachers, but were teaching grades 7–9 special needs learning. All four technical educators were qualified tradesmen. Only one of them had obtained a teachers' diploma afterwards. Not one of them had any special needs related qualifications at the time of investigation. Of the five involved in academic teaching, only two had obtained a remedial teaching diploma after their initial teaching qualification.

4.3 PROCESSING AND PRESENTING THE DATA

Once the tape-recorded interviews had been transcribed, the following steps were followed to arrive at and verify the conclusions. Firstly, meaningful units from participants' responses to every single interview question were identified and coded. Then categories were formed according to similarities, links and differences. After this, themes were derived from those

categories (Reid, 1992). The following data display is an example of how relevant responses of all the participants to how they deal with challenges that they face with learners were coded. This specific example deals with educators' responses to learners misbehaving during learning sessions. Only the most relevant parts of responses to the questions were identified, coded and those meaningful units were grouped into categories according to similarities that linked them. This is a progress of identifying recurring regularities in the data, a process that was both intuitive and systematic as informed or led by the study's purpose (Taylor & Bogdan, 1984).

The way the raw data of all the one-on-one transcribed interviews were then analysed into meaningful units and grouped into categories is discussed in the following paragraphs. The process of constructing categories that were conceptually congruent and that cut across the preponderance of all the data (Taylor & Bogdan, 1984) was challenging. Table 4.3.1 is an example of the processes the researcher followed to code the data that was about how the educators respond to challenging behaviour in their classes.

TABLE 4.3.1: EXAMPLE OF DATA CODING

RESPONSES	INTERPRETATION	CODE
"I send them to the office"	Send or refer or transfer to senior management	DO = Discipline office
"I have to know what to do"	Immediate learning intervention	IA = intervention academic
"Send them to office"	Send or refer or transfer to senior management	DO
"Address behaviour myself "	Immediate learning intervention	DS = discipline self
"I continue just working with them"	Address by working with them	IA
"Send them to head of dept"	Transfer to senior management	DO
"They don't take any chances (in my class)"	Respond with aggression	DS = discipline self
"I work with my colleagues"	Use collegial support	DC = discipline collaborative

These responses were coded as DO, DS, DC and IA. From these responses one can deduce that the educators responded differently to discipline problems in class, either in an academic or in a punitive way. Some dealt with it by working with the learner in class whilst others responded with disciplinary action. The disciplinary action could be taken by the individual or transferred to the principal or a senior official at the school, such as the head of department, or other colleagues of the educator.

4.4 TEACHERS' PERCEPTIONS OF THE LEARNERS THEY TEACH

"They can or they cannot, simple as that … they are just what they are, biologically, it is in them, they can or they cannot." This comment quoted from the data was made by a teacher responsible for academic teaching. This teacher saw his learners as having limited capabilities. As such his teaching was pitched at a level that he considered appropriate for their academic capabilities. Another teacher described his learners as "hopeless". This perception of the learners at the school of skills was shared by the technical teachers as can be seen in this quote: "They [learners] don't function like normal children, they are special learners … they just cannot read or write … whether you have knowledge of the child or not, it does not matter, there's no difference (P7)." Despite these negative perceptions there were some teachers who believed that their subject area lent itself to learning, as the following quote suggests: "In technology you can teach any child … (P9)" And that some learners did have the capabilities to achieve: "Yes … learners are able to do things on their own."

Table 4.4.1 below shows that the perceptions that teachers express, influence their expectations, either positive or negative, about what their learners can accomplish, as the researcher demonstrates below:

Positive Expectations	Negative Expectations
"Yes, it works. They naturally take responsibility if they see learning is about them." (P1 academic teacher) –	"They will only be handymen to real artisans, that is what I meant … they must at least have the basics of plumbing … in order for them to work for artisans, to at least have a job." (P7 technical educator)
"Yes, you can take their learning further in your panel beating workshop, you can take any learning further … but then you must have additional knowledge to establish them as artisans." (P4 technical teacher)	"They won't be self-sufficient after our teaching here." (P4 technical educator)
	"No, with only their practical skills, they won't be self-sufficient" (P11 academic educator)
	"They rather end up with stalls or physical labour, no, they won't make it in the adult world, because they cannot read or write." (P2 technical educator)

Four of the nine educators had positive perceptions and expectations of learners' learning and – futures while five educators expressed negative perceptions and expectations of their learners' learning. The negative expectations carry through to what they see these learners as capable of becoming after completing their schooling. Two educators stated clearly that learners could only become mere handymen ("boytjies") instead of real artisans because they believed that the learners' inabilities were of such a nature that learning was impossible.

4.5 THE LEARNING NEEDS OF LEARNERS

The categories and themes derived from data on educators' knowledge of learners' learning needs will be presented next (see also appendices E6, F6 and G6). Valid units, as a result of their dominant relevance in the categories, were used as the final themes for discussion in the study. The researcher organised the data on the learners' learning needs according to the difficulties that teachers said their learners experienced in the class. The following themes were identified from the data: behavioural difficulties, and writing difficulties. Within the third theme, learners' short attention span, inability to do abstract thinking and lack of

measuring skills were seen as exacerbating the problem. Only one theme emerged from the learner behaviour category, namely behavioural difficulties in class that impact on their learning. Eight of the nine educators referred to behavioural problems, often linking it to writing difficulties. This category is presented in the following matrix.

Category	Data
Emotions and behaviour	Not losing temper; exhibiting disciplinary problems, openly display bad behaviour, Bad behaviour, their behaviour, Behaviour, behaviour
Actions	They don't attend classes; Interruptive; Difficulty in attending classes.

What the teachers' responses also show is how other learners especially copy negative behaviours such as not attending classes or unacceptable classroom behaviour. The analysis of the data on the learners needs led to two categories of academic difficulties with learning namely reading and writing difficulties. In the next table, these data are presented.

TABLE 4.5.1

Category	Characteristics
Reading difficulties	"they are unable to read" "they cannot read" "they need oral and writing reading assistance" "they cannot read or write" "I would say reading" "Reading and writing is a problem"
Writing difficulties	"Struggle with writing" "They cannot write" "Need writing support and writing skills" "Obviously writing … yes writing"

What the data concerning reading problems shows is that these learners require continuous support with reading. The teachers, for example, have to constantly re-read the work to their learners. Furthermore, they have to constantly encourage their learners to apply their skill by reminding them that they have learnt about how to read. The following excerpt supports this

finding: "Read, you know, reading, reading … reading." The participants stated that most of their learners struggle to stay focused in class, and that their attention span is very short. One of them also stated that learners who are challenged academically are not capable of abstract thinking, by saying: "when they have to critique, they cannot think abstractly … nor are these learners able to master the skill of measuring". The educators named a number of aspects that they considered as impacting on the success of the learning process for their learners. These were:

TABLE 4.5.2: ASPECTS THAT PLAY A ROLE IN SUCCESSFUL LEARNING

Aspect	Data example
Educators' quality attention	"Attention to learners' learning"
Age-appropriate learning	"Age does play an important role"
Mother-tongue learning	"The 2nd language in particular"
Inappropriate time allocation:	"No time for assessment"
Efficient teaching	"Learning requires/need special techniques" " Learning area is not effectively taught"
Creativity	Use learners' creativity; need "creativity" Uniqueness: "special techniques"
Educator capacity	Things are always problematic

4.6 THE CHALLENGES OF LEARNERS' LEARNING

The category and themes derived from data on educators' knowledge of the challenges of learners' learning will be presented next (see also appendices F5 and F6). Table 4.6.1 presents characteristics of the two main themes concerning the academic challenges educators' faced in classroom learning.

TABLE 4.6.1: MAIN CATEGORY: LACK OF PROPER LEARNING PROVISION

THEME	CHARACTERISTICS	INTERPRETATION
Lack of suitable attitude for learning	"learners don't do their work" "they (referring to learners) don't do their work"	Learner participation is lacking
	"You don't get work done" "The work always remains incomplete" "Not with this type of learner" "You must adapt to learners' potentials" "One really needs extra time" "We must adapt to their interests"	Learner falls behind in school work
	"Learning that connects with society after their courses" "Learning that could be used in real life" "He must be placed periodically in real worlds of work"	Questions the relevancy of the work/curriculum for these learners.
	"One should focus on their strong points" "Do work that are based on their skills" "We need some other techniques to teach them"	Effective learning methods.
Lack of learning support	"We must directly talk to the educational authorities" "The guidelines of educational authorities are too theoretical" "The communities don't know their children's needs" "The people label them already" "We must present our school to the community"	Communication

The data in Table 4.6.1 shows that teachers see learners as learning lacking suitable attitudes for learning. The following extract supports the finding that learners did not fully engage into their classroom learning: "learners don't do their work". This comment was made by two academic teachers who also said "we must adapt to learners' interest" and "their work always

remains incomplete" which probably reflect the reasons for their statements that learners did not engage into their learning. The learners also fell behind in their work. From the data it would appear that both the academic and technical teachers had a preconceived view that learners at the school were academically challenged. Statements such as "not with this type of learner" were found in the comments on reasons for learners' lack of participation in learning activities. One reason that educators gave for the slow progress is that they needed extra time to make progress because they had to take into consideration their learners' limited capabilities. As stated by one, "… one would really need extra time … You don't get work done."

The technical educator who said "not with this type of leaner" suggested that "learning that could be used in real life" would be more suitable. This viewpoint is shared by others that "learning connects with society after their courses" and "he (the learners) must be placed periodically in real worlds of work". The technical teacher's comment, "one should focus on their strong points", the fourth academic teacher's "do work that are based on their skills" and the second technical teacher's "we need some other techniques to teach them" indicate the need for effective learning methods to be implemented by educators. From the two technical and four academic teachers' contributions it is clear that, in addition to their negative perceptions related to learners' non-participation in their learning, these six educators had negative perceptions about learning at the time of investigation (see Table 4.6.1).

Five participants mentioned that a lack of learning support for educators from the school community and the educational authorities. Two teachers stated that they wanted to have direct access to the educational authorities. They also stated that they found the guidelines provided by educational authorities too theoretical. The researcher deduced from these comments that these educators might need to consult with provincial education planners on learner specific guidelines. This deduction could imply that educators could be misinterpreting the guidelines or that the guidelines provided by educational authorities were not appropriate for learners learning.

The educators pointed out their need for community support as well as their need to educate the community so they could understand the challenges of teaching the children. The following comment summarises this need: "The people label them already … the communities don't know their children's needs … we must present our school to the community". Greater understanding of the children's needs could mean that the effects of the

educators' teaching could move beyond the classroom. This could include sensitising the community to the effect of using of discriminatory labelling of learners, as well as extending special needs education from classrooms to households. The researcher deduced that the educators' lack of sound communication with the broader community and the educational authorities operated as a barrier to learning at the learning site. The educators' statements in the following matrix supplement the learners' behaviour category in 4.3.1.

Category	Data
Emotions and Behaviour	"my learning not being successful … they can break you down … one must be patient; learners become despondent … learners feel humiliated and not competent enough"
Actions	"they are not interested in their learning… they imitate other learners' negative behaviour … they fail their learning"

From the data The researcher deduced that the educators find their learners' academic and behavioural difficulties challenging. Most of their learners continue struggling with reading. Furthermore, the educators stated that their learners' bad behaviour in class as well as their negative attitude interrupts classroom learning. The learners tended to have low self-esteem as indicated by excerpts from comments by two of the academic teachers: "… learners tend to give up hope; "… [learners] feel humiliated". These comments related to learners' negative attitudes to academic aspects (reading and writing). The learners' low self-esteem could have been reinforced by teachers' perceptions of learners' capacities and the type of learning they believed would be suitable for these learners. The excerpts "this learning is not for this type of learner"; they (learners) need skills-based learning and "the learners will be dependent on lifelong learning support" support this deduction. The first comment came from an academic teacher and the last two from technical educators. In appendices E4 and E5 the same two technical educators commented as follows, "we must always help them with measuring" and "they can't measure on their own" which serve as the reasons for their "they (learners) need skills-based learning"/ "the learners will be dependent on lifelong learning support". It is possible that learners could detect teachers' perceptions through learner-teacher interaction and also in the way teachers taught in the classroom. One must realise that even the teachers' emotions were affected. One academic teacher said that "it feels as if your teaching is unsuccessful" and another technical teacher said that "learners' behaviour can break you down". One can therefore say that a lot of negative energy within classroom learning

eventually led to learners' non-participation in the classroom. This seems to be confirmed by the two academic teachers' comments "they don't do the work; "learners don't do their work". On these grounds, the researcher deduced that the following also served as challenges to teachers: their own emotional conduct and control and learners' low self-esteem and negative attitudes and behaviour in classrooms. It is also possible that educators realised that other approaches to learning should be used in order to adapt to learners' learning needs. This deduction seems to be supported by the excerpts "they will benefit from skills-based learning"; "the learners have good (practical) skills"; "we must focus on their strong (practical) points"; "learners should occasionally be placed in real jobs out there (part of school learning)".

When asked to recommend ways in which the obstacles to learning could be addressed, many proactive responses were recorded. Some of the educators felt that they needed to be addressed at school level by good leadership. Another suggestion was that a curriculum should be developed for the school that could address learning barriers. Some teachers said that case studies of individual learners should to be done to determine learners' weaknesses and strengths. The technical teachers could teach them special skills to overcome their own learning barriers in the contexts of their workshops. The development of these skills could also be linked to written marketing and business administration. The following comment summarises this view: "bring word to tool, make words visual by real objects … technology learning and assessment address reading, writing difficulties, all of them."

4.7 EDUCATORS' RESPONSES TO LEARNER NEEDS AND SUPPORT

One of the themes that teachers referred to often was learning support. To be effective in their job, they felt they needed help from strategic role players such as the education department, the community and parents. This support was needed from a variety of sectors as the table below shows:

TABLE 4.7.1: LEARNING SUPPORT FROM KEY PLAYERS

Role player	Type of support
Authorities WCED	• "We need guidance from educational authorities" • "We must sit down and talk" • "Guidance of educational authorities too theoretical"
School community	• "Networking: … networking lacks" • "We must present school to community" • "The school must be marketed"
Community	• "The community cannot facilitate their needs" • "The community labels them" • "It isolates them through stigmatisation" • "They also don't know what to do"
Communication/ Collaboration	• "They won't tell community that they need help" • "They will always need support" • "We must come together"

There were insufficient opportunities to discuss learners' education at the school, which eventually resulted into a lack of knowledge sharing between vital role players in learners' learning. If collaborative structures are being established, then the focus will still remain on educators' capacity to facilitate and keep them functioning. It is therefore essential that educators should have the expertise to conduct such operations. The data shows that the technical educators focused only on "how to do the job" and "measuring" as a difficulty. These are skills that are required within their disciplines. The academic educators, on the other hand, were only concerned with what learners were capable of doing academically. The data show that the responses of these educators to questions about what learners could and could not do in their classrooms were similar, though their focus differed. It is also strange that despite the numerous workshops attended by these educators at which the issues could have been addressed, they still insisted on their need to talk to educational authorities.

