#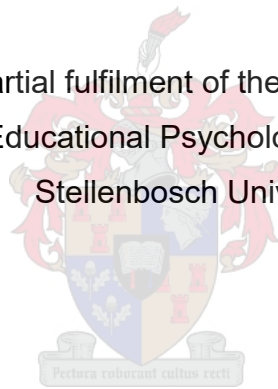 TEACHERS' PERCEPTIONS REGARDING THE IMPLEMENTATION OF THE SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (SIAS) POLICY IN MAINSTREAM SCHOOLS

by

Sonia Anne Hess

Thesis presented in partial fulfilment of the requirements for the degree of Master of Education in Educational Psychology in the Faculty of Education at Stellenbosch University

Supervisor: Dr Lorna Dreyer

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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

Since the abolishment of apartheid in South Africa there has been a restructuring of the education system towards inclusive education. According to the Department of Education (DoE, 2001), the formulation of the Education White Paper 6 (EWP6) was the policy document that emerged to drive the implementation of inclusive education. The framework sought to address the needs of all learners and to help steer education towards the inclusion of all learners. The National Strategy for Screening, Identification, Assessment and Support (SIAS) (Department of Basic Education [DoBE], 2014) is an additional policy to strengthen EWP6 (DoE, 2001). The SIAS strategy is an integral part of steering inclusive education (IE) in South Africa. It focuses on the needs of all learners in South Africa, in particular those who are likely to be excluded or marginalised, and is aimed at improving access to quality education and support for all learners (DoBE, 2014). The strategy focuses on the early identification of barriers to learning and correct assessment strategies of the barriers that learners might experience.

Through a qualitative case study of two mainstream primary schools in the Winelands district, the study explored teachers' perspectives of the implementation of the SIAS policy. The study is based on Bronfenbrenner's bio-ecological model as a framework, which views individuals in their context, taking into account various interactions between the interconnected systems and how these interactions influence the participants' lives. A purposive sampling strategy was used to select eight teachers as research participants. Two methods of data collection were used, namely semi-structured interviews and focus group discussions. The key findings of this study show that teachers are still left unsure and struggling to cope with the demands of implementing the different inclusive policies. All the participants in this study argued for the importance of adequate training and for appropriate support systems to be in place in order to alleviate the challenges. This research highlighted that the participants who believed that they were well supported felt that the challenges were better managed. This contributed to their general positive attitude towards the implementation of the SIAS policy.

OPSOMMING

Sedert die afskaffing van apartheid in Suid-Afrika was daar 'n herstrukturering van die onderwysstelsel na inklusiewe onderwys. Volgens die Departement van Onderwys (DoE, 2001) was die formulering van die Onderwys Witskrif 6 (EWP6) die beleidsdokument wat na vore gekom het om die implementering van inklusiewe onderwys te bestuur. Die raamwerk het gepoog om die behoeftes van alle leerders aan te spreek en om onderwys te help stuur na die insluiting van alle leerders. Die Nasionale Strategie vir Sifting, Identifikasie, Assessering en Ondersteuning (SIAS) (Departement van Basiese Onderrig [DoBE], 2014) is 'n addisionele beleid om EWP6 (DoE, 2001) te versterk. Die SIAS-strategie is 'n integrale deel van die stuur van inklusiewe onderwys in Suid-Afrika. Die fokus op die behoeftes van alle leerders in Suid-Afrika, veral dié wat uitgesluit of gemarginaliseer word, en is daarop gemik om toegang tot gehalte-onderwys en -ondersteuning vir alle leerders (DoBE, 2014) te verbeter. Die strategie fokus op die vroeë identifisering van hindernisse tot leer en die korrekte assesseringstrategieë van die hindernisse wat die leerders mag ondervind.

Deur 'n kwalitatiewe gevallestudie van twee hoofstroomlaerskole in die Wynland Distrik ondersoek hierdie studie onderwysers se perspektiewe van die implementering van die SIAS-beleid. Die studie is gebaseer op Bronfenbrenner se bio-ekologiese model as 'n raamwerk, waarvolgens individue in hulle konteks beskou word, met inagneming van verskeie interaksies tussen die gekoppelde stelsels en hoe hierdie interaksies die deelnemers se lewens beïnvloed. 'n Doelgerigte steekproefstrategie is gebruik om agt onderwysers as navorsingsdeelnemers te kies. Twee metodes van dataversameling is gebruik, naamlik semi-gestruktureerde onderhoude en fokusgroeponderhoude. Die belangrikste bevindings van hierdie studie het getoon dat onderwysers steeds onseker is en sukkel om die eise van die implementering van die verskillende inklusiewe beleide te hanteer. Al die deelnemers aan hierdie studie het geargumenteer vir die belangrikheid van genoegsame opleiding en gepaste ondersteuningstelsels in plek om uitdagings te verlig. Hierdie navorsing het beklemtoon dat die deelnemers wat geglo het dat hulle goed ondersteun is, gevoel het dat die uitdagings beter bestuur is. Dit het bygedra tot hulle algemene positiewe houding teenoor die implementering van die SIAS-beleid.

DEDICATION

I would like to dedicate this mini-thesis to my family: Malcolm, Ravin and Georgia. You are my inspiration. You have taught me to live fearlessly and to boldly go where no-one has gone before. To my mom and dad, Mary and George Smith, may your legacy live on in these words.

"If I have seen further, it is only by standing upon the shoulders of giants"

Isaac Newton (1643-1727)

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CHAPTER 1

CONTEXT OF AND RATIONALE FOR THE STUDY

1.1   INTRODUCTION TO THE STUDY

Inclusive education follows an evolutionary path. It started its journey in the Universal Declaration of Human Rights of 1948, which declared free education, the right to education and a commitment to the full development of humans. Inclusive education aims to eradicate unfair discriminatory and exclusionary practices and policies against marginalised groups (Du Plessis, 2013).