From the data, the negative and positive factors that may play a role in developing learning support through communication between stakeholders in the learners' learning were evident. The following matrix presents those factors:

Positive perceptions of learning support	Negative perceptions of learning support
P1 (academic teacher): "zoom in and involve other role players e.g. the parents … know their knowledge about their children … know the parents" P4 (technical teacher): "teacher has to know the type of learner before he teaches them"	P5 (academic teacher): "In my class I only do basics with them, those in classroom only" P6 (academic teacher): "They (parents) dump their children here … we have to take care, feed them, nurse them" P11 (academic teacher): "The parents are always at work … only see them twice a year in a school hall" P9 (academic teacher): "They (parents) come only as far as the office"

Table 4.7.2, below, shows how these attitudes are related to teachers' responses to learners' learning needs and challenges.

TABLE 4.7.2: TEACHERS' METHODS

Adapted Methods (learning success)	P1 (academic teacher): "Yes it works, I develop their learning around their practical learning area … they are involved in their learning and start taking responsibility." P6 (academic teacher): "I follow my HOD's integrated approach to learning … I base my learning in TGK on learners' practical subjects … I use visual methods, put picture and word together and it enhances reading and writing skills … try another technique if one does not work … My EMS colleague, it works with her too … She uses ATM models, real banking documentation and business administration procedures … she makes it real for them – it works … be more intimate with learners and parents, they can tell you more, use this knowledge and address together with learners the learning barriers." P9 (academic teacher): "I use their skills available in the classroom and decide then what technique will work e.g. measuring … us[ing] different colours for millimetres, centimetres – they will adapt to the technique."
Non – Adapted Methods (learning failure)	P5 (academic teacher): "I work on their minimal levels of their capacity … I do what they are able to do, if they cannot, do something easier … don't do stuff they cannot do." P7 (technical educator): "I repeat over and over … pre-reading, writing support, but tomorrow the same problem exists as if there was no previous support" P11 (academic teacher): "With one or two I work, but the others, no, they are just like that … no alternative method, nothing helps."

The researcher deduces from Table 4.7.2 that only three academic teachers had adapted their teaching methods so that they were workable and successful. None of the technical teachers adapted their techniques or used other methods that were successful. Another academic educator stated that he retained an established teaching strategy: the easier the work, the easier it was to work with these learners.

When asked how efficient their teaching was, only three academic teachers claimed successes in their teaching. Although none of the technical educators reported successful teaching, some had ideas that related to the successful techniques of the above three academic teachers. "When I'm doing safety gates, the academic teacher should do terminology that relates to materials and processes involved … reading, writing, practical learning should be integrated and developed" resonates with "I base my learning in TGK on learners' practical subjects … put picture and work together" as these approaches both aim at improving learners' reading and writing skills. "Be more intimate with learners … use their skills" is related to the technical educators' idea of "apply[ing] individual teaching strategies" which implies teaching in which the teacher and learner explore learners' individual techniques to overcome learning barriers. An academic teacher reference to "us[ing] ATM models … real banking documentation" also emphasises the importance of learning for the future and connects with a technical educator's comment: "they must be able to read and write in order to help with their own children's learning". Participants in general stated that division amongst the staff was one of the factors that prevented efficient learning from taking place. "Previous meetings of staff failed, because there are groupings and people … teachers want to stick with their own old ways of teaching" are evidence of this.

Concerning teacher development six teachers emphasised the importance of teacher development in terms of teacher training and perceptions of their own expertise as educators. Table 4.7.3 shows the data.

TABLE 4.7.3: TEACHER DEVELOPMENT

CATEGORY	DATA
Need for training	P4 (technical educator): "I'm no language guy, there I need help – I need training to deal with reading and writing difficulties specifically." P11 (academic educator): "I did a remedial diploma, but irrespective my repetitioning it does not help … I need other training … need training to know what to do, because I don't know." P9 (academic teacher): "I need more technological training to discover better techniques for these children's learning."
Self-perceptions of teachers' own expertise	P1 (academic teacher): "We are not adequately qualified … the technical teachers are only qualified as artisans … most of us (academic teachers) only primary school diplomas … our poor qualifications and training hampers our visions of learners' learning … this is important, because these children have special needs." P3 (technical teacher): "If you look at the needlework and catering for example, we need better teachers there … more creative ones … if he cannot, he must be trained how to know the child and teach the child." P7 (technical educator): "No, I don't think so … what training? The child got the problem, training does not have anything to do with their problem …" No, I did not know anything of these learners, we start knowing them the moment he walks into the classroom, whether you know him or not, it does not matter." P4 (technical teacher): "I'm also not qualified for their learning … I agree that most of us do need additional qualifications to teach these children, it's bad, they coming from primary and high schools to really poorly qualified teachers." P2 (technical educator): "Yes, there are too many learners in a workshop at one time, I don't know what to do, we have to do our own stuff, WCED do nothing for the technical department… the WCED must come and help us, we (must) know how to teach these children."

Despite the problems that teachers say they have in trying to deal with the learning needs of their learners, only three of the nine educators felt that they required further training. This was despite the fact that the academic educators were poorly qualified. Although one of the technical educators felt that teacher training and qualifications had nothing to do with obstacles to learners' learning, one technical educator mentioned that the technical department

had two educators who needed further training. Two other technical educators felt that they did not know how to teach these children. The following matrix shows other factors which might have contributed towards educators' teaching difficulties:

CATEGORY	DATA
Large learner numbers in technical workshops	P2 (technical teacher): "There are too many learners in a workshop (per session)."
Teacher experience	P2 (technical teacher): "This is my first job as a teacher – was in the business world all my life."

Continuing education is the last theme. This was mentioned by only three teachers. Their respective comments reflected a view that these learners' learning could be taken further, that knowledge was needed to establish them as real artisans and also societies that could further their learning. The following matrix displays these comments:

CATEGORY	DATA
Possible further learning at work place in adult world	P5 (academic educator): "They will be able to learn further from others in their future jobs."
Knowledge needed to enhance learning	P4 (technical educators) "But you must have the knowledge to take their learning further … some additional knowledge to establish them as artisans."
Capable societies	P9 (academic teacher): "The learner will need a society that can learn them further."

4.8 CONCLUSION

In this chapter, the findings generated from the data on educators' understanding of their roles at a school of skills were presented. It also described the processes of coding and identification of themes which were employed whilst working through the transcripts of the interviews and field notes in an effort to reduce the data.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

In investigating the educators' understanding of their roles at a school of skills, data were gathered on accounts of strategies and methods employed by nine educators who work at the school of skills, the site for this study. In this chapter the researcher presents and discuss the main themes and their implications in the context of the literature review. By way of conclusion, comments on the limitations of the study as well as possible recommendations and suggestions for further research will be covered.

The discussion in this chapter is guided by the research questions, which were:

1. What are the learners' learning needs?

2. What are the challenges those learning needs pose to learners' learning?

3. How do educators' address those learning needs and challenges?

5.2 THE LEARNING NEEDS OF SCHOOL OF SKILLS LEARNERS

Learners at the school of skills can be classified as intellectually mildly disabled (IMD) learners. Such learners present challenges in the learning environment for the educators who have to manage these environments. Chapter Four established that reading was one of the most serious challenges teachers at this site experienced. Difficulties in reading are the most common and frequent indication of learning disabilities in school-age children. According to the educators at the school, learners at this learning site had moderate to extreme reading difficulties. In addition, learners could not write properly and so needed writing support. Therefore, writing difficulties also operated as a major barrier to learners' learning. Learners who are not able to read or write adequately need appropriate learning intervention. This would include educators who are able to help learners overcome their difficulties. It seems clear that the educators were generally not able to do so.

Short attention span was another barrier to learning that was identified. Participants commented on how they had to repeat the same learning activities again and again. Learners with a short attention span usually forget instructions or what they have just heard or read, jump from one idea to the next, struggle with spelling, and have problems reading long sentences or doing sums and multiplication. Such learners find it difficult to pay attention, concentrate on one thing at a time, control their activity level, develop language skills quickly, finish their work and control their feelings (Wrinkler et al., 1998; Donald et al., 2002). In the comments made by educators, the researcher identified short attention span as a characteristic that educators ascribed to every individual learner at the learning site. It seems that there is a need for educators to be able to adapt their teaching strategies so they can meet the learning needs of these learners.

The educators also commented on learners' inability to think abstractly. Inhelder (1968 as discussed in Donald et al., 2002) contends that such inability occurs when a learner finds it difficult to move beyond reasoning in concrete terms. This is likely to be an obstacle to scholastic progress. It is clear that the learners in this study need educators who can support or facilitate learning and thus address their difficulty.

Learners' inability to measure properly was another barrier to learning that was identified. In a technical environment, which these learners are likely to end up in, the lack of measuring skills is likely to be problematic. These findings are in line with those in the literature on special needs learners. Engelbrecht (1996), for example, argues that numeracy knowledge is an idealised order that can be used to model the regularities, patterns and structure of the real world. In order to do mathematics one needs to combine number concept, memory, attention, sequencing, comprehension and language (Winkler et al., 1998:108). In applying these insights to the difficulties experienced by special needs learners, these authors make the point that such learners overlook details, are not sure how numbers work and or how to use a number chart. It is clear that difficulty with measuring is a characteristic of IMD learners. It is essential for the learners in this study to have appropriate intervention so they can overcome their difficulties (Lipsky & Gartner, 1996; Engelbrecht et al., 1999).

Educators' comments focus on learning difficulties caused by learners' short focus span, their abstract thinking and measuring problems, but they do not include references to any form of learning intervention or recommendation. Donald et al. (2002:334) suggest that Bruner's (1976) scaffolding principle can be used to help an IMD learner to acquire more effective

ways of remembering and problem-solving. These are basic life-coping skills that can help learners to be more independent and self-supporting by the time they leave school. The authors also contend that this teaching strategy could have some positive implications for a range of other scholastic and everyday tasks as well as general intellectual functioning. White Paper 6 (2001) suggests an inclusive learning and training approach in which learners' strengths are used to enable them to overcome causes of learning difficulties by means of active and critical involvement in learning. Spady (1994 cited in Engelbrecht et al., 1999) states that the OBE curriculum in South African Schools has the capacity to facilitate successful learning for all learners, the development of new knowledge and empower schools to create the conditions for success at schools.

The learning needs that emerged were reading, writing and other contributive factors to academic difficulties such as poor abstract thinking, measuring and focus skills. Proper learning intervention to help overcome learners' behavioural difficulties also emerged as an urgent need (White Paper 6, 2001; Engelbrecht & Forlin, 1997; Bothma, Gravett & Swart, 2000).

5.3 CHALLENGES RELATED TO LEARNING NEEDS

Many challenges emerged in relation to learners' learning needs. These challenges were the learners' non-participation in classroom learning, learners who fell behind in their learning and educators' questioning the relevancy of their own teaching. There was also the matter of a lack of learning support for classroom learning which revealed the need to initiate communication between all the relevant stakeholders in learners' learning.

5.3.1 Behavioural problems

Educators experienced behavioural problems as one of their biggest challenges. Adams (2003) defines behaviour problems as abnormal child behaviour that portrays patterns of behavioural, cognitive or physical symptoms marked by distress, disability and increased risk of suffering death, pain and disability. In this study teachers spoke of their learners not responding to requests to attend to tasks. The matrix in 4.5 shows that the extreme levels of negative learning behaviour lead to classroom interruptions and poor attendance of classroom learning. Learner's negative behaviour also impacted on educator's emotions and challenged their expertise. It seems that some of the learners easily adopted the patterns of negative behaviour they witnessed, which led to regular classroom learning interruptions in the various

learning areas. Educators' statements such as "I don't want to lose my temper" and "it can break you down" confirm the negative impact the behaviour had on educators themselves. Hamehek (1995 discussed in Donald et al., 2002) argues that when such problems occur, teaching and learning become difficult to achieve. An emotion is a core personal characteristic that may add to the capacity for self-awareness, regulatory behaviour, empathy and the ability to calm oneself down. The educators' comments reflect their individual views (within the frame of their own construction of reality). Educators were the primary recipients of learners' continuous negative classroom behaviour and also the primary resources for addressing those behaviours in order to facilitate classroom learning (White Paper 6, 2001). This implies a need for teachers to exercise good self-control in order to face these difficulties and continue to teach these learners.

Difficulty related to discipline is not new. Although schools continually face new challenges, one challenge has remained constant: challenging behaviour or discipline problems (Kirk et al., 1983). It is clear, however, that immediate and suitable learning intervention is needed at the site of investigation. With corporal punishment banned by the National Education Policy Act (1996) and the South African Schools Act. 1996, Section 12 of the South African Constitution, teachers have to use other methods to address behaviour problems. According to the Department of Education (2000:19): "The focus on the social and psychological causes of difficult behaviour provides important practical solutions to a wide range of discipline problems". It places an emphasis on the early identification of learning barriers and social challenges and the provision of, appropriate support and services to learners. In order to identify problems successfully, an educator must be increasingly curious about the behaviour, personality, and life circumstances of each child (Lambie, 2000; Jens & Gordon, 1991; Thurlow, 2000; Cheminais, 2003).

5.3.2 The absence of a learning attitude

Second and Beckman (1969:134) define an attitude as the regularities within an individual's responses to some aspect(s) of his or her environment. Attitudes reflect a person's tendency to feel, think or behave in a positive or negative manner towards the object of the attitude. Second and Beckman (1969) also stated that the cognitive component of an attitude refers to a person's perception of the object of the attitude or what the person says he or she believes about that object. The information educators supplied on learners' attitude was limited to their attitude to the educators' teaching. The behavioural component of an attitude is reflected by a

person's observable behaviour towards the object of the attitude and /or what they say about their behaviour towards it. From the educators' responses I deduced that learners not only fell behind in their school work, but also that most learners at the learning site failed to make progress.

If teaching does not take place in South African classrooms, the role of educators is called into question (Proclamation No.103 of 1994 in ELRC, 2003). As Bryan and Pearl (1979) point out, continuous learning failure is very likely to lead to learners' having negative self-concepts and possibly a sense of helplessness. These learners normally have to cope with their own negative feelings about failure and with peoples' negative judgments of their learning. These learners' involvement in their own learning seems to depend on teachers' responsiveness to their learning needs (Petty & Saddler 1996; Moberg, 2003; Martin, 1970; Sands et al., 2000; Harmse, 2005; Engelbrecht & Green, 2007).

5.3.3 The educational space as lacking in learning support

Learning support describes both the learning support provided by teachers to individual learners in the classroom and the structures and arrangements beyond the classroom which make it possible to do so. Teachers have a responsibility to ensure that learning and development take place (Engelbrecht et al., 1999). The study suggests that educators should gain the skills and knowledge to make it easier for them to make learning take place: they need to actively involve themselves in departmental workshops and enhance their expertise by studying further.

Educational authorities and school management should be aware of positive and negative teacher perceptions of learning support for learners' learning. Two teachers felt that teachers had to involve parental knowledge of the individual learners and that teachers must be informed of the characteristics of the IMD learner before teaching them. Three academic educators developed negative perceptions of parental commitment to their children's learning and one preferred to focus on classroom learning only, unwilling to include social context in the learning process. There are strong arguments, however that that teachers should clearly identify the help they need in working with children that struggle to learn. (Harmse, 2005; Weinert & Kluwe, 1987; White Paper 6, 2001; UNESCO, 1994; Gouws & Mfazwe, 1998; Kruger & Van Schalkwyk, 1997; Winkler et al., 1998).

5.4 HOW EDUCATORS ADDRESS THOSE LEARNING NEEDS AND CHALLENGES

5.4.1 Teaching methods

Previous research found that special education teachers tended to be more directive than responsive during their instructional interactions with their students. These teachers were concerned to provide instruction rather than to engage learners in the classroom learning (Kim & Hopp, 2005). It seems that teachers' sense of self has to change before the required change in their teaching will occur. The data that the researcher presented in Table 4.6.2 shows how learner-centred some of the educators' teaching had become. The matrix that shows some educators' opinions on what kind of learning techniques could work provides information on teachers' direction of thinking. Although the techniques were not implemented at that stage, it also points to the use of alternative teaching methods such as an integrated approach to classroom learning. Educators' ideas and individualised teaching styles should serve as an indication that school management has to connect with educators' thinking or understanding of the learning that is implemented at the school. Collective decision-making by educators and school management could promote educators' thinking to more active and productive levels. It seems collective decision-making also has the potential to unify educators' diverse methods and thinking into the attributes that are needed to perform the necessary responses (Vroom, 1995; Engelbrecht et al., 1999; Engelbrecht & Green, 2007; WCED, 2008).

5.4.2 Teacher development

When teachers were asked whether they needed additional training to be effective as teachers, the responses varied. Berg (2003) stresses the importance of the attitudes teachers have since they are the primary resources for implementing learning. In response to the possibility of additional training, some teachers responded defensively by implying that the child had a problem, and so additional training was not going to solve that problem.

Personnel's training is complex, multifaceted and cannot be done discretely. Organisational analysis should precede any training. This means that the whole school should be analysed in terms of its objectives, its resources and the ways in which it allocates resources to attain its goals. Training would then involve altering educators' behaviour in a way that will enable

educators to contribute to organisational effectiveness. Such an initiative should include understanding of role, the desired contributions of each and every individual, and the value accorded to and perception of productivity. It may also shift educators' understanding to the kind of learning desired by these learners' learning (Muchinsky, 1993). One can only grow in your understanding of one's learners if one has the opportunity (-ies) to question, observe, evaluate and re-question. Well-directed training may offer these opportunities (Donald et al., 2002). Teachers need to become knowledgeable about the characteristics of exceptional children and the concerns that inform the provision of appropriate individualised educational programmes. The fact that only two of the nine participants had remedial teaching diplomas makes it necessary to propose that educational authorities should create and manage opportunities for permanently employed staff members to further their studies or undergo intensive in-service-training. Teachers must also be motivated and encouraged to engage in further studies themselves. The literature emphasised that teachers should be held responsible for their continuous personal professional development in order to meet the learning demands of disabled learners. Teachers with expertise in special needs education should be members of support teams. These support teams normally consist of educators, senior management, parents, therapists, psychologists and learner supporters (Smith, 1980). Ongoing training in disability awareness and factors that promote successful special needs' learning has the advantage of establishing a comprehensive understanding of what mental disabilities demand from educators in teaching (Bennet, Detusa & Brüns, 1997; White Paper 6, 2001; Lomofsky & Skuy, 2001; Vaugn, Bo & Schumm, 2001; Scruggs & Mastropieri, 1996; Salend, 1998; McMillan & Morrison, 1980).

5.4.3 Continuing education

Continuing education was seen as necessary by participants. The Inclusive Education Policy (Donald et al., 2002) promotes a whole-school development approach in schools, which can actively involve all role players and all systems of the school as a learning organisation. This approach specifically focuses on the skills to teach learners with diverse learning needs, building community and support learning, building of partnerships, and the development and sharing of leadership (Engelbrecht & Green, 2003). It should therefore be the understanding of teachers that their work includes the involvement of parents, other community members and organisations in learners' classroom learning (RSA, 1996; Arthur, 2000; Hardman et al., 2005).

5.5 SUMMARY AND DISCUSSION OF THE MAIN FINDINGS

The study found that in order to address their special needs learners' academic difficulties and classroom learning behaviour, educators need personal and professional capacity building so they are able conduct efficient learning that goes beyond the classroom. The participants (teachers at the school of skills) had an average of 15 years' teaching experience. The nine educators at this school of skills had 6,5 years' teaching experience on average. Only two technical and 5 academic teachers had teaching certificates. Only two of the nine participants had additional special needs teaching certificates.

The investigation into teachers' responses to the learning needs and challenges of learners' learning found that educators could not address the learning needs and challenges appropriately without the learning support from educational authorities, the school community and the communities learners lived in. Educators who involved learners' parents in their children's learning (see table 4.6.2) were able to teach successfully. The investigation also found that teachers' responses were influenced by their perception of these learners' capacity to learn and what they could become (see table 4.6.2). Teachers, who used other methods, were able to teach successfully. However, those educators who continued to apply the methods they were used to, were faced with the same learning barriers as before. Teacher perceptions of their own expertise influenced their perception of the need for teacher development (see table 4.6.3).

The investigation also found that educators lacked the professional qualifications for special needs teaching and that they needed learner specific training. Teachers at the school were not able address learners' learning difficulties properly. This had direct implications for learners at the learning site, who were in the process of developing into adults who were about to face the social demands of community life.

As mentioned before, the school accommodated learners from the age of fourteen for a learning period of three years. In that time, learners were trained in practical fields such as welding, needlework and clothing, plumbing, panel beating, catering and bricklaying after which they received a certificate for employment in the adult world (Donald et al., 2002). Once employed, it is possible that they would be expected to behave as if they were socially mature (Jarvis, 1995). Teachers' inadequate teaching qualifications, their negative perceptions and expectations of learners learning, their failure to address learners' learning difficulties,

their own lack of suitable teaching attitudes and the lack of learning support to classroom learning could put learners' learning and their ultimate positioning in social life at risk of failure.

Participants' responses clearly show that, the OBE curriculum was not generally in use at the learning site during the study; if educators were using it, they probably lacked the skills and knowledge to implement it efficiently (White Paper 6, 2001). The DOE had to be aware of the transition educators at the learning site had to make in order to provide learning facilitation at an LSEN school. It also seems as if the IQMS-based continuous training plan for educators was not operational at the time of the investigation. The ELRC, 2003, A-47 document characterises an educator as a competent interpreter and designer of learning programmes. However, what I found was that educators were not aware that they had to develop their own learning programmes (White Paper 6, 2001). Educators at a learning site of this kind will have to be supported by education authorities to become specialists, learning facilitators and designers of learning plans. The 2001 White Paper 6 document clearly states that learners at special schools need critical educational services, something that has not been provided, despite the promise by the DOE of ongoing training of educators and extended provisioning of support networking between schools and districts (White Paper 6, 2001).

5.6 IMPLICATIONS OF THE FINDINGS

Teachers need to be capacitated and guided in how to work with special needs learners. In the absence of such guidance the success of educational outcomes rests with the individual teacher who takes matters in her own hands. However, such teachers are not in the majority, nor are there support for the good that they do, or can they sustain this work. Thus the WCED need to take note of the need for a curriculum that is designed specifically with this special needs learner in mind and the challenges they bring to the school setting. It is to be noted that participation in the study has impacted on the nine participants as they had opportunity to reflect on their roles. Some have been sensitised to the need for positive classroom interactions, departmental workshops and learning planning. It seemed that an awareness of the importance of personal professional expertise had been stimulated, which may result into them seeking for more knowledge about their learners' learning. The educators' uncertainties in dealing with their learners' learning difficulties might be reduced by their new insights of their role at a school of skills. Despite the many problems they had in with reaching learners, some educators reported successes, which became visible in the data. Participating in the

research was an empowering experience for the teachers, and created a space where some share their difficulties as well as their workable ideas.

5.7 LIMITATIONS OF THE STUDY

The participants used Afrikaans as the medium through which they expressed their experiences, which was then translated into English. The researcher is aware that some of the meanings could have been lost during the translation process. The study used the interpretive Paradigm (Merriam, 1998) which relies on the analyst's interpretation of what was conveyed by the participants. The researcher found that the participants, in general, were able to express themselves spontaneously and could connect fluently with me during follow-up interviewing sessions.

Another limitation is the generalisabilty of the findings. Given that it was delimited to one school of skills, and that each school has its unique character, the findings of the study cannot be generalised to other learning institutions. This study was about interpreting people's verbal accounts of their individual experiences and perceptions. Given the subjectivity of those accounts, generalisation of the findings to other people in other institutions becomes impossible. Neuman (1991) stated that purposive sampling aims at gaining a deeper understanding of types and not at generalising to a larger population.

5.8 RECOMMENDATIONS FOR FUTURE RESEARCH

As stated in the problem statement in Chapter One, teachers have to put their own interpretation on their role in a special education setting. The teachers were inadequately trained and critical learning support was needed by their learners. The following recommendations are made for further research:

- A study of educators' development through in-service-training and personal studies
- A study of educators' adapted teaching methods at a school of skills.

5.9 CONCLUSION

This study explored educators' understanding of their role at a school of skills. The school of skills caters for IMD learners who may be described as having poor scholastic abilities in reading, writing and arithmetic skills, low self-esteem, a poor self-concept, a lack of

motivation to study and an inability to cope with academically orientated work. The learners were previously in mainstream schools, but due to their learning difficulties they were taken from mainstream schools and placed at this special school. Nine teachers at a school of skills were the subjects of this study. They were interviewed and were asked to provide their views and opinions on what their learners' learning needs are; what the challenges are that those learning needs pose to learners' learning; and how educators' address those learning needs and challenges.

The study found that teachers felt themselves unprepared to teach special needs learners. They are also not guided by a formalised curriculum and are left to interpret their roles themselves. The lack of a cohesive plan for schools of skills impacts on the quality of education that is possible in this context.

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APPENDIX A

Navrae
Enquiries
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ISebe leMfundo leNtshona Koloni

Mr Truter Eksteen
Atlantis School of Skills
Private Bag X1
Dassenberg
ATLANTIS
7350

Dear Mr T. Eksteen

RESEARCH PROPOSAL: EDUCATORS' UNDERSTANDING OF THEIR ROLES AT A SCHOOL OF SKILLS.

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 **18th July 2006 to 21st September 2007.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2004).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen 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 following school(s): **Atlantis School of Skills**.
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Education Research
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 26th July 2007

APPENDIX B

Letter of Consent

For Attention: The Principal

I would hereby like to request your permission to conduct a research study at the school whereby all educators will be invited to volunteer their participation' The purpose of this study is to gain insight into educators' understanding of their roles at their learning site. The research sessions will be conducted by individual (one-on-one) interviews. As participation is voluntary, a participant may withdraw at any time. All information shared by the participants will be handled anonymously and in strict confidentiality. The research will be written up and pseudonyms will be used to protect the identity of the participant as well as to ensure confidentiality of sensitive data.

The study will inform my master's degree thesis in special education (educational psychology) through the University of Stellenbosch. For the duration of the study I will be supervised by professor D. Daniels, a specialist in educational research'

If additional information is needed regarding this research, please do not hesitate to contact the supervisor of the research.

Kind regards

……
Truter Eksteen

Prof D. Daniels (supervisor)
Tel: 021-8082324

APPENDIX C

LETTER OF CONSENT

Dear Educator/s

In a bid to study the educators' understanding of their roles at a school of skills, ideas, perceptions and meanings have to be amassed from educators. Your school has been identified as a school that can provide valuable information.

An invitation is therefore extended to you to participate in one-on-one interviews. The decision to participate is completely voluntary. All contents of the interview will be held in strict confidence. Individuals will not be identified by name. A11 raw data will be held by the interviewer and not be distributed to any other unauthorized individual.

Thank you for your co-operation and support.

Interviewer's signature	Participant's signature
……..	……
Date	Date
…….	……

Participant Consent Form

I,……., hereby volunteer to take part in the research study. I know that I have to share my visions, experiences and perceptions of the learners' learning at my place of work.

I know that the researcher will tape-record and keep notes of the interview sessions. I also know that all information, as well as my own, are kept secret. I have also given my permission that the notes and tape-recordings may be discussed with the supervisor of the study. I also understand that my contribution/s will be respected by the researcher and the supervisor.

I have put my name on this paper to show that I agree to take part in the individual interviewing sessions.

Participant's name Date

…….. …….

Researchers' Name

…….

APPENDIX D

Letter of Gratitude

Dear educator/s and school governing body.

I hereby express my gratitude for your voluntary participation and authorization to the research process. Research reveals that an interpretive research study has potential to provide an educator's unique and personal perception/s which may contribute to the learning that is conducted at the learning site.

I am thankful for the authorization of the study at the school and each participant's contribution.

I wish you prosperous learning and managerial years to come.