Inclusive education became an avenue to address the violation of human rights. Du Plessis (2013) states that inclusive education became a central theme in key UN declarations and conventions. The 1989 UN Convention on the Rights of the Child prescribed education without discrimination on any grounds. In the 1990 World Declaration on Education for All (the Jomtien Declaration; UNESCO, 1990), inclusive education became the goal of education. The 1993 UN Standard Rule on Equalization of Opportunities for Persons with Disabilities affirmed that education should be afforded in an integrated and general school setting. According to UNESCO (1994), the objective of the Salamanca Conference in 1994 was to further education as a fundamental human right. This statement focused on the major policy shifts that would be vital for the development of inclusive education. The Salamanca Statement and Framework for Action (UNESCO, 1994) states that all learners should be accommodated in schools, regardless of their intellectual, physical, linguistic and social or any other conditions.

Since the abolishment of apartheid in South Africa, there has been a restructuring of the education system towards inclusive education. The new democracy, according to Swart and Pettipher (2015), laid the path for a constitution for South Africa that embraced basic human rights for all people. Schools were a key focus area in the protection of human rights, and inclusive education was the strategy used to achieve this end. According to the Department of Education ([DoE], 2001), the formulation of the Education White Paper 6 (EWP6) was the policy document that emerged to drive the implementation of inclusive education. The framework sought to address the needs

of all learners and to help steer education towards the inclusion of all learners. This policy further highlights the protection of the rights of all learners. Its focus is that all learners are treated fairly, ensuring equal, quality and accessible learning.

The National Strategy for Screening, Identification, Assessment and Support (SIAS) (Department of Basic Education [DoBE], 2014) is an additional policy to strengthen EWP6 (DoE, 2001). The SIAS strategy plays an integral part in steering inclusive education (IE) in South Africa. It focuses on the needs of all learners in South Africa, in particular those who are likely to be excluded or marginalised, and is aimed at improving access to quality education and support for all learners (DoBE, 2014). The strategy focuses on the early identification of barriers to learning, and correct assessment strategies of the barriers that the learners might experience.

Studies conducted on teachers' preparedness by Hay (2003), Magare, Kitching and Roos (2010) and Pieterse (2010), and research done by Mayaba (2008) on educators' perspectives regarding inclusive education, as cited in Geldenhuys and Wevers (2013), suggest that the shift towards IE in South Africa has placed a strain on educators. This is mainly due to professional training received prior to 1994, which focused on either mainstream or specialised training in a field. Traditionally, mainstream education has not been designed to cater for the strengths and needs of all the learners. According to Vlachou (1997), IE remains a challenge in ensuring that principles like social justice and equity for all are met in the mainstream schools. The implementation of IE in South Africa is far from realised.

1.2 PROBLEM STATEMENT

According to the Education White Paper 6 (DoE, 2001), the inclusive education and training system was developed so that learners who experience barriers to learning could be identified early and given support. The process of identifying learners who experience barriers to learning is a vital step in providing the necessary support. It is therefore crucial that teachers in mainstream schools are able to identify the different barriers that might exist, both intrinsic and extrinsic, to support learners in the system. My experience as a teacher in a mainstream school has lead me to assume that educators may lack knowledge about different learning difficulties and how to support the needs of all learners in their classroom. Some of these learners tend to display behavioural challenges due to inadequate assessment and support. This corresponds

to the work done by Ladbrook (2009), who indicates that many learners do not receive the support and attention they deserve in mainstream schools. These learners tend to become drop-outs, are retained or placed in special schools.

Since 2017, the National Strategy for Screening, Identification, Assessment and Support (SIAS) had to be implemented in all schools. The national strategy on SIAS was implemented in 2015 as policy to standardise the process of early, systemic identification across the country and to provide schools and teachers with the necessary understanding of the support needed for all learners (DoBE, 2014). However, the piloted draft policy of 2008 was plagued by numerous challenges. Educators did not fully understand their roles and responsibilities, and this was due to the lack of applicable in-service training (Geldenhuys & Wevers, 2013).

According to the Department of Basic Education (2014), the proposed policy implementation plan for the SIAS policy between the periods of 2015 and 2019 focused on training foundation phase teachers to remedy the challenges experienced in the piloted draft policy of 2008. In addition, it was planned to establish school-based support teams (SBST) and district-based support teams (DBST) in all 86 districts, 2 000 inclusive schools/full-service schools and all special schools in the country. This was in line with the systemic implementation structure to assist and facilitate the implementation of inclusive education, as stated in the previous inclusive policies. It was also agreed that higher education and training would mediate the inclusion of SIAS in the content of all teacher training programmes (DoE, 2001; DoBE, 2014).

This research aims to ascertain teachers' perceptions with regard to implementing the SIAS strategy. In my experience as a teacher, teachers struggle to create an inclusive classroom. They frequently highlight numerous reason for this challenge like an inflexible curriculum, inadequate time to cater for all learners who need support due to big classrooms, the lack of teacher's assistants and the heavy burden of administrative tasks, the screening, identification, assessment and support (SIAS) as well as extra-curricular activities. I have further observed that one of the main challenges teachers experience, is that there is no clear understanding of the theoretical framework that underpins the process of identifying learners, and that inclusive education remains an elusive concept.

The perceptions of teachers are instrumental to the successful implementation of the SIAS policy, since they form part of a key component in getting mainstream schools to be inclusive. This will afford the researcher an understanding of the challenges in the implementation process of the SIAS policy.

1.3 RESEARCH QUESTION AND OBJECTIVE

1.3.1 Research question

The main research question for this study is: What are teachers' perceptions regarding the implementation of the screening, identification, assessment and support policy in two mainstream primary schools?

Research sub-questions

The following three research sub-questions were also identified:

1. How do teachers perceive their own knowledge regarding the implementation of the SIAS policy?

2. What are teachers' perceptions regarding their role in the identification of barriers to learning in the classroom?

3. What are teachers' perceptions regarding the role of the SIAS policy in assisting learners who need support?

The **objectives** of this study were:

- To acquire knowledge of how teachers perceive their role in the implementation of the SIAS policy.

- To gain knowledge of possible challenges that teacher might experience with regard to the implementation of the SIAS policy.

- To acquire knowledge of the support that teachers might require for assistance with the implementation of the SIAS policy.

1.4 THEORETICAL FRAMEWORK

A theory can be described as a set of ideas, concepts and assumptions organised in a manner that tells us about ourselves, the world and any aspects of reality (Swart & Pettipher, 2011).