Kind regards

……....
Truter Eksteen

APPENDIX E

E (1)

Key/s to Open Coding of Units of meaning
Identification of Learning Needs [open ended]

BD	→	behavioural difficulty/ies
PA	→	Personal attention
W	→	Writing
R	→	Reading
AAL	→	Age-appropriate learning
MTL	→	mother-tongue learning
MLT	→	more learning time
L	→	Learning
SFS	→	short-focus span
AT	→	abstract-thinking
ST	→	special techniques
PS	→	professional support
SL	→	successful learning
M	→	measuring
CS	→	creative skills
EL	→	efficient learning

Features of Learning Needs (open coding purposes)

LI	→	low intensity
MI	→	mild intensity
EI	→	extreme intensity
WL	→	when learning
SP	→	SP
MD	→	mid-day/s
WW	→	when writing
WR	→	when reading
EM	→	early morning
C	→	controllable
U	→	uncontrollable

Other:

P	→	participant
Pp	→	pagina / page

E (2)

1. Open: Research Question One

1.1 Identification of learning needs

BD: Display behavioural problems (P.6 pp.8)
R: Cannot read properly… they struggle with reading (P.6 pp.8)
W: Struggle with reading (P.6 pp.8)
BD: Display bad behaviour (P.6 pp.8)
R: Cannot read properly ... cannot read... they struggle with reading (P.6 pp.8)
W: Struggle with writing (P.6 pp.8)
BD: Behaviour problem... behaviour problem focus on behaviour (P.1 pp.8)
R: E.g. his reading, cannot read or write (P.11 pp.8)
W: and writing... if they can write ... I cannot write (P.11 pp.8)
AAL: ages has a vital role (P.11 pp.8)
MTL: especially in their second language (P.11 pp.8)
MLT: no time for assessment... time for nothing (P.11 pp.8)
EL: show no interest... I don't know... no learning area development... time for nothing (P.11 pp.8)
W: writing (P.1 pp.8)
PA: and attention (P.1 pp.8) attention (P.1 pp.8)
L: learning (P.1 pp.8)
SFS: attention (P.1 pp.8)
SFS: their don't focus span (P.11 pp.8)
W: writing (P.1 pp.8)
BD: Behaviour problems ... difficulty to attend (P.5 pp.8)
R: Need oral reading support ... reading... reading ... reading (P.5 pp.8)
W: Need writing support... writing ability (P.5 pp.8)
AT: Reasoning ... cannot do reasoning
BD: Result into behaviour problems (P.9 pp.8)
R: reading skills as well, I would say reading (P.9 pp.8)
W: and writing problems (P.9 pp.8)
ST: special techniques are needed (P.9 pp.8)
CS: they need creativity (P.9 pp.8)
EL: special techniques are needed (P.9 pp.8)
BD: they don't attend classes (P.2 pp.1)
PS: everything's problematic (P.2 pp.1)
SL: to build... to have success (P.2 pp.1)
BD: Not loosing temper, behaviour (P.3 pp.1)
R: reading particularly, pre-reading (P.3 pp.1)
M: and measuring... help measuring (P.3 pp.1)
BD: Bad behaviour ... their behaviour (P.4 pp.1)
R: reading, you know reading... reading (P.4 pp.1)
W: Obviously writing ... and writing (P.4 pp.1)
M: Another one is measuring (P.4 pp.1)
BD: Behaviour... behaviour... their behaviour (P.7 pp.1)
R: cannot exactly read ... reading (P.7 pp.1)
W: or writing... and writing (P.7 pp.1)

1.2 Features of Learning Needs: Open Coding

EI: Children don't listen when one speaks... they take chances... some don't do their work (P.6pp.8)
EI: They cannot read, cannot read (P.6 pp.8)
LI: some can write
MD: when they come from workshops (P.6 pp.8)
WR: individual reading (P.6 pp.8)
C: The reading (P.6 pp.8)
U: Children don't listen when addressed (P.6 pp.8)
EI: Leave everything and focus on behaviour (P.1 pp.8)
EI: Reading (P.1 pp.8)
MI: writing (P.1 pp.8)
MD: especially when they coming from workshops (P.1 pp.8)
MD: doing remedial exercises (P.1 pp.8)
WL: attention (P.1 pp.8)
C: I can address this anywhere (P.1 pp.8)
C: Reading, remedial work (P.1 pp.8)
EI: I cannot read... biggest problem (P.11 p.10)
EI: Or writing... I don't know (P.11 pp.10)
MD: when writing from blackboard (P.11 pp.10)
WW: when writing from blackboard (P.11 pp.10)
C: Reading, for example (P.11 pp.10)
EI: behaviour problem, just cannot start (P.5 pp.8)
EI: Reading abilities (P.5 pp.8)
MI: writing (P.5 pp.8)
EM: early in the day (P.5 pp.8)
WR: search for knowledge, search reading (P.5 pp.8)
C: reading from training and experience (P.5 pp.8)
U: behaviour problems (P.5 pp.8)
U: data-storage is problematic (P.5 pp.8)
EI: Some have behaviour problems. I use my HOD (P.9 pp.8)
EI: Reading (P.9 pp.8)
MI: and writing (P.9 pp.8)
WL: working through portfolios (P.9 pp.8)
WL: working through portfolios (P.9 pp.8)
WL: work with portfolios (P.9 pp.8)
C: use my HOD (P.9 pp.8)
C: Suppose they having a reading problem (P.9 pp.8)
C: Suppose they having a reading problem (P.9 pp.8)
EI: What do you do now? (P.2 pp.1)
WL: during learning (P.2 pp.1)
U: What do you do now? (P.2 pp.1)
EI: don't want to loose temper (P.3 pp.1)
EI: especially reading... reading, they cannot without support (P.3 pp.1)
SP: Sometimes ... when a learner perform (P.3 pp.1)
WL: at all times (P.3 pp.1)
C: Pre-reading (P.3 pp.1)
U: Don't want to lose my temper (P.3 pp.1)
EI: extremely difficult (P.4 pp.1)

EI: with reading … extremely difficult (P.4 pp.1)
LI: writing (P.4 pp.1)
WL: throughout schooldays (P.4 pp.1)
WL: throughout schooldays (P.4 pp.1)
C: everything, a teacher is supposed to (P.4 pp.1)
C: everything I said (P.4 pp.1)
C: everything (P.4 pp.1)
EI: Their behaviour I send him to office (P.7 pp.1)
LI: Reading (P.7 pp.1)
LI: and writing (P.7 pp.1)
SP: maybe now (P.7 pp.1)
WL: The whole time but (P.7 pp.1)
WL: The whole time but (P.7 pp.1)
C: must still read this (P.7 pp.1)
C: and writing (P.7 pp.1)
U: Send him to office (P.7 pp.1)

Open Coding

1.2 Features of Learning Needs:
1.2.1 Intensity Levels of learning needs:

BD: Behavioural Difficulties: Extreme intensity [code-EI]
Children don't listen ... they take chances ... some don't do their work (P.6 pp.8) Rather focus on behaviour problems (P.1 pp.8) Behaviour problems , just cannot start (P.5 pp.8) Some have behaviour problems, use HOD (P.9 pp.8) What do you know? (P.2 pp.1) don't wanna lose temper (P.3 pp.1). Extremely difficult (P.4 pp.1) their behaviour, I send them to office (P.7 pp.1).

R: Reading difficulties : Extreme intensity [code-EI]
They cannot read, cannot read (P.6 pp.8) cannot read... biggest problem (P.11 pp.10) Reading (P.1 pp.8). Reading ability (P.5 pp.8). Reading (P.9 pp.8). Especially reading, they cannot without support (P.3 pp.)

W: Writing difficulties: Extreme intensity [code-EI]
Or writing... I don't know (P.11 pp.10)

W: Writing difficulties: Medium intensity [code-MI]
Writing (P.5 pp.8) and writing (P.9 pp.8)

PA: Personal attention: Medium intensity [code-MI]
Attention (P.1 pp.8)

R: Reading difficulties: low intensity [code-LI]
Reading (P.7 pp.1)

W: Writing difficulties: low intensity [code- LI]
Some can write (P.6 pp.8) writing (P.1 pp.8) writing (P.4 pp.1) and writing (P.7 pp.1)

1.2.2 Learning Needs' Occurrences:

BD: Behavioural difficulties: code [EM = early morning]
Early (P.5 pp.8)

BD: Behavioural difficulties: code [SP = sporadically]
Just sometimes... when somebody "performs" (P.3 pp.1)

R: Reading difficulties: code [SP = sporadically]
Probably now (P.7 pp.1)

BD: Behavioural difficulties: [code: MD = midday]
When coming from workshops (P.6 pp.8) especially when coming from workshops (P.1 pp.8).
at the end of school days (P.5 pp.8)
R: Reading difficulties: code [MD= midday]
Do remedial learning (P.1 pp.8)

W: Writing difficulties: code [MD = midday]
When writing from the blackboard (P.11 pp.10)

BD: Behavioural difficulties: code [WR = when reading]
Individual reading (P.6 pp.8)

R: Reading difficulties: code [WR = when reading]
Individual reading (P.6 pp.8) search reading (P.5 pp.8)

R: Reading difficulties: code [WW when writing]
When writing from the blackboard (P.11 pp.10)

BD: Behavioral difficulties: code [WL = when learning]
Work through portfolios (P.9 pp.8) during learning (P.2 pp.1) throughout school days (P.4 pp.1)
All the time (P.7 pp.1)

R: Reading difficulties code [WL = when learning]
Work through portfolios (P.9 pp.8) all the time (P.3 pp.1) throughout schooldays (P.4 pp.1)

W: Writing difficulties: code [WL = when learning]
Work through portfolios (P.9 pp.8) throughout schooldays (P.4 pp.1) all the time (P.7 pp.1)

PA: Personal attention : code [WL = when learning]
Attention (P.1 pp.8)

1.2.3 Controllability of learning needs:

BD: Behavioural difficulties: code [c = controllable]
I can address this anywhere (P.1 pp.8) use HOD (P.9 pp.8) Everything a teacher is supposed to
(P.4 pp.1)
R: Reading difficulties: code [c = controllable]
The reading (P.6 pp.8). Reading, for example (P.11 pp.10) Reading, does remedial learning (P.1 pp.8). Reading through training and experience (P.5 pp.8). Suppose they have a reading problem (P.9 pp.8). and pre- reading (P.3 pp.1) Everything I said (P.4 pp.1). Not reading (P.7 pp.1)

W: Writing difficulties: code [c = controllable]
Suppose they have a reading problem (P.9pp.8) Everything (P.4 pp.1) and writing (P.7 pp.1)

BD: Behavioural difficulties: code [u = uncontrollable]
Children don't listen (P.6 pp.8) behaviour problems (P.5 pp.8) what do you do now? (p.2 pp.1)
Don't want to lose temper (P.3 pp.1). Send to office (P.7 pp.1).
AT: Abstract-thinking: code [c = uncontrollable]
Data – storage is problematic (P.5 pp.8)

E (3)

Example: Open Coding applied to Participant 2 Interview

Individual Interview (page 1): Learning Needs	Code
Interviewer: What are learners' learning needs?	
Participant 2: They must learn, you see, some won't of	SL = realise importance
	Successful learning
I: What are the most learning needs?	SL = successful learning
P2: To be able to build… nothing else. To be successful, understand?	
I: What are the less urgent learning needs?	SL= educator helplessness FN= non-directiveness
P2: Everything remains a problem, sir	
I: Are there any learning needs that you can handle? (yes or no)	C= confirmation of control (controlled)
P2: Yes	
I: If so, what type of learning needs can you handle?	C= another confirmation,
P2: I can help any child, support whatever, they specifying (controlled) must be willing	without
FN= learner motivation	

I: When do they occur? WL= any time during learning
P2: anytime, cannot soos dit kom ... plea with children (when learning)
FN= educator attitude

I: Are there any of the needs you cannot address? U= some cannot be controlled
(Yes or No) (uncontrollable)
P2: Yes

I: If so, which learning needs? BD[EI]= extreme negative
P2: They don't attend classes, what now? learning behaviour
FN= learner supervision

I: when do they occur? WL= during learning sessions
P2: Always… always running around (when learning)
FN= learner supervision

E (4)

Codes Clustered According to Research

Question One into Categories

1. Research Question One: Educators' knowledge of learners' learning needs:
1.1 Learners' Learning Needs

1.1.1 Intervention into Behavioural difficulties [code BD]
Display behaviour problems (P.6 pp.8) Discipline ...display behaviour problems (P.6 pp..8). Behaviour problems...Behaviour problems... focus on behaviour (P.1 pp.8). Behaviour problems ... difficult to pay attention (P.5 pp.8). Other learners imitate their behaviour (P.9 pp.8) they don't attend classes (P.2 pp.1). Not losing temper (P.3 pp.1). Bad behaviour ... their behaviour (P.4 pp.1). Behaviour... behaviour... their behaviour (P.7 pp.1)

1.1.2 Intervention into reading difficulties [code-R]
Struggle with reading (P.6 pp.8). Reading and writing (P.1 pp.8) ... for example, his reading, cannot read and write (P.11 pp.8). Need oral and written – reading support ... reading ... reading ... reading (P.5 pp.8). Also reading skills, I would say reading (P.9 pp.8). Especially reading...pre-reading (P.3 pp.1) Reading, you know, reading ... reading
(P.4 pp.1). Cannot read properly...now reading...the reading (P.7 pp.1)

1.1.3 Intervention into writing difficulties [code-W]
Struggle to write (P.6 pp.8) ... if they can just write ... I cannot write (P.11 pp.8). Writing (P.1 pp.8). Need writing support (P.5 pp.8). And writing skills ... and writing ... and writing ... or writing problem ... and to write (P.9 pp.8). Obviously writing ... and writing (P.4 pp.1). Or writing ... and writing (P.7 pp.1).

1.1.4 Personal learning support [code-PA]
And attention (focus) (P.1 pp.8) focus /attention (P.1 pp.8)

1.1.5 Age-appropriate learning [code-AAL]
Age plays a vital role (P.11 pp.8)

1.1.6 Mother-tongue learning [code-MTL]
Especially in 2nd language (P.11 pp.8)

1.1.7 More learning time [code-MLT]
No time for assessment ... time for nothing (P.11 pp.8)

1.1.8 Learning [code-L]
Learning (P.1 pp.8)

1.1.9 Short-focus span learning intervention [code-SFS]
Focus (P.1 pp.8) their short focus span (P.11 pp.8)

1.1.10 Abstract-Thinking learning intervention [code-AT]
Reasoning... cannot reason (P.5 pp.8).

1.1.11 Special learning techniques for learners to perform [code-ST]
Special techniques are needed (P.9 pp.8)

1.1.12 Educators with professional support [code-PS]
Everything remains a problem (P.2 p.1)

1.1.13 Successful learning [code-SL]
To be able to build...to be successful (P.2 pp.1)

11.14 Skills to measure [code-M]
And measuring ... help with measuring (P.3 pp.1). Another one is measuring (P.4 pp.1)

1.1.15 Creative skills [code-CS]
They need creativity (P.9 pp.8)

1.1.16 Efficient learning [code-EL]
Special techniques are needed (P.9 pp.8) show no interest ... I don't know ... no growth in learning area ... time for nothing (P.11 pp.8)

E(5)
AXIAL CODING TO DETERMINE CATEGORIES

Category	Cluster of codes		Learning needs given by participants									Learning needs features									Participant references								
	Learning need + code	Feature + code	6	1	11	5	9	2	3	4	7		1	11	5	9	2	3	4	7	6	1	11	5	9	2	3	4	7
Behaviour of learners	Openbaar gedrag probleme	kinders vat kanse (EI)	BD									EI									P.6								
																					pp 8								
	Gedragsprobleme (BD)	Alles los en op gedrag fokus (EI)		BD									EI									P 1							
																						pp.8							
	Gedragsprobleme (BD)	kan nie net begin nie																						P.5					
						BD									EI									pp.8					
	Lei tot gedrags-probleme onder leerders (BD)	Gebruik onmiddellike hoof (EI)																											
							BD									EI									P 9				
																									pp-8				
	Kom nie klas toe nie	hou maak jy nou (E I)																											
								BD									EI									P.2			
																										pp.1			
	Gedrag (BD)	wil nie humeur verloor nie (EI)																											
									BD									EI									P.4		
																											pp.1		
	Bad behaviour (BD)	extremely difficult (EI)																											
										BD									EI								P.4		
	hulle gedrag, Gedrag (BD)	stuur vorentoe (E1)									BD									EI								P.6	
																													pp-8
Reading difficulties	Lees(R)	kan nie lees nie (EI)	R									EI									P 6								
																					pp.8								
	Byvoorbeeld sy lees (R)	my grootste probleem (EI)																					P.11						
					R									EI									pp.10						
	Lees(R)	Lees, lees, lees (EI)		R									EI									P 1							
																						pp-8							
	Benodig leeshulp (R)	Leesvermoe (E1)																					P.5						
						R									EI								pp.8						
	Ek sal se lees (R)	lees (E I)					R									EI								P.9					
																								PP8					
	Veral lees (R)	kan nie sonder hulp nie (EI)																								P 3			
									R									EI								pp.1			
	Lees, you know... reading (R)	extremely difficult (EI)								R									EI								P.4		
																											pp 1		
	nog die lees (R)	kan nie juis lees nie (EI)									R									EI								P.7	
																													pp-'

Writing difficulties	Van hulle kan skryf (W)	sukkel om to skryf (LI)	W									LI										P.6									
																						pp 8									
	skryf (W)	ek weet nie (E 1)			W									EI										P 11							
																								pp.8							
	skryf (W)	skryf (LI)		W									LI										P.1								
																							pp.8								
	skriftelike hulp (W)	skryf (MI)				W									MI										P.5						
																									PP8						
	Skryfprobleme (W)	skryf (MI)					W									MI										P.9					
																										pp.8					
	Writing (W)	obviously writing (LI)								W									LI										P.4		
																													pp.1		
	of skryf (W)	skryf, skryf (LI)									W									LI										P.7	
																														pp.'	
Learners' short focus difficulty	aandag (SFS)			SFS																		P.1									
																						pp.8									
	aandagspan is bale kort (SFS)				SFS																			P.11							
																								pp 8							
problem abstract thinking	Redenering, abstrak dink (AT)	data-berging problematies (U)				AT									U										P.5						
																									pp.8						
Learners' measuring problems	Measuring (M)									M																			P.4		
																													pp-'		
	en meet, help met meet (M)							M																				P.3			
																												pp-1			
Lack of personal attention to Learners' learning	en aandag (PA)	aandag (MI)		PA									MI									P 1									
																						pp.8									
	aandag (PA)	en aandag (WL)		PA									WL									P.1									
																						pp 8									
Lack of age-approp learning	ouderdom speel n groot rol. (AAL)				AAL																			P 11							
																								pp-8							
Lack of mother-tongue learning	Veral in 2de taal (MTL)				MTL																			P 11							
																								pp.8							
Not enough learning time	time for nothing (MLT)				MLT																			P.11							
																								pp.8							
Learners' need to learn	leer (L)			L																		P 1									
																						pp 8									

efficient learning	spesiale tegnieke is nodig (EL)						EL																			P 9				
																										pp.8				
successful learning	om to kan bou, 'n sukses to maak (SL)							SL																			P.2			
																											pp.1			
creative skills	kreatiwiteit nodig (CS)						CS																			P.9				
																										pp.8				
special learning techniques	spesiale tegniese leer is nodig (ST)						ST																			P.9				
																										pp 8				
educators with proffes support	Alles bly maar n probleem (PS)							PS																			P.2			
																											pp.1			

E(6)

SELECTIVE CODING TO DETERMINE THEMES

RESEARCH QUESTION 1: EDUCATOR`S KNOWLEDGE OF LEARNERS` LEARNING NEEDS

Category	Clusters of Themes	Particpant References								
		6	1	11	5	9	2	3	4	7
1. LEARNERS' LEARNING BEHAVIOUR 1.1 Behavioural difficulties	extremely influential: - educator * emotionally challenging							P.3 pp.1		
	'' challenging expertise					P.9 pp.8	P.2 pp.1		P.4 pp.1	P.7 pp.1
	- other learners " adopting bad behaviour	P.6 pp.8								
	classroom learning " slows down work progress				P.5 pp.8					
	interruptive effects		P.1 pp.8							
2. LEARNERS' INABILITIES: 2.1 Reading difficulties	'` inability to read	P.6 pp.8			P.5 pp.8					
	* magnitude of reading difficulty			P.11 pp.10						
	* confirmation of reading as a learning difficulty		P.1 pp.8			P.9 pp.8				
	educator support always provided							P.3 pp.1		
	challenging educator expertise								P.4pp.1	
2.2 Writing difficulties	" struggling to write	P.6 pp.8								
	complexity of problem			P.1 1 pp.8						
	'` confirmation of writing as a learning difficulty		P.1 pp.8		P.5 pp.8	P.9 pp.8			P.4pp.1	P.7 pp.1
2.3 Short focus span of learners 2.4 Abstract thinking 2.5 Measuring	* difficulty with focussing difficulty with data-processing		P.1 pp.8	P.1 1 pp.8	P.5 pp.8					
	* inability									
3. Learning Provisioning: 3.1 educators' function	Personal Attention * lack of educator attention to individual learners' learning		P.1 pp-8							
3.2 age and learning	age-appropriate learning learning packs AAL			P.11 pp.8						
3.3 Language and learning	Mother-tongue learning learning lacks MTL			P.11 pp.8						
3.4 time allocation in learning	Learning Time more classroom learning time needed									
3.5 function of learning/ need of learning 3.6 learning efficiency	* Need learning		P.1 pp.8							
3.7 Success in learning	Efficient learning * learners' to be provided with specialist learning					P.9 pp.8				
3.8 Creativeness in learning	Successful learning * to be able to						P.2 pp.1			
3.9 Learners' unique potentials	Creativity * learners to initiate and steer own Learning					P.9 pp.8				
3.10 educators' capacity	Special learning techniques promote unique potential of learners to support learning					P.9 pp.8				
	educators with professional support * educators capacity to be developed						P.2 pp.1			

APPENDIX F

F (1)

Key/s to Open Coding of Units of Meaning.

Identification of Learning Challenges.

Emot-L	=	learner emotion/s
Emot-E	=	educator emotion/s
Partic-L	=	learners' learning participation
Suit-L	=	learner centred learning
Suit-adap	=	adapted learning
Suit-soc	=	social contextual learning
Suit-pos/skills	=	learner skills as basis for learning
Attit-L	=	learner attitude/s
Attit-E	=	educator attitude/s
Collab-NW	=	collaborative networking between educational levels
Collab-stigm	=	collaborately eliminate stigmatizing
Comm-educ	=	community education
Communic	=	communication between levels of education
f-cycl-B	=	failure cycle (behaviour)
f-cycl-L	=	failure cycle (learning)
spec-E	=	educator-specialist
read-L	=	learner reading
supp-netw	=	supportive networking between educational levels

Other:

P	-	participant
pp	-	pagina/page
x	-	number of units of meaning

F (2)

2. Open Coding: Research Question Two

2.1 Identifying the learning challenges

Spec-E:	seker wees van jou kurrikulum wat gepas is vir kinders (P.6 pp.9)
Read-L:	sukkel met lees P.6 pp.9
Comm-educ:	gemeenskap kan hulle nie akkommodeer nie (P.6 pp.9)
Communic:	sal nie vir gemeenskap sê nie (P.6 pp.9)
f-cycle-B:	negatiewe gdrag naboots (p.6 pp.9)
suit-adapt:	aangepas word vir hulle belangstelling (P.6 pp.9)
suit-soc:	hulle kan help van die buitekant (P.6 pp.9)
suit-L:	jy kry nie klaar nie (P.6 pp.8) werk bly agter (P.6 pp.9) voltooi nie hul werk nie (P.6 pp.9) hierdie soort kind nie (P.6 pp.9) werk gepas is vir kinders (P.6 pp.9)
Emot-L:	leerders raak mismoedig (P.6 pp.8)
Emot-E:	nie jou doel bereik in jou lees nie (P.6 pp.8)
Partic-L:	doen nie hulle take nie (P.6 pp.8)
Attit-L:	van hulle stel eintlik nie belang nie (P.6 pp.9)
Spec-E:	opgeleide onderwyser (P.1 pp.8) wat kinders verstaan (P.1 pp.8)
Attit-E:	menslike verhouding (P.1 pp.8)
Suit-pos/skill:	juffrou moet net kan praat (P.1 pp.8)
Suit-L:	geen assessering (P.1 pp.8) kan nie skryf nie (P.1 pp.9) hoe kan jy jouself help, as jy andere nie kan help nie (P.1 pp.9)
Spec-E:	self navorsing doen (P.11 pp.11)
f-cycle-B:	dieselfde houding (P.11 pp.11)
supp-netw:	leiding van WKOD, sit en gesels (P.11 pp.11) WKOD moet self kom (P.11 pp.11)
suit-adapt:	ander metodes (P.11 pp.11)
suit-soc:	wat hy buite gaan gebruik (P.11 pp.11)
collab-NW:	dat ons moet bymekaar kom (P.11 pp.12)
Attit-E:	aanvaar soos hy is (P.11 pp.12)
Collab-stigma:	moenie afkrakerig wees nie (P.11 pp.12)
Suit-pos/skill:	hulle skills is puik (P.11 pp.12) alle leer rondom sy skills (P.11 pp.12)
f-cycle-L:	Ja (P.11 pp.11)
suit-L:	gaan hy dros (P.11 pp.11) eintlik ‘n ander soort kind (p.11 pp.11) quality (P.11 pp.12)
Emot-L:	voel verkleineerd en kan nie uitreik nie (P.11 pp.8)
Attit-L:	geweldig groot effek (P.11 pp.11) openbaar dieselfde houding (P.11 pp.12)
Comm-edu:	gemeenskap label altyd, isoleer deur stigma (P.5 pp.9)
Supp-netw:	Department se goed is teoreties (P.5 pp.9)
Suit-adapt:	uitdagings wat onder tegnieke verg (P.5 pp.9) omstandighede bepaal ook, veral soos tyd (P.5 pp.9) altyd nuwe ontwikkeling (P.5 pp.9)
Suit-pos/skill:	fokus eerder op sterk punte (P.5 pp.9)
F-cycle-L:	kry nie sukses en kla baie (P.5 pp.8)
Suit-L:	tyd is ‘n faktor (P.5 pp.8)
Emot-L:	nie ‘n volwaardige lid en nie plek kan volstaan nie (P.5 pp.9)
f-cycle-B:	onderbrekings in lesaanbieding (P.9 pp.8)
suit-adapt:	visuele hulpmiddels, video (P.9 pp.9) ekstra tyd nodig (P.9 pp.9)

suit-soc:	job shadowing (P.9 pp.9)
f-cycle-L:	onsuksesvol sal wees (P.9 pp.8)
suit-L:	dit verstadig dit (P.9 pp.8) die tipe leerder, die tipe skole (P.9 pp.9)
attit-L:	ten einde hulle suksesse te kan laat behaal (P.9 pp.9)
spec-E:	doen eie ding (P.2 pp.2)
comm-edu:	mense wiet selfie (P.2 pp.2)
E-mot-E:	breek hulle vir jou (P.2 pp.2)
Spec-E:	Ja en nee (P.3 pp.2)
Communic:	altyd gehelp moet word (P.3 pp.2)
Suit-L:	masjienerie (P.3 pp.2)
Emot-E:	geduld hê (P.3 pp.2)
Spec-E:	expertise (P.4pp.2) adequately trained (P.4 pp.2)
Supp-netw:	present school to community (P.4 pp.2)
Attit-E:	personal eagerness (P.4 pp.2)
Suit-L:	learning material (P.4 pp.2)
Spec-E:	op ons eie gaan (P.7 pp.2) maar wat try (P.7 pp.2) weet nie (P.7 pp.2) weet nie(P.7 pp.2)
Suit-L:	elke dag dieselfde doen (P.5 pp.8) leer nie plaasvind soos beplan nie, vergeet prosedures (P.5 pp..9)

F (3)