For this research, Bronfenbrenner's bio-ecological systems theory was used to explain the implementation of the SIAS policy and the teachers' perceptions of their roles and responsibilities regarding the policy.

A bio-ecological view

Bronfenbrenner's bio-ecological systems theory is frequently used in inclusive education discourse as an instrument to understand the layers of interrelations and interactions that affect an individual's development. To understand the complexity of influences between an individual and the many other systems with which the individual interconnects, it is useful to explore Bronfenbrenner's bio-ecological theory. This theory illustrates the interrelatedness of various systems, and the relationships between the person and the environment, which affect barriers to learning and, in turn, the implementation of inclusive education (Donald, Lazarus, & Lolwana, 2010; Swart & Pettipher, 2016).
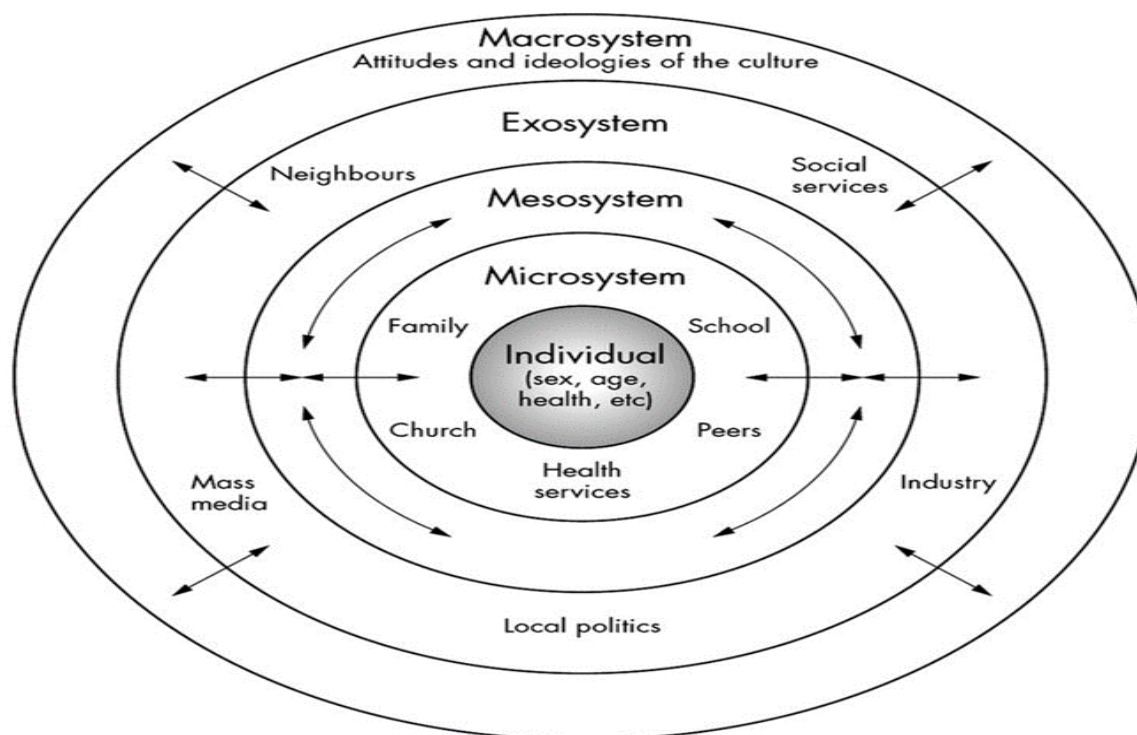
Figure1.1. Bronfenbrenner's bio-ecological model with interconnecting systems (Hyman, 2014: 38)

As demonstrated in Figure 1.1, the factors influencing the individual are bi-directional, and the individual affects the environment and the environment affects the individual's development. Bronfenbrenner (2005) states that the five different systems in the model

are the macrosystem, exosystem, mesosystem and microsystem, which all influence the fifth system, the individual's development.

Bronfenbrenner (1979, 1986) believes that human development occurs as a joint function of characteristics of the individual and his environment. According to Swart and Pettipher (2011), the microsystem comprises patterns of activities, roles and interpersonal relations between individuals and the systems in which they actively contribute and participate. It therefore is the immediate environment in which these interactions take place, like the school, family and peer group. This involves face-to-face contact (teacher and SBST, teacher and school management team, teacher and family, etc.), which will support and serve as a protective factor for teachers and act as support for the other systems. The mesosystem is a system that consists of different microsystems. It is the relationships that exist between the different microsystems and that can cause adaptations in each of the systems. The implementation of inclusive education is only possible if attention is given to developing relationships between the different microsystems. The exosystem constitutes the environment in which the teacher is not directly involved, but which may influence the microsystems of the teacher. Examples are the provincial department and education districts that have to implement policies such as SIAS through the training and support of teachers and schools. The macrosystem involves economic and social structures and is the larger cultural world that surrounds the teacher. It encompasses attitudes, beliefs, ideologies and values. In this system, the formulation and modifications of the different education policies occur under the direction of the national department of education. The principles of inclusion have their origin in this system and, for it to be part of the school culture, it should be adopted by all the microsystems. The chronosystem summarises the dimension of time and how it relates to the interaction between the systems and their influences on the teacher's perception regarding the SIAS policy.

The interaction between the microsystems will be investigated, in which regard interpersonal relationships between individuals and the systems are of special interest. Significant changes can seldom happen unless the interactions between all the systems are taken into account (Donald, Lazarus, & Moolla, 2015). The bio-ecological model holds significance, as it has the potential to explain the dynamics and nature of implementing a global process like inclusive education. Therefore, it is important to

understand the different systems that make up this model and the interactions between them (Swart & Pettipher, 2011).

1.5 RESEARCH PARADIGM, DESIGN AND METHODOLOGY

1.5.1 Research paradigm and design

Qualitative research can broadly be described as interpretative as it seeks to understand and explain different behaviours and beliefs within the context in which they occur (Patton, 2015). This type of research paradigm builds on a holistic picture by analysing words, reports and detailed views of the individual in his or her natural setting. It also has flexibility that allows for unanticipated issues to be explored. According to Merriam (2009), individuals create their reality by interacting with their social world. This is how individuals make sense of the world. The qualitative interpretive paradigm thus focuses on how ordinary people describe and perceive their lives. This is relevant for the purpose of this research, as it informed the researcher with regards to the perceptions of the teachers of implementing the SIAS policy. This research therefore was guided by the qualitative interpretive paradigm.