Example: Open Coding applied to participant 2 Interview

Individual Interview (page 1): Learning challenges	Code
Interviewer (I): Dink u die voorgeskrewe leerinhoud, riglyne en leerstrategieë spreek leerders se leerbehoeftes voldoen aan?	spec-E = isolated efforts by educator FN= no learning
guidance Participant 2(P2): Nice, doen eie ding, besluit ma' siselwe.	
Interview (I): Wat benodig 'n opvoeder om die leerders se leerbehoeftes voldoende aan te spreek.	Emot-E = effects On educator's own emotion/s
P.2: Baie beheersing, baie moed hê ... anders breek (possible)	
hulle vir jou.	FN= educator
capacity	
I: Watter uitdagings rig leerders se leerbehoeftes tot educator's	spec-E =
die skool as 'n leerkonteks?	Lack of
knowledge	
P.2: Ek wietie ... hulle sal wiet da'voo' ... praat met	FN= replacement
of	
responsibility/avoidance	
hulle da' voo...	
I: Watter uitdagings rig leerders se leerbehoeftes tot die skool as skoolgemeenskap?	comm-educ = Community's lack
of	
P.2: Hulle is nou hie...die mense wiet selfie.	Knowledge of
own	
Ons moet mae kyk en help.	Children's
learning	
	Difficulties.
	FN= educator`s judgement

F (4)

Codes clustered according to research question two into categories

1. Research Question Two: Educators' knowledge of learners' learning challenges

1.1 Learners' learning challenges

1.1.1 Spec-E: educator specialist/s/expertise
Seker wees van jou kurrikulum en wat gepas is vir kinders (P.6 pp.9) opgeleide onderwyser (P.1 pp.8) wat kinders verstaan (P.1 pp.8) self navorsing doen (P.11 pp.11) doen eie ding (P.2 pp.2). Jan en nee (P.3 pp.2) expertise (P.4 pp.2) adequately trained (P.4 pp.2) op ons eie aangaan (P.7 pp.2) maar wat try (P.7 pp.2) weet nie (P.7 pp.2) weet nie (P.7 pp.2)

1.1.2 Read –L: Learner reading
Sukkel met lees (P.6 pp.9)

1.1.3 Comm-educ: Community education
Gemeenskap kan hulle nie akkommodeer nie (P.6 pp.9) gemeenskap label altyd, isoleer deur stigma (P.5 pp.9) mense wiet selfie (P.2 pp.2)

1.1.4 communic: communication between levels of education
sal nie vir gemeenskap sê nie (P.6 pp.9) altyd gehelp moet word (P.3pp.pp.2)

1.1.5 f-cycle-B: failure cycle-behaviour
dieselfde houding (P.11 pp.11) ond

1.1.6 suit-adapt: adapted learning
Aangepas word vir hulle belanstelling (P.6 pp.9) ander metodes (P.11 pp.11) uitdagings wat ander tegnieke verg (P.5 pp.9) omstandighede bepaal ook, veral hulpmiddels, video (P.9 pp.9) ekstra tyd nodig (P.9 pp.9)

1.1.7 suit-soc: social contextual learning
hulle kan help om die buitekant (P.6 pp.9) wat hy buite gaan gebruik (P.11 pp.11) job shadowing (P.9 pp.9)

1.1.8 suit-L: Learner centred learning
jy kry nie klaar nie (P.6 pp.8) werk bly agter (P.6 pp.9) voltooi nie hul werk nie (P.6 pp.9) hierdie soort kind nie (P.6 pp.9) werk gepas is vir kinders (P.6 pp.9)

1.1.9 emot-L: Learner emotions
Leerders raak mismoedig (P.6 pp.8) voel verkleineerd en kan nie uitreik nie (P.11 pp.8) nie 'n volwaardige lid en kan nie plek volstaan nie. (P.5 pp.9)

1.1.10 emot-E: educator emotions
nie jou doel bereik in jou lees nie (P.6 pp.8) breek hulle vir jou (P.2 pp.2) geduld hê (P.3 pp.2)

1.1.11 Partic-L: learners' learning participation

Doen nie hulle take nie (P.6 pp.8)

1.1.12 Attit-L: Learners' learning attitudes
Van hulle stel eintlik nie belang nie (P.6 pp.9) geweldige groot effek (P.11 pp.11) openbaar dieselfde houding (P.11 pp.12) ten einde hulle suksesse te kan laat behaal (P.9 pp.9)

1.1.13 Attit-E: educators' attitudes toward learners' learning
Menslike verhouding (P.1 pp.8) aanvaar soos hy is (P.11 pp.12) personal eagerness (P.4 pp.2)

1.1.14 suit-pos/skill: learner skills as basis for learning
juffrou moet net kan praat (P.1 pp.8) hulle skills is puik (P.11 pp.12) alle leer rondom my skills (P.11 pp.12) fokus eerder op sterk punte (P.5 pp.9)

1.1.15 supp-netw: supportive networking between educational levels
leiding van WKOD, sit en gesels (P.11 pp.11) WKOD moet self kom (P.11 pp.11)Departement se goed is teoreties (P.5 pp.9) present school to community (P.4 pp.2)

1.1.16 collab-mw: collaborative networking between educational levels
dat ons moet bymekaar kom (P.11 pp.112)

1.1.17 collab-stigm: collaborately eliminate stigma
moenie afkrakerig wees nie (P.11 pp.12)

1.1.18 f-cycle-L: failure cycle-learning
Ja (P.11 pp.11) kry nie sukses en kla baie (P.5 pp.9) onsuksesvol sal wees (P.9 pp.8)

F(5)
AXIAL CODING TO DETERMINE CATEGORIES

Category	Cluster of codes	Learning Challenges given by participation									Participant References								
	Learning Challenge	6	1	11		9	2	3	4	7	6	1	11	5	9	2	3	4	7
Learner emotion	leerders rack	emot									P.6								
	mismoedig	L									pp.8								
	voel verkleineerd en			Emot									P.11						
	kan nie uitreik nie			L									pp.8						
	Nie 'n volwaardige				emot									P.5					
	lid en kan nie plek				L									pp.9					
	volstaan nie																		
Educator emotion	Nie jou doel bereik	emot									P.6								
	in jou lees nie	E									pp.8								
	Breek hulle vir jou						emot									P.2			
							E									pp.2			
	geduld he							emot									P.3		
								E									pp.2		
learners' learning participation	doen nie hul take nie	part									P.6								
		L									pp.8								
learner centred learning	jy kry nie klaar nie	suit									P.6								
		L									pp.8								
	werk bly agter	suit									P.6								
		L									pp-9								
	voltooi nie hul werk	suit									P.6								
	Nie	L									pp.9								
	hierdie snort kind	suit									P.6								
	Nie										pp.9								
	werk gepas is vir	suit									P.6								
	kinders	L									pp-9								
adapted learning	aangepas vir hulle	suit									P.6								
	belanstelling	adapt									pp-9								
	ander metodes				suit								P.11						
					adapt								pp.11						
	uitdagings wat ander													P.5					
	tegnieke verg													pp-9					
	omstandighede				suit									P5					
	bepaal bv.tyd				adapt									pp-9					
	altyd nuwe				suit									P.5					
	ontwikkeling				adapt									pp.9					
	visuele hulpmiddels					suit								P.9					
	video					adapt								pp-9					
	ekstra tyd nodig					suit								P.9					
						adapt								pp-9					

special contextual learning	hulle kan help aan Die buitekant	suit soc									P.6 pp-9								
	wat by buite gaan			suit									P.11						
	gebruik			soc									pp. 11						
	Job shadowing					suit									P.9				
						soc									pp-9				
Use learner skills as platform of learning	juffrou moet net kan praat		suit pos/ skill									P.1 pp-8							
	hulle skills is puik			suit pos/ skill									P.11 pp. 12						
	alle leer rondom sy skills			suit pos/ skill									P.11 pp. 12						
	fokus eerder op sterk punte				suit pos/ skill									P.5 pp-9					
Learners' learning attitudes	van hulle stel eintlik Nie belang nie	att L									P.6 pp-9								
	geweldige groot effek			att L									P.11 pp.11						
	openbaar dieselfde houding			att L									P.11 pp.12						
	Ten einde suksesse self to behaal					att L									P.9 pp-9				
educators' attitudes towards learning	menslike verhoudinge		att E									P.1 pp.8							
	aanvaar sons by is			att E									P.11 pp.12						
	personal eagerness								att E									P.4 pp.2	
supportive networking between educational levels	leiding van WKOD Sit en gesels			supp netw									P.11 pp. 11						
	W KOD moet self kom			supp netw									P.11 pp. 11						
	Dept se goed is teoreties				supp netw									P.5 pp-9					
	present school to community								supp netw									P.4 pp-2	

community	gemeenskap kan	comm									P.6								
education	hulle nie	educ									pp 9								
	akkommodeer nie																		
	gemeenskap label				comm									P.5					
	altyd, isoleer deur				educ									pp-9					
	stigma																		
	mense wiet selfie						comm									P.2			
							educ									pp.2			
communic	Sal nie vir gemeensk	com									P.6								
between	se nie.	munic									pp-9								
levels of	altyd gehelp moet							comm										P 3	
education	word.																	pp-2	
collaborate	moenie afkrakerig			collab									P.11						
eliminate	wees nie			stigm									pp.12						
stigma																			
collaborate	dat ons moet			collab									P.11						
networking	bymekaar kom			netw									pp. 12						
between																			
education																			
levels																			
learner	sukkel met lees	read									P.6								
reading		L									pp-9								
failure	dieselfde houding			f-cycl									P.11						
cycle-				B									pp.1						
behavior	onderbrekings in					f-cyc									P.9				
	lesaanbiedings					B									pp.8				
	negatiewe gedrag	f-cyc									P.6								
'	naboots	B									pp-9								
failure	Ja			f-cyc									P.11						
cycle-				L									pp.1						
learning	Kry nie sukses en				f-cyc									P.5					
	Kla bale				L									pp-9					
	onsuksesvol sal					f-cyc									P.9				
	wees					L									pp.8				
educator	seker van kurrikulum		spec								P.6								
expertise	En wat gepas is vir		E								pp-9								
	kinders																		
	opgeleide onderw		spec									P.1							
			E									pp.8							
	wat kinders		spec									P.1							
	verstaan		E									pp.8							
	self navorsing			spec									P.11						
	doen			E									pp. 11						
	doen eie ding						spec									P.2			
							E									pp.2			

Vietie						spec									P.2			
						E									pp.2			
a en nee							spec									P.3		
							E									pp.2		
xpertise								spec									P.4	
								E									pp.2	
dequately ained								spec									P.4	
								E									pp.2	
p ons eie angaan									spec									P.7
									E									pp.2
haar wat try									spec									P.7
									E									pp-2
veet nie									spec									P.7
									E									pp.2
veet nie									spec									P.7
									E									pp.2

F(6)
SELECTIVE CODING TO DETERMINE THEMES
RESEARCH QUESTION 2: LEARNERS' LEARNING CHALLENGES

Category	Clusters of themes	Participant References								
		6	1	11	5	9	2		4	7
1. Learners' learning:	'' education emotion	P.6 pp.8					P.2 pp.2	P.3 pp.2		
	'' learner emotion	P.6 pp.8		P.11 pp.8	P.5 pp.9					
1.2 Learners' engagement	~ learners' participation	P.6 pp-8								
1.3 Learner position	* Learner centredness	P.6 pp.8 pp.9xxxxx								
1.4 Flexibility	* continuous adaptation	P.6 pp-9		P.11 pp.11	P.5 pp.9 xxx	P.9 pp.9 xx				
1.5 Social context	* connect social context	P.6 PP-9		P.11 pp. 11		P.9 pp-9				
1.6 Technique/ method	* use existing potentials and skills		P.1 pp-8	P.11 pp. 12 xx	P.5 pp-9					
1.7 Attitudes in learning	' negative learners' learning attitudes	P.6 pp-9		P.11 pp.11 P.11 pp.12						
	* negative educators' attitudes to learners' Learning		P.1 pp.8	P.11 pp. 12						
2. Learning support:										
2.1 Authorities	'' networking between - Educator and employer			P.11 pp.11 xx	P.5 pp-9					
2.2 School community	* networking between school and social environment								p. pp.2	
2.3 Community education	* inability to facilitate special needs learners	P.6 pp.9								
	`` stigmatizing				P.5 pp.9					
	`` lack of adequate knowledge						P.2 pp.2			
2.4 Communication between learner and community	* lack of communication	P.6 pp.9								
	* long-life support								P.3 pp.2	
2.5 Collaborative learning	~ stigmatizing & labelling			P.11 pp.12						
2.6 Co-operation	`` to initiate between co-Operation educational authorities and school			P.11 pp.12						
3. Educator expertise:										
3.1 Reading difficulties	* learners' struggling	P.6 pp.9								
3.2 Negative learners' learning	* adopted bad behaviour	P.6 pp.9		P.11 pp.11						
Behaviour										

3.3 Learning failure 3.4 educator specialists	learning interference unsuccessful knowledge of curriculum trained educators knowledge of learners teacher-willingness uncontrolled/ unsupervised learning				P.9 pp.8				
			P.11 pp.11	P.5 pp.9	P.9 pp.8				
		P.6 pp.9							
			P.1 pp.8	P.11 pp. 11		P.2 pp.2	P.3 pp.2	P.4pp.2	P.7pp.2
								xx	xxx
			P.1 pp.8						
				P.11pp.11					
						P.2pp.2			P.7pp.2
						xx			

APPENDIX G

G (1)

Key/s to Open Coding of units of meaning.