According to Durrheim (2006), a research design refers to a strategic framework for action that acts as a connection between the research questions and the implementation of the research. In creating a research design, the researcher must make a series of choices along the following four facets: the purpose of the research, the context within which the research is conducted, the paradigm informing the research, and the research techniques used to collect the data. Figure 1.2 illustrates the processes the researcher employed in this research.

According to Ary, Jacobs, Razavieh, and Sorensen (2006), a case study can supply a rich, detailed explanation of a phenomenon through an in-depth examination of factors that explain the present status and that influence change over time. A case study research design is appropriate for researching an individual, site, group, class, policy, process or institution because it offers an in-depth description of a particular unit that is either typical or unique. McMillan and Schumacher (2006) suggest that a qualitative case study may contribute to policy formulation, implementation and modification, and yield rich descriptions and analysis of particular processes, events and practices. Against this background, the researcher found it advantageous to use a case study research design, framed by a qualitative interpretive paradigm, to answer the research

questions. This research approach allowed the researcher to generate a multifaceted understanding within a real-life context. It enabled the researcher to gain an in-depth understanding of the lived experiences of the teachers and how this can contribute to the implementation and modification of the SIAS policy (Creswell, 2012).
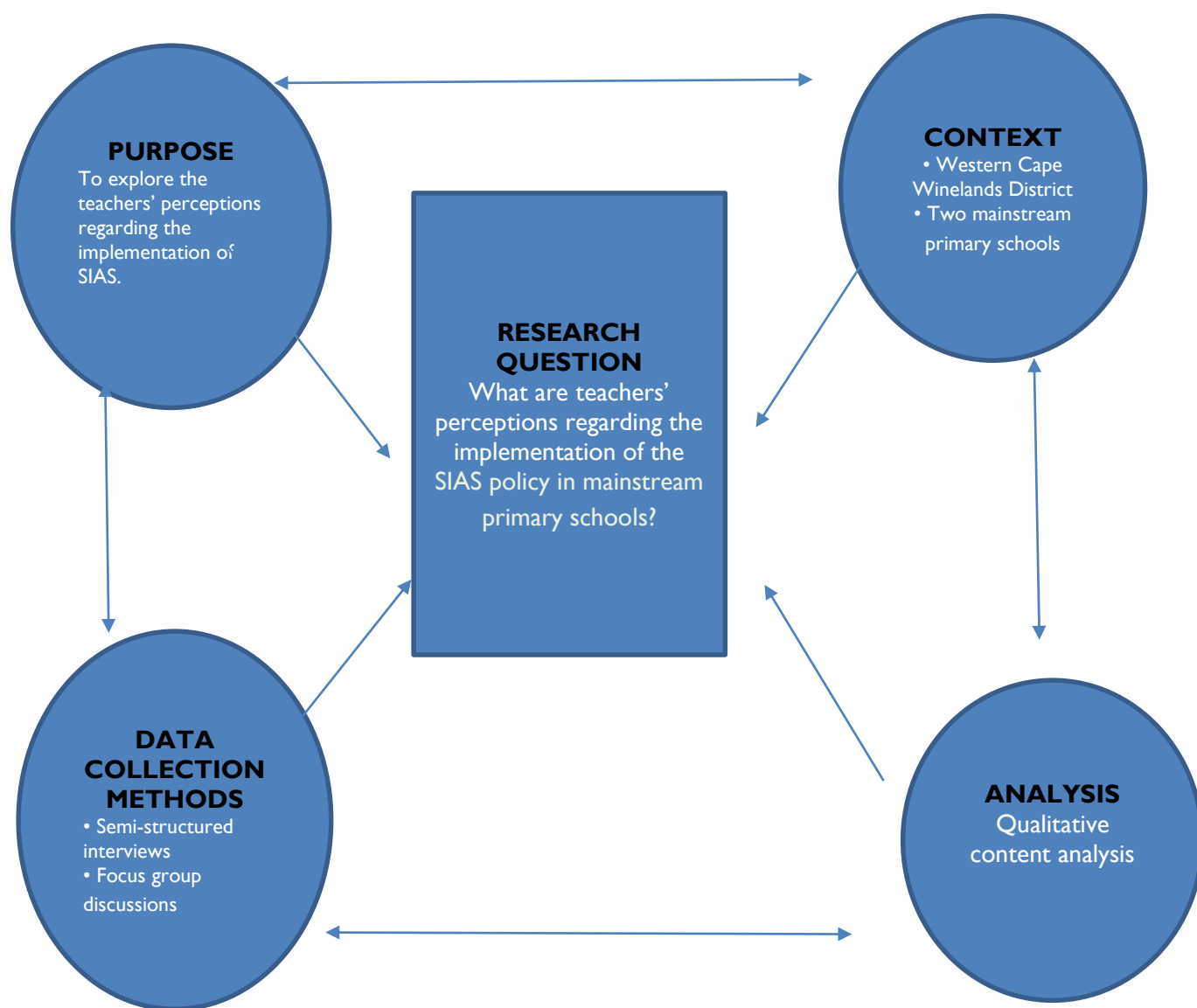
Figure 1.2. The research design (adapted from Durrheim, 2006)

1.5.2 Participants

According to Terre Blanche and Durrheim (2006), sampling is a process of choosing a number of individuals (a sample) that are representative of a larger group from which they are selected. The participants for this research were selected through purposive sampling and a selection criterion. The purposive sampling method employed for this

study was cost effective and convenient to achieve the anticipated outcomes. The participants were four foundation phase teachers from two mainstream primary schools. The selection criteria for participants in this study were that they are 1) foundation phase teachers; 2) teaching at a quintile 1 ranking mainstream primary school; and 3) are in the process of implementing the SIAS policy. Two mainstream primary schools in the Cape Winelands Education District in the Western Cape Education Department (WCED) were purposefully selected.

1.5.3 Methods of data collection

For this study, data collection was in line with the qualitative interpretive research paradigm. Therefore, semi-structured interviews and focus group discussions were used to collect data. According to Rule and John (2011), an interview is a one-on-one discussion between the research participant and the researcher. The researcher used a semi-structured interview process and a set of predetermined questions in an interview guide for each educator being interviewed. This allowed for sufficient flexibility to shape the flow of information and took about 30 minutes. The interviews were conducted at a time that was convenient for the participants.

The focus group methodology is a method of collecting qualitative data that fundamentally encompasses engaging with a small number of people in an informal group discussion of a certain phenomenon. The researcher conducted two focus group interviews in the staff room, which consisted of four educators per focus group. Focus group discussions elicit more responses to the questions and enable the researcher to obtain a rich flow of data (Wilkinson, 2004). This method of data collection is explained in detail in Chapter 3.

1.5.4 Data analysis

According to Babbie (2015), qualitative data analysis is non-numerical assessment made through observation, in-depth interviews, focus groups, participant observation and other qualitative research techniques. This is done to discover the underlying meaning of and patterns in relationships. Qualitative content analysis was used to describe and make sense of the data generated during the research process. The data was analysed by transcribing it from the semi-structured interviews and the focus group discussions.

Coding is an important part of data analysis and involves sifting through data as to find patterns. The patterns identified depend largely on the study and the research question (Darlington & Scott, 2002). The researcher generated codes that helped in the search for themes. Coding was used to combine these themes and patterns that emerged from the data. The methods of data analysis are discussed in greater detail in Chapter 3.

1.6 ETHICAL CONSIDERATIONS

It remains crucial that research ethics is a focal concern of any research. This study intended to ensure the welfare and confidentiality of all the participants involved. The study acknowledged that the need for preventing and reducing any form of harm to its participants will be accomplished by factoring in an ethical review in its practical planning (Terre Blanche, Durrheim, Painter, 2006). The researcher applied ethical principles in the study design. Permission to conduct the research was sought from the WCED and the principals of the participating schools. Ethical clearance also had to be sought from the Stellenbosch University Research Ethics Committee.

The objective and rationale for the study were verbally explained to all of the participants when they were first contacted. The individuals who willingly agreed to become participants in the study were asked to sign a consent form before the research commenced. The consent specified details of all issues pertaining to confidentiality and anonymity. They were informed that they had the right to withdraw from the study at any point without having to specify any reasons for doing so, and that they would not be penalised for their decision. This research adheres to the requirements of the philosophical principles of ethical research, as the participants gave voluntary informed consent to become participants in this study (Terre Blanche et al., 2006).

Confidentiality

The participants in the research were guaranteed of their confidentiality and anonymity. The participants were informed that the information they gave would be treated anonymously through the use of pseudonyms to protect their identity and that of the schools. Confidentiality was further achieved by safely storing the recordings of the interviews of the participants. The recordings were stored on a password-protected hard drive, where they will be stored for five years, after which they will be destroyed.

No names referring to the participants were used in the interviews, and pseudonyms were used in the transcripts.

1.7 VALIDITY AND RELIABILITY

It is imperative during qualitative research that the researcher demonstrates how the methods and procedures used ensure the reliability and validity of the study. In qualitative research, validity focuses on what the instrument measures and the importance of the results (Bless, Higson-Smith, & Kagee, 2006). According to Patton (2015), one method of increasing validity is data triangulation. Triangulation was achieved in this research through triangulating the data collection methods. The two methods that were used for data collection were semi-structured interviews and focus group discussions.

In qualitative research, reliability refers to the consistency of the researcher's communicating style, data recording, data analysis and interpretation of participant meanings from the data (McMillan & Schumacher, 2006). The researcher reported the results based on the perspectives of the participants.

1.8 ROLE AND LIMITATIONS OF THE RESEARCHER

The aim of the investigation was to explore the perceptions of teachers regarding the implementation of the SIAS strategy. This case study was limited to two schools only, and the aim therefore was not to generalise the findings. The study focused on the in-depth information from the different participants and their perspectives regarding the implementation of this strategy.

1.9 CLARIFICATION OF CONCEPTS

In this section, the key concepts are clarified as they were used and understood in the study.

1.9.1 Barriers to learning and development

Barriers to learning are challenges that inhibit access to learning and development and can occur within the education system, the learner or the learning site (DoBE, 2014).

1.9.2 District-based support team (DBST)

The responsibility of this management structure encompasses assisting with the coordination and promotion of inclusive education though the identification, assessment and addressing of barriers to learning and teaching through training, the distribution of resources, curriculum delivery, and support and infrastructure development (DoBE, 2014).

1.9.3 School-based support team (SBST)

A school-based support team (SBST) is established by a school in relation to general and further education. It serves as a system through which support is channelled at the school level, and its primary function is to put coordinated support in place for schools, teachers and learners. The core function of this team is to support and facilitate the learning and teaching process at school level. The SBST is also referred to as the institution-level support team (ILST) in official Department of Education documents (DoBE, 2014).

1.9.4 Screening, identification, assessment and support (SIAS)

SIAS is a policy framework to assist with managing and supporting the teaching and learning process that affects learners within the education system. It is the standardisation of the procedures to identify, assess and provide the necessary support to learners who require additional support to enhance their participation in the learning process (DoBE, 2014).

1.10 CHAPTER DIVISIONS

Chapter 1 is an orientation chapter that contains the introduction and the aims of the study. A concise explanation of the research problem and clarifications of the concepts are offered.

Chapter 2 comprises the review of the literature that is relevant to answering the research questions. The focus is on the implementation of the SIAS strategy as part of inclusive education within a single, inclusive education system.

Chapter 3 focuses on the research design and methodology that guide the data collection and analysis.

Chapter 4 describes the processing, categorisation and interpretation of the collected data.

Chapter 5 provides the findings and the recommendations based on the findings and literature review, as well as the limitations and conclusion of the study.

1.11 CONCLUSION

This chapter has provided an overview of the research, clarifying the problem statement, the research questions and the research design and techniques used in the research. The clarification of the key concepts used in the study and ethical aspects of research were also outlined. The next chapter focuses on the literature relevant to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter affords the reader a review of the literature pertaining to the implementation of SIAS as a policy for inclusive education (IE). The research findings are discussed against the background of existing literature, with the aim to place the research within the prevailing body of work (Henning, Van Rensburg, & Smit, 2004).