Identification of educators' learning responses

BD-work	=	ongoing work addresses behavioral difficulty
R-Rept	=	repetitioning as a response to reading difficulty
W-Rept	=	repetitioning as a response to writing difficulty
B-Pract	=	practical work only
V-Unsure	=	educator does not know what learner can become.
R-Pre-R	=	educator does pre-reading all the time
BD-Aggress	=	educator uses aggression to address behavior difficulties
R-Accept	=	educator acceptance of reading difficulties without intervention
W-Accept	=	educator acceptance of writing difficulties without intervention
L-life-B	=	apply life-based learning
BD-Co	=	use educator (colleagial) support
R-time	=	educator apply patience
W-address	=	address writing problems
L-entrepr	=	develop through learning entrepreneurship
V-entrepr	=	learners to become entrepreneurs
BD-Send	=	send learners with behavioural difficulties to senior management
W-pract	=	address writing problems with more practical work
L-pract	=	focus their learning on practical work only
V-cannot	=	learners cannot become experts or specialists
BD-address	=	address behavioral difficulties
R-supp	=	provide reading support
B-Pos	=	educator projects positivity to 50% academics/technical training respectively
L-Interv	=	intervene into their learning
V-assist	=	can only become assistants
W-supp	=	provide writing support
B-isol	=	isolated or own way of addressing 50% academics/technical training respectively
V-supp	=	learners would always need ongoing learning support

Other:

P	=	participant
PP	=	pagina/ page

G (2)

1. Open Coding: Research Question 3

1.1 Educator responses to learners' learning

W-Rept: aanhou oefen en oefen (P.6pp.2)
B-Pract: meer tegnies wees (P.6 pp.2)
V-Unsure: weet nou nie (P.6 pp.2)
R-Pre-R: saamlees (P.6pp.2)
BD-send: stuur ek (P.6 pp.2)
B-Pract: meer tegnies (P.1pp.2)
V-Unsure: weet ek nie (P.1pp.3)
BD-Aggress: hulle vat nie met my kanse nie (P.1pp.3)
R-Accept: Party kan, party kan nie (P.1pp.3)
W-accept: Party kan, party nie (P.1pp.3)
L-life-B: wat hulle nodig het (P.1pp.3)
BD-work: ek werk (P.11pp.1)
R-Rept: herhaling (P.11pp.1)
W-Rept: baie en nogmaals skryf (P.11pp.1)
B-Pract: moet tegnies wees (P.11pp.1)
V-unsure: weet ek nie (P.11pp.1)
BD-Co: kollegas tussen klaskamers (P.9pp.4) koördineer (P.9pp.4)
R-time: vat tyd (P.9pp.4)
W-address: kan met eie tegnieke hanteer (P.9pp.4)
L-entrepr: entrepreneurskap (P.9pp.4)
V-entrepr: entrepreneurs, ja (P.9 pp.4)
B-Pract: kan werk (P.2pp.1)
R-Pre-R: lees maa vir hulle (P.2pp.1)
BD-send: ek stuur (P.2pp.1)
W-pract: meer prakties (P.2pp.1)
V-cannot: Nee (P.2pp.1)
L-Pract: meer gepaste masjienerie (P.3pp.4)
BD-address: hanteer hulle self (P.3pp.4)
R-supp: help maar altyd (p.3pp.4)
W-supp: help maar (P.3pp.4)
B-isol: elkeen doen sy eie ding (P.3pp.4)
V-supp: one-on-one support (P.3pp.4)
W-pract: focus on more practical stuff (P.4pp.2)
BD-address: have to know what to do (P.4pp.2)
R-supp: talking support here (P.4pp.2)
B-Pos: must be a balance (P.4pp.2)
L-interv: nature of intervention is important (P.4pp.2)
V-assist: assistants (P.4pp.2)
B-pract: werk ek prakties (P.7pp.3)
R-Pre-R: lees voor (P.7pp.3)
BD-send: ek stuur (P.7pp.3)
W-Pract: werk meestal (P.7pp.3)
L-Pract: as hy kan, kan hy (P.7pp.3)
V-assist: boytjies (P.7pp.3)

G (3)

Example: Open Coding applied to Participant 2 Interview

Individual Interview (page 1): Educator responses	Code
Interviewer (I): Wat is u optrede as leerders hul wangedra tydens leer?	BD-sendrefer to senior management
Participant 2 (P2): Dit maak 'n man moeg, nee, ek stuur hulle vorentoe … dan kan jy aangaan…	FN= replacement of learning
I: Wat is u optrede met leesprobleme?	R-Pre R do pre-reading
P2: Lees, maa vir hulle, hulle kan tog nie, sien?	FN= judgemental
I: Hoe hanteer u skryfprobleme?	W-Pract= rather do practical
P2: skryf nie baie nie, meer prakties u sien, Werk ma altyd.	work
I: Wat dink u van die 50% academies en 50% tegniese Onderrig van leerders? Hoe pas u dit toe?	B-Pract =prefer learners to do more practical work
P2: Maak nie saak nie, maar dis goed … dan's hulle voor, dan agter. Ek focus op tegnies meer … dis waarom hulle hier is … met die hande kan werk	FN= generilization
I: Wat is u bydrae tot leerders se leer?	L-Pract= provide them with
P.2: Nee, goed. Ek kry baie terugvoering van ouers. Kyk nou soos Moos, hy gaan Saldanha toe, werk op sy eie.	practical expertise
I: Sal die leerders nà die kursus volwaardige Ambagsmanne kan wees?	V-cannot = not all learners can Become experts or specialists
P2: Nee, nie almal nie, soes ek sê, kyk nou vir Moos byvoorbeeld.	FN= judgemental

CODES CLUSTERED ACCORDING TO REASEARCH QUESTION THREE INTO CATEGORIES

1. Research Question 3: Educators' responses to learners' learning needs.
1.1 Repetitioning as a response to writing difficulty [W-Rept] aanhou oefen en oefen (P.6pp.2) baie en nogmaals skryf (P.11pp.1)
1.2 Practical work only (B-Pract)
Meer tegnies wees (P.6pp.2) meer tegnies (P.1pp.2) moet tegnies wees (P.11pp.1) kan werk (P.2pp.1) werk ek prakties (P.7pp.3)
1.3 Educator does not know what learner can become [V-unsure]
Weet nou nie (P.6pp.2) weet ek nie (P.1pp.3) weet ek nie (P.11pp.1)
1.4 Educator does pre-reading all the time [R-Pre-r]
Saamlees (P.6pp.2) Lees maa vir hulle (P.2pp.1) lees voor (P.7pp.3)
1.5 Send learners with behavioral difficulties to senior management [B-send]
Stuur ek (P.6pp.2) ek stuur (P.2pp.1) ek stuur (P.7pp.3)
1.6 Educator uses aggression to address behaviour difficulties [BD-Aggress]
Hulle vat nie met my kanse nie (P.1pp.3)
1.7 Educator's acceptance of learners' reading difficulties without intervention [R-Accept]
Party kan, party kan nie (P.1pp.3)
1.8 Educator's acceptance of learners' writing difficulties without intervention [W-Accept]
Party kan, party kan nie (P.1pp.3)
1.9 Apply life-based learning [L-life-B]
Wat hulle nodig het (P.1pp.3)
1.10 Ongoing work addresses behavioral difficulties [BD-Work]
Ek werk (P.11pp.1)
1.11 Repetitioning as a response to reading difficulties [R-Rept]
Herhaling (P.11pp.1)
1.12 Use educator (collegeal) support [BD-co]
Kollegas tussen klaskamers (P.9pp.4) koördineer (P.9pp.4)
1.13 Educator apply patience [R-time]
Vat tyd (P.9pp.4)
1.14 Addressing writing problems [W-address]
Kan met my eie tegnieke hanteer (P.9pp.4)
1.15 Develop entrepreneurship through learning [L-entrepr]
Entrepreneurskap (P.9pp.4)
1.16 Learners to become entrepreneurs [V-entrepr]
Entrepreneurs, ja (P.9pp.4)
1.17 Address writing problems with more practical work [W-Pract]
Meer prakties (P.2pp.1) focus on more practical stuff (P.4pp.2) werk meestal (P.7pp.3)
1.18 Focus their learning on practical work only [L-Pract]
Werk op sy eie (P.2pp.1) meer gepaste masjienerie (P. Pp.4) as hy kan, kan hy (P.7pp.3)

1.19 Learners cannot become experts or specialists [V-cannot]
Nee (P.2pp.1)
1.20 Addressing behavioral difficulties [B-address]
Hanteer hulle self (P.3pp.4) have to know what to do (P.4pp.2)
1.21 Providing reading support [R-supp]
Help maar altyd (P.3pp.4)
1.22 Providing writing support [W-supp]
Help maar (P.3pp.4)
1.23 Isolated way of addressing 50% academics/ technical training [B-isol]
Elkeen doen sy eie ding (P.3pp.4)
1.24 Learners would always need ongoing learning support [V-supp]
One-on-one support (P.3pp.4)
1.25 Educator projects positivity to 50% academics/technical training [B-Pos]
Must be a balance (P.4pp.2)
1.26 Intervene into their learning [L-interv]
Nature of intervention is important (P.4pp.2)
1.27 Can only become assistants [V-assist]
Assistants, yes (P.4pp.2) boytjies (P.7pp.3)

Category	Clusters of codes Educator Response	Educator Responses to Learners' Learning										Participant References							
		6		11	5	9	2	3	4	7	6	1	11	5	9	2	3	4	7
Repetition for writing difficulties	aanhou oefen en oefen	W-Rept									P 6 pp 2								
	baie en nogmaals skryf	W-Rept											P 11 pp 1						
Educators' acceptance of writing difficulties without intervention	Party kan, party nie		W-Accept									P 1 pp.3							
Addressing writing problems	kan met eie tegnieke hanteer					W-address									P.9 pp 4				
Address writing problems with more practical work	meer prakties						W-prac									P.2 pp.'			
	focus in more practical stuff								W-pract									P.4 pp.2	
	werk meestal									W-prac									P.7 pp-3
Providing writing support	help maar							W-supp									P.3 pp.4		
Repetition for reading Difficulties	herhaling			R-repit									P11 pp 1						
Pre-reading all the time	saamlees	R-pre R									P.6 pp.2								
	lees ma vir hulle						R-pre R									P.2 pp-'			
	lees voor									R-Pre R									P.7 pp.3
Accept reading difficulties without intervention	Party kan, party kan nie		R-accept									P 1 pp.3							
Apply patience to reading problems	vat tyd					R-time									P.9 pp.4				
Providing reading Support	help maar altyd							R-supp									P.3 pp.4		
Practical work only	meer tegnies wees	B-pract									P 1 pp.2								
	meer tegnies		B-prac									P 1 pp 2							
	moet tegnies wees			B-prac									P 11 pp-'						
	kan werk						B-prac									P.2 pp-'			
	werk ek prakties									B-prac									P.7 pp.3

Send behavioural difficult learners to senior management	stuur ek	B-send									P 6 pp 2								
	ek stuur						B-send									P.2 pp.'			
	ek stuur									B-send									P.7 pp.3
Aggression for behavioural difficulties	hulle vat nie met my kanse nie		BD-aggres									P 1 pp.3							
Address behavioural difficulties with ongoing work	ek werk			BD-work									P 11 pp 1						
Use collegial support for behavioural difficulties	kollegas tussen klaskamers					BD-co									P.9 pp.4				
Address behavioural difficulties	hanteer hulle self																		
	have to know what to do								B-addres									P.4 pp.2	
Educator does not know what learners can become	weet nou nie	V-unsure									P.6 pp 2								
	weet ek nie		V-unsure									P.1 pp 3							
	weet ek nie			V-unsure									P.11 pp-'						
Apply life-based learning	wat hulle nodig het		L-life-B									P.1 pp 3							
Develop entrepreneurship through learning	entrepreneurskap					L-entrepr									P.9 pp-4				
Learners can become Entrepreneurs	entrepreneurs, ja					V-entrepr									P 9 pp.4				
Learners cannot become experts or specialists	Nee						V-cannot									P.2 pp-'			
Isolated way of addressing 50% academic/technical	elkeen doen sy eie ding							B-isol									P.3 pp 4		
Learners would always need ongoing learning support	one-on-one support							V-supp									P.3 pp.4		
Positivity for 50% academics/ technical training	must be a balance								B-pos									P.4 pp.2	
Intervene into their learning	nature of intervention is important								L-mterv									P.4 pp.2	
can only become assistants	assistants, yes								V-assist									P.4 pp.2	
	boytjies									V-assist									P.7 pp.3

G(6)
SELECTIVE CODING TO DETERMINE THEMES
RESEARCH QUESTION 3: EDUCATORS' RESPONSES TO LEARNERS' LEARNING NEEDS

Category	Clusters of themes	Participant References								
		6	1	11	5	9	2	3	4	7
1. Educators address behavioral difficulties	' work counters bad behaviour			P.11 pp.'						
	" prefer technical training (recommend)	P.6 pp.2	P.1 pp.2	P.11 pp-'			P.2 pp-'			P.7 pp.3
	'` no-nonsense approach		P.1 pp.3							
	" use collegial support					P.9 pp.4				
	" transfer difficulties	P.6 pp.2					P.2 PP-1			P.7 pp.3
	ability to handle all Difficulties							P.3 pp.4		
	recommend trained Educators								P.4 pp.2	
2. Educators respond to with reading difficulties	" repetition as a method			P.11 pp-'						
	" pre-reading as a method	P.6 pp.2					P.2 pp-'			P.7 pp.3
	acceptance of difficulty without intervention		P.1 pp.3							
	* apply patience					P.9 pp.4				
	" reading support (undefined)							P.3 pp.4		
3. Educators respond to writing difficulties	'` repetition	P.6 pp.2		P.11 pp-'						
	" acceptance without intervention		P.1 pp.3							
	*educators' capacity confirmation					P.9 pp.4				
	* technical training as Substitute						P.2 pp-'		P.4 pp.2	P.7 pp.3
	writing support (undefined)							P.3 pp.4		

4. Recommended learning	~ apply life-based learning		P.1 pp.3							
	develop entrepreneurship through learning					P.9 pp.4				
	* academic/ technical Balance								P.4 pp.2	
5. Educators' contribution/s	* nature of intervention Important								P.4 pp-2	
	everyone apply own methods							P.3 pp-4		
6. Learners' futures	" educators unsure	P.6 pp.2	P.1 pp.3	P.11 pp.'						
	learners to become entrepreneurs					P.9 pp.4				
	"educators' confirmation of learners' inability to become specialists						p,2 pp.1			
	learners dependent on life-long support							P.3 pp.4		
	*learners to only become assistants								P.4 pp.2	P.7 pp-3

APPENDIX H

INTERVIEW GUIDE (1)
ON
SEMI – STRUCTED INTERVIEW

Critical Question 1: Educators' knowledge of learners' learning needs

Step One: Setting the platform for spontaneous conversation/ interview by putting the following question to the interviewee.
Q: What are your learners' learning needs?
(Respondent's answer will determine the following questions, question has potensial to evoke broader conversation/ wider field to explore with questions).

Step Two : Interviewer will direct conversation unforcedly into the following areas/issues:

- More urgent learning needs of learners
- Lesser urgent learning needs of learners
- Controllability of learning needs
- Occurrences of learning needs
- Intensity levels of learning needs

- Use a variety of question types to explore educators' knowledge of their learners' learning needs : experience, opinion, feeling, knowledge, sensory, demographic (Putton, 2002).

INTERVIEW GUIDE (2)
FOR
MORE STRUCTED INTERVIEW

Critical Question 2: Learning challenges to learning as a result of learners' learning needs

* Questions may dove-tail from interviewees responces to first critical question into the following explorable issues:

- Suitability of learning
- Educator capacity
- Challenging the school as learning context
- Challenging the school community.

INTERVIEW GUIDE (3)

FOR

MORE STRUCTED INTERVIEW

Critical Question 3: Educators' responses to learners' learning needs

* Questions determined by participant's responses to Critical Question 2 on learning challenges

Issues :
- Responses to behavioural difficulties
- Responses to reading/writing difficulties
- Opinions to current learning scheduling of technical/academical training
- Personal contributions to learners' learning
- Vision/s or expectations of learners' learning abilities

Example of application of Field notes to Participants 2 Interview

Subject : Critical Question 3 : Educators' responses to learners' learning needs

Item: An excerpt

ISSUE/S	EDUCATOR'S RESPONSE/S	CODE	FIELD NOTES/S
• Behavioural difficulties	I work with them...they don't... choices	Bd-Work	* Agrgression
• Reading difficulties	Ongoing repetition	R- Rept	* Educator not sure
• Vision of learners' learning future/s	I don't know	V-Unsure	* Educator not sure/unsure of learning product/end product

INTERVIEW GUIDE (1)
ON
SEMI – STRUCTERED INTERVIEW

Critical Question 1: Educators' knowledge of learners' learning needs

Step One: Setting the platform for spontaneous conversation/ interview by putting the following question to the interviewee.
Q: What are your learners' learning needs?
(Respondent's answer will determine the following questions, question has potensial to evoke broader conversation/ wider field to explore with questions).

Step Two : Interviewer will direct (not force) conversation into the following areas/issues:

- More urgent learning needs of learners
- Lesser urgent learning needs of learners
- Controllability of learning needs
- Occurrences of learning needs
- Intensity levels of learning needs

- Use a variety of question types to explore educators' knowledge of their learners' learning needs : experience, opinion, feeling, knowledge, sensory, demographic (Putton, 2002).

INTERVIEW GUIDE (2)
FOR
MORE STRUCTERED INTERVIEW

Critical Question 2: Learning challenges to learning as a result of learners' learning needs

* Questions may dove-tail from interviewees responces to first critical question into the following explorable issues:

- Suitability of learning
- Educator capacity
- Challenging the school as learning context
- Challenging the school community.

INTERVIEW GUIDE (3)

FOR

HIGHLY STRUCTERED INTERVIEW

Critical Question 3: Educators' responses to learners' learning needs

* Questions determined by participant's responses to Critical Question 2 on learning challenges

Issues :
- Responses to behavioural difficulties
- Responses to reading/writing difficulties
- Opinions to current learning scheduling of technical/academical training
- Personal contributions to learners' learning
- Vision/s or expectations of learners' learning abilities

Example of application of Field notes to Participants 2 Interview

Subject : Critical Question 3 : Educators' responses to learners' learning needs

Item: An excerpt

ISSUE/S	EDUCATOR'S RESPONSE/S	CODE	FIELD NOTES/S
• Behavioural difficulties	I work with them...they don't... choices	Bd-Work	* Agrgression
• Reading difficulties	Ongoing repetition	R- Rept	* Educator not sure
• Vision of learners' learning future/s	I don't know	V-Unsure	* Educator not sure/unsure of learning product/end product

APPENDIX I

VAARDIGHEIDSKOOL

Privaatsak / Private Bag X1
Dassenberg
Atlantis 7350

Tel no.: (021) 572 5022/3/4

ATLANTIS

SCHOOL OF SKILLS

Goudastraat / Gouda Street
Wesfleur
Atlantis 7349

Fax no.: (021) 572 1538

e-mail: atlskills@telkomsa.net

Item : Job allocation-2007

1. Technical Department / Workshops

1.1 Teacher 1. (HOD)	:	Welding	:	Gr 7, 8, 9
1.2 Teacher 2.	:	Bricklaying	:	Gr 7, 8, 9
1.3 Teacher 3.	:	Plumbing	:	Gr 7, 8. 9
1.4 Teacher 4.	:	Panel beating	:	Gr 7, 8, 9
1.5 Teacher 5.	:	Catering	:	Gr 7, 8, 9
1.6 Teacher 6.	:	Needlework	:	Gr 7, 8, 9

2. Academical Department/Workshops

2.1 Teacher 1.	:	Economical Management Sciences	:	Gr 7, 8, 9
2.2 Teacher 2. (HOD)	:	Life Orientation	:	Gr 7, 8, 9
2.3 Teacher 3.	:	Natural Sciences	:	Gr 7, 8, 9
2.4 Teacher 4.	:	Numeracy	:	Gr 7, 8, 9
2.5 Teacher 5.	:	Technology	:	Gr 7, 8, 9
2.6 Teacher 6.	:	Taalgeletterdheid & Kommunikasie	:	Gr 7, 8, 9
2.7 Teacher 7.	:	Language literacy & Communication	:	Gr 7, 8, 9

VOORSTEL: **ROOSTER: 19 JANUARIE 2007**

	REG	MONDAY							TUESDAY							WEDNESDAY							THURSDAY							FRIDAY					
	OPV	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6
3A1	ADAM	ADAM	LLC	LLC	WISK	EBW	TGK	NW	ADAM	WISK	LO	TEG	LO	WISK	TEGN	ADAM	NW	TGK	EBW	TGK	EBW	S	ADAM	LLC	Wisk	NW	TEGN	LO	NW	S	LO	TEGN	LLC	EBW	TGK
1B1		LEES	AB	AB	AB	AB	BA	BA	LEES	BA	BA	BA	BA	AB	AB	LEES	AB	AB	AB	AB	BA	P	LEES	BA	BA	BA	BA	AB	AB	A	AB	AB	BA	BA	BA
3A2	CARL	CARL	TEG	TEGN	EBW	NW	EBW	TGK	CARL	LLC	NW	NW	TEG	LLC	LO	CARL	WISK	NW	TGK	EBW	LO	O	CARL	TGK	LO	TEG	EBW	WISK	LLC	A	TGK	LO	WISK	LLC	WISK
1B2		LEES	AB	AB	AB	AB	BA	BA	LEES	BA	BA	BA	BA	AB	AB	LEES	AB	AB	AB	AB	BA	R	LEES	BA	BA	BA	BA	AB	AB	L	AB	AB	BA	BA	BA
3A3	APP	APP	EBW	TGK	TEG	TGK	NW	LLC	APP	LO	EBW	LO	TGK	LO	EBW	APP	LLC	TEG	LLC	LO	WISK	T	APP	TEG	TEG	EBW	TGK	NW	WISK	B	WISK	NW	NW	WISK	LLC
1B3		LEES	AB	AB	AB	AB	BA	BA	LEES	BA	BA	BA	BA	AB	AB	LEES	AB	AB	AB	AB	BA		LEES	BA	BA	BA	BA	AB	AB	Y	AB	AB	BA	BA	BA
2A1	LIED	LIED	LO	LO	NW	LLC	WISK	LO	LIED	TEG	WISK	LLC	EBW	TGK	NW	LIED	EBW	WISK	TEG	LLC	TEG	S	LIED	NW	NW	LLC	LO	TGK	TEG	E	EBW	WISK	TGK	TGK	EBW
1B4		LEES	AB	AB	AB	AB	BA	BA	LEES	BA	BA	BA	BA	AB	AB	LEES	AB	AB	AB	AB	BA	P	LEES	BA	BA	BA	BA	AB	AB	E	AB	AB	BA	BA	BA
2A2	BERL	BERL	NW	EBW	LLC	WISK	LO	EBW	BERL	NW	LLC	WISK	NW	EBW	WISK	BERL	TEG	LO	LO	TEG	TGK	O	BERL	EBW	TGK	WISK	LLC	LLC	TGK	N	NW	TGK	LO	TEG	TEG
1B5		LEES	AB	AB	AB	AB	BA	BA	LEES	BA	BA	BA	BA	AB	AB	LEES	AB	AB	AB	AB	BA	R	LEES	BA	BA	BA	BA	AB	AB	K	AB	AB	BA	BA	BA
2A3	JON	JON	WISK	NW	TGK	TEG	TEG	WISK	JON	EBW	TGK	TGK	LLC	TEG	TGK	JON	LO	LLC	NW	WISK	LLC	T	JON	LO	EMS	LO	WISK	EBW	LO	O	LLC	EBW	TEG	NW	NW
2B6		LEES	AB	AB	AB	AB	BA	BA	LEES	BA	BA	BA	BA	AB	AB	LEES	AB	AB	AB	AB	BA		LEES	BA	BA	BA	BA	AB	AB	M	AB	AB	BA	BA	BA
ADMIN	EKS	EKS	APP	BER	SMT	SMT	ADA	LIED	EKST	APP	LIED	JON	BERL	CARL	ADAM	EKS	APP	JON	BERL	CARL	CAR		EKS	BERL	ADAM	APP	CARL	LIED	JON	S	LIED	ADAM	JON	EKS	EKS

TOT ADMIN: T.EKSTEEN [LO]=6 J.BERLING[NUMERACY] =4 R.JONATHAN[EMS]=4 B.CARELSE[NS/COMP]=4 R.LIEDEMAN [TEG]=4 L.ADAMS[LLC]=4 APPOLLIS [TGK]=4
J.MULLER (SW)=6 R.KANNEMEYER (SP)=4 S.FRANZ (KL)=4 G.HARRISON (MO)=4 P. ABRAHAMS (LO)=4 R.SEPTEMBER(ST)=4

S

Mare					SMT	SMT			SW	KL		ST	MO	SW*		LG	SP		KL	SW	SW*	S			SW*	SP	LG			A	ST	MO			
			X	X	BA	BA			AB	AB		AB	AB	BA		BA	BA		BA	BA	AB	P		X	AB	AB	AB			A	BA	BA			
Erasmus					SMT	SMT				SW	KL						LG	SP				O		ST	MO					L					
										AB	AB						BA	BA				R		AB	AB					B					
Godsdiens									Slegs vanaf Maart 2007													T								Y					
Baartman				KL	SW	SW						MO	ST														LG	SP			E					
Kannemeyer	BA	BA	BA	BA	BA	AB	AB	AB	AB	AB	AB	AB	AB	BA	BA	BA	Adm	Adm	BA	BA	AB		AB	AB	AB	Adm	Adm	BA	BA	E	BA	BA	AB	AB	AB
Franz	BA	BA	Adm	BA	BA	AB	AB	AB	Adm	Adm	AB	AB	AB	BA	BA	BA	BA	BA	Adm	BA	AB	S	AB	AB	AB	AB	AB	BA	BA	N	BA	BA	AB	AB	AB
Harrison	BA	BA	BA	BA	BA	AB	AB	AB	AB	AB	AB	Adm	Adm	BA	BA	BA	BA	BA	BA	BA	AB	P	AB	AB	Adm	AB	AB	BA	BA	K	BA	Adm	AB	AB	AB
Abrahams	BA	BA	BA	BA	BA	AB	AB	AB	AB	AB	AB	AB	AB	BA	BA	Adm	Adm	BA	BA	BA	AB	O	AB	AB	AB	Adm	Adm	BA	BA	O	BA	BA	AB	AB	AB
September	BA	BA	BA	BA	BA	AB	AB	AB	AB	AB	AB	Adm	Adm	BA	BA	BA	BA	BA	BA	BA	AB	R	AB	Adm	AB	AB	AB	BA	BA	M	Adm	BA	AB	AB	AB
Muller	BA	BA	BA	SMT	SMT	AB	AB	Adm	Adm	AB	AB	AB	Adm	BA	BA	BA	BA	BA	BA	Adm	Adm	T	AB	AB	Adm	AB	AB	BA	BA	S	BA	BA	AB	AB	AB

SLEUTEL :

- SP- HOTELHOUDING EN SPYSENIERING
- KL- NAALDWERK EN KLEDING PRODUKSIE
- MO- MOTORBAKHERSTELWERK
- LG - LOODGIETERY
- ST- STEENMESSEL EN PLEISTERWERK
- SW- SWEIS EN METAALBEWERKING

PT- Physical Training

BAARTMAN (PT) - 6

OPVOEDERS VIR TEGN. ADMIN

C MARè = 18 (3 ondersteuning)
Leera
J.ERASMUS = 6
Leerarea:

Time-Tabling per session/period on a weekly basis.

	Mon, Tues, & Thurs
1	08:00-08:45
2	08:45-09:30
3	09:30-10:15
Interva	10:15-10:35
4	10:35-11:25
5	11:25-12:15
Interva	12:15-12:30
6	12:30-13:15
7	13:15-14:10

	Wed, sports day
1	00-08:45
2	45-09:30
3	30-10:15
Interv	15-10:35
4	35-11:25
5	25-12:15
Interv	12:15-12:30
6	12:30-13:15
7	13:15-14:10 sport

	Fridays
1	08:00-08:50[Assembly]
2	08:50-09:40
3	09:40-10:30
Interv	10:30-11:00
4	11:00-11:45
5	11:45-12:30
6	12:30-13:30

APPENDIX J

Summary of Fields Notes related to Critical Question/s

Participant	Critical Question	Comment/s	Connected to issue
2	Learning needs	Alles bly maar 'n probleem/ everything is a problem	FN: no direction
2		da moet dit van hulself kom/they must be willing	FN: learner motivation
2		kan mos nie 'n kind soebat nie/ don't beg them for their own learning.	
2		kom nie klas toe/ does not attend classroom learning	FN: learner supervision
2		die hele dag hol/ running around the whole day supervision	FN: learner
3	Learning challenges	Ons het die opleiding hier agter/ we are qualified in technical department	FN: educator perception of our expertise
2		doen eie ding/ doing my own thing	FN: no learning Guidance
2		breek/ emotional breakdown	FN: educator emotional being
2		hulle sal wiet da' voor/ senior management will know how	FN: avoidance of responsibility
2		die mense wiet selfie/ community do not know	FN: educator's Judgement
3	Responses to learning behaviour	afwesigheid van kollegas/ absenteeism of colleagues Causes disciplinary problems	FN: increase in absenteeism of educators behaviour problems
2		stuur vorentoe/ send to senior management	FN: avoidance of responsibility
2		hulle kan tog nie/ they cannot read or write	FN: educator's judgement
2		maak nie saak nie/ does not matter	FN: educator's ignorance
2		Look at Moses kyk na Moos	FN: educator generalize learning ability
2		nie almal nie/ not all of them can become qualified artisans	FN: educator judgemental

key: FN = Field notes