Segregated schooling practices were the norm during the Apartheid era. This was met with much resistance in the pursuit of building a democratic country. The ground-breaking constitution that was adopted by South Africa (Republic of South Africa, 1996) legislated that all people are equal and thus have equal rights, including the fundamental right to basic education. This provided the basis for the development of an inclusive education system. Several policies and policy-informing documents followed to guide the implementation of inclusive education (IE) and support (DoE, 2001; Du Plessis, 2013.

The purpose of this study was to investigate the perceptions of teachers regarding the implementation of the SIAS policy as an integral part of IE. To gain insight into the perceptions of the teachers, this chapter firstly provides a conceptual framework that includes an understanding of IE from both an international and national point of view. Secondly, the literature study focuses on the implementation of policies on inclusion in South Africa, and how inclusive education has evolved in the South African education system. Lastly, the chapter examines the history and development of the SIAS policy and focuses on the teachers as the key role players in the implementation of this policy.

Bronfenbrenner's bio-ecological model (Bronfenbrenner, 1979, 1986) provides the theoretical framework that was used to frame the complexity of implementing inclusive education and support. This model helps to understand the relationship between the different systems and how they affect and influence the perceptions of teachers.

2.2 Inclusive Education

Inclusive education has been grounded in basic human rights by numerous academics and seems to hold true to its core. It is commonly agreed that inclusive education contributes towards the evolution of a democratic society, and that it continues to be

an ongoing struggle in the redistribution of access to quality education, creating more opportunities for marginalised groups and valuing and recognising learner differences (Kozleski, Waitoller, & Gonzalez, 2016).

Du Plessis (2013) says that inclusive education can be regarded as part of the struggle against the violation of human rights, and has evolved as a movement that challenges exclusionary policies and practices. As suggested by Swart and Pettipher (2016), inclusive education recognises the necessity of a quality and equitable education system that is accessible to all learners, and advocates that mainstream schools should accommodate all learners.

Mfuthwana and Dreyer (2018) suggests that countries perceive practices, philosophies and interpretations of IE differently due to their variety of contexts and social-historical perspectives. Educational systems therefore should be cognisant of the local needs of the people. In most cases, developing countries conceptualise their models of IE from developed countries, which often leads to models and structures not suited to the needs of the people they are supposed to serve.

According to Booth and Ainscow (2011), to drive the process of inclusion we need to promote an inclusive culture that is steered by inclusive values, which range from trust, compassion, courage and rights to equality. Increased participation by all members of the community to share in the building of an inclusive school should be the key objective. The barriers that children with disabilities are facing still includes inaccessible buildings, dismissive attitudes, invisibility in official statistics and discrimination, all of which prevent their full participation in society. Educational institutions should thus do more than just provide physical access, but rather implement policies that foster participation in all aspects of schooling (Dreyer, 2011).

Swart and Pettipher (2016) suggest that collaboration is also one of the key principles to help foster an inclusive culture. Collaboration is achieved when there is a sharing of responsibilities and decision-making, as well as sharing of resources and accountability for the outcome. This becomes the cornerstone in creating an inclusive school and is an excellent way of engaging all stakeholders.

Inclusive education in South Africa is associated with building a new democracy, centred on social justice to eradicate exclusionism in education. Although IE has its roots in the discourse on disability, it has given rise to a justification for including those

who experience barriers to learning and participation in mainstream education (Dreyer, 2014).

2.2.1 Inclusive education discourse

The prevailing paradigm in education in the 1960s was rooted in the medical deficit model. This model was based on diagnosis and treatment, and focused on the child only. The power to bring change rested solely in the hands of the professional, and the individual needed to be corrected. The individual had no power to bring about change. This approach was rooted in exclusion and not in collaboration with all stakeholders. A paradigm shift in this regard was needed to change towards inclusion in education (Swart & Pettipher, 2016).

According to Nirje (1969, cited in Yates, Dyson & Hiles, 2008), the paradigm shift started with a concept termed normalisation, which originated in the Scandinavian countries that was contradictory to popular belief at the time. This concept became prevalent in the USA. Normalisation was used in relation to people with disabilities that were placed in separate schools. Normalisation prescribed that people with disabilities should experience a 'normal' life, or a life as close to mainstream society as possible. This brought about a change in how society viewed people with disabilities. Two concepts, mainstreaming and integration, arose from normalisation and transitioned the paradigm even further with regard to inclusive education. Mainstreaming and Integration became two concepts that were loaded with different understandings in different contexts. The term mainstreaming was mostly used in the USA, and the term integration was applied in European countries. Mainstreaming and integration differ significantly in their application, with integration relying on social and political discourse.

According to Ainscow (1999), the academic discourse of disability, underpinned by the 'No child left behind' Act of 2001 in the USA, is an example of a civil rights' understanding of disability. In the case of mainstreaming, disabled learners had to prove that they could fit into the class environment. No adjustment was made to the classroom or schools. Schools were not expected to register learners with disabilities, hence the many criticisms of this model. Swart and Pettipher (2011) claim that mainstreaming became an extension of the medical model, where emphasis was

placed on the individual as the one with the problem who had to adapt to the new environment.

The international move to inclusion

Hick, Kershner, and Farrell (2009) suggest that the Universal Declaration of Human Rights in 1948 can be seen as the origin of inclusive education, as it states that everyone has the right to education. During the World Conference on Special Needs Education, which convened in Salamanca, Spain in 1994, 'The Salamanca Statement and Framework for Action' was formulated. Inclusive education emerged as a key international policy-informing document. Du Plessis (2013) claims that this was a landmark in the progress in inclusive education internationally. The Salamanca Statement inferred the objectives of inclusive education to be a basic human right and steered the attention to major policy shifts that would be necessary to direct inclusive education. The focus was on developing inclusive education systems that would accommodate all learners, regardless of their intellectual, social, emotional, physical, and linguistic or any other conditions.

These ideals were emphasised at numerous conferences across the globe. In a follow-up conference to the Salamanca Conference, numerous countries, including South Africa, congregated in Dakar in 2000. The progress with the implementation of the recommendations of the Salamanca Statement and the realisation of the goal of 'Education for All' were discussed. The dialogues recognised that the goal at the "World Conference on Education for All" in Jomtien, Thailand ten years previously had not been achieved (UNESCO, 2000). The signatory countries agreed on new goals with the emphasis on inclusive education. These goals were under review again in 2005, and led to the three time-bound goals: gender equality in education, literacy levels to increase by 50%, and every child should be completing a quality basic education (UNESCO, 2005). According to Mfuthwana and Dreyer (2018), this leads to the Incheon Declaration. The aim of the Incheon conference in the Republic of Korea was Sustainable Development Goal 4. This goal focuses on ensuring equitable, quality education and promoting lifelong learning opportunities for all. A progress report on Sustainable Development Goal 4 indicated that poor conditions and untrained teachers in many parts of the world are hampering the prospects for quality education.

2.2.2. Factors that impede or enable the implementation of Inclusive Education

Ainscow and Miles (2009) suggest that, for inclusion to be successful, the development of a framework is required which would comprise four themes, with each theme consisting of four performance indicators.
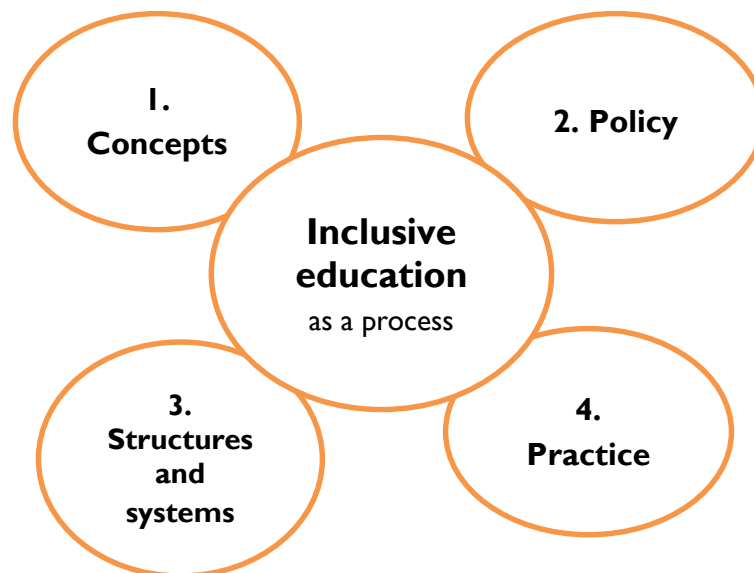
Figure 2.1. Inclusive education framework (Ainscow & Miles, 2009, p. 5)

According to Fig 2.1, the first step in the process is referred to as the concepts theme. Transition is perceived in an education system when inclusion is embedded within policies and practices. Inclusive education occurs when the curriculum and its assessment systems are devised so that all learners are being considered. Inclusive education thus requires all stakeholders working with children to understand and support the policy objectives in the promotion of inclusive education. Lastly, monitoring systems should be in place to observe the presence, participation and achievement of all learners.

In the second step in the process, it is suggested that policy documents should promote inclusive education. Clear leadership should be provided by senior staff on inclusive education. Policy objectives in the development of inclusive practices in schools should be consistent, and non-inclusive practices should be challenged by leaders on all levels.

The third step in the process focuses on the structures and systems. High-quality support and resource distribution (financial and human) should benefit vulnerable learners. Relevant services and institutions should participate in the coordination of

inclusive policies and practices. Inclusive education requires a distinctive function for specialist provision, such as special schools and units.

The last step in the process towards implementing inclusive education highlights the importance of practices. Effective strategies should be in place at schools to encourage the presence, participation and achievement of learners. Prospective marginalised, excluded or underachieving learners should be adequately supported by schools. Continuing professional development in inclusive practices and learner diversity should be provided for teachers and trainee teachers.

At the UNESCO International Conference on Inclusive Education, "The way of the future", a version of this framework (illustrated in Figure 2.1) was presented that was based on what international research indicated as important features of education systems, as highlighted in the three step framework. This has proven to be successful in moving towards inclusive education (Ainscow & Miles, 2009). Within this framework, the identification and provision of support, as in the SIAS policy, is only one part in the process of implementing inclusive education.

As stated by Florian and Graham (2014), inclusive education is not about providing something different, but about being flexible and extending what already exists. However, as stated by Maguvhe (2015), this shift to drive inclusive education is plagued with vast methodological and implementation differences in different countries. In the United States of America, the placement of learners with special needs is defined in sequential steps for parents. Parents play an important role in the selection of the learning site, as most learners are educated in mainstream schools. However, in Kenya, the placement of learners is the responsibility of the Educational Assessment and Resource Centres (EARC). The EARCs' function is to identify, assess and place learner with learning barriers. The role of the parent in placements remains elusive (CBM, 2015). What is evident from the literature on inclusive education in countries such as United States and Kenya, is that assessment for support and support within inclusive education, is the responsibility of parents (USA) and the EARC (Kenya). In South Africa, the responsibility rests mainly on the teacher.

The existing education system must be transformed into an integrated system that accommodates the diverse needs of all learners (Idol, 1997).

For inclusive education to be successful it needs both societal and educational change. Fullan and Hargreaves (1991) argue that this kind of transformation can have direct implications for teachers and schools. This transformation occurs not only through policy and legislation, but with consideration and careful management and understanding of the daily running of schools. Swart and Pettipher (2016) suggest that the focus should rest on how teachers are prepared and given the support necessary for inclusive education in order to achieve quality education for all. There is an overwhelming indication that teachers are the crucial element in determining the quality and effectiveness of inclusion.

2.2.3 Inclusive education in South Africa

In support of South Africa's Constitution, which serves as the backbone for transformation, new policies have come into being. These policies would help accomplish the ideal of inclusive education and social justice in South Africa. To ensure equal, non-discriminatory access to education for all, the Department of Education (DoE) embarked on policy review and policy changes (Geldenhuys & Wevers, 2013). The focus of these policies shifted from the individual learner to the transformation of the system in order to accommodate the individual differences among learners (Ainscow, 1999). Important policies and legislation that were developed to help with this paradigm shift included the White Paper for Education of 1995 (White Paper 1), the South African Schools Act, the White Paper on Integrated National Disability Strategy, and Education White Paper 6 on Special Needs Education, Building an Inclusive Education and Training System, which was promulgated in July 2001.

Donohue and Bornman (2014) affirm that a school's philosophy and the attitude of the staff are critical factors in the construction of an inclusive education. Hence, an understanding of teachers' perspectives and attitudes regarding inclusive education and the changes it entails is crucial to the accomplishment and management of meaningful transformation in South African education. Taking into consideration the South African classroom context, mainstream schools are faced with a complex array of barriers to learning and development, which challenge teachers on a daily basis to present new strategies and opportunities for learners. These challenges take the form of social class, ethnicity, home language and ability/disability (Nel, Engelbrecht, Nel, & Tlale, 2016).

2.2.3.1 The implementation of inclusive education policies in South Africa

According to Du Plessis (2013), policy development has received a great deal of attention to reflect the South African government's promise to address the diversity in the learner population. The South African Schools Act (SASA) of 1996 is considered one of these legislative changes to bring about the right to equal access to basic and quality education by all learners. It hinges on the principle that quality education for all learners can be achieved when public schools provide quality education for all learners (Lomosky & Lazarus, 2001).

As early as 1997, the Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (DoE, 1997) necessitated the veering away from the medical model to a systemic approach to identifying barriers to learning. In this report, the following barriers to learning were acknowleged: high levels of violence, HIV/AIDS, stereotyping and negative attitudes of school communities towards inclusion, unsafe and inaccessible building environments, inflexible curriculum, inadequate and inappropriate provision of support services, lack of enabling and protective legislation and policy, lack of parental involvement and recognition, inappropriate language of teaching and learning, and lack of human resources development strategies (DoE, 1997; Engelbrecht & Green, 2007; Muthukrishna & Schoeman, 2000).

Recommendations in the NCESS informed the Education White Paper 6, which demands a significant conceptual change (DoE, 2001). This change is based on the principle that all children, youth and adults have the potential to learn if they are given the necessary support. The policy is the framework that guides the path to an inclusive education system (Dalton, Mckenzie, & Kahonde, 2012).

Landsburg, Krüger, and Nel (2005) suggest that Education White Paper 6 (DoE, 2001) is fundamentally based on support by means of a systems approach and the collaboration between these systems. White Paper 6 focuses on changes on all levels of the education system, including employing special schools as resource centres, establishing full-service schools, district-based support teams and collaborating effectively with communities (DoE, 2001; Engelbrecht et al., 2015). Education White Paper 6 thus highlights that the education system must transform to accommodate the full range of barriers to learning and development. As stated by Swart and Pettipher

(2016), historically, debates regarding barriers to learning were primarily restricted to medical barriers, with limited recognition of the variety of socio-economic factors that promote exclusion. A paradigm shift towards acknowledging the plethora of barriers to learning was needed to steer inclusive education. This shift includes all needs caused by extrinsic systemic barriers, which encompass an inflexible curriculum, classroom organisation, teaching methodologies, teaching and learning support materials, content, the language, assessment and pace of teaching. Socio-economic factors, poorly trained teachers, language and communication barriers, as well as intrinsic causes, including physical impairment or chronic illness (DoE, 2001).

The policy states that inclusive education can become a reality if there is a conceptual shift regarding the provision of support for learners who experience barriers to learning (Dalton et al., 2012). However, according to Engelbrecht and Van Deventer (2013) the approach of White Paper 6 to support for learners with diverse barriers to learning is still based on a medical approach that is built on a continuum of support. Support given is distinguished between learners with high-intensive support, who will be accommodated in special schools, moderate support, for learners who will be accommodated in full-service schools, and low-intensive support, where learners will be supported in mainstream schools.

2.2.3.2 National Strategy on Screening, Identification, Assessment and Support (SIAS)

According to Minister Motshekga (DoBE, 2014), the introduction of the Screening, Identification, Assessment and Support (SIAS) policy grants a substantial number of school-age learners with barriers to learning, inclusive of those who are disabled, the right to basic education and access to the needed support in their local schools. The introduction of SIAS brought about new roles and responsibilities for the role players within the education support system, i.e., the district-based support teams (DBST), special school resource centres (SSRC), full-service schools (FSS) and the school-based support teams (SBST). With SIAS, acknowledgement is also given to the key role played by teachers and parents in the decision-making and support processes (DoBE, 2014).

The Department of Basic Education's policy on SIAS is seen as a key component in the transformation process to an inclusive education system. The purpose of the policy

is to offer a framework to assist teachers, DBSTs, SBSTs, parents and schools in how to enhance a learner's participation at school. The SIAS strategy offers guidelines on early identification and support to ascertain the nature and level of support, and determines the best learning sites for support. It also provides guidelines on the vital role that teachers and parents play in implementing the strategy (DoBE, 2014).

Within the SIAS policy, a protocol and series of official forms that is to be used by educators, SBST and DBST prescribe the provision of support in the screening, identification and assessment process with regard to learners with barriers to learning. The process of SIAS implementation takes place on different levels, with each level having its own intervention focus. This process involves three stages, from the initial screening, to identifying and addressing barriers to learning at school level, and then to district level (DoBE, 2014).

In stage 1, all children must be screened by the teacher on admission and at the start of a phase. The findings have to be recorded in the learner profile (LP), which replaces all other profile forms schools might have had in the past. The information then must be captured in the Learner Unit Record Individual Tracking System (LURITS). Secondly, documents and reports, like the admission form, Road to Health booklet, Integrated School Health Programme reports, year-end school reports and reports from parents, teachers, professionals and relevant stakeholders, are used to gather applicable information for the learner profile. Lastly, the teacher must start to complete the Support Needs Assessment Form 1 (SNA 1).

In stage 2, when vulnerable or at-risk learners have been identified, the teacher becomes the case manager for the coordination of the support process. From age 12, the learner and the parent/caregiver must participate in the decision-making process. The SIAS form guides the teacher in collaboration with the parents for the completion of SNA 1. The following information needs to be captured, namely the areas of concern, an inventory of the learner's strengths and needs, and an individual support plan. If a teacher's support proves to be ineffective, the SBST has to be approached to present the learner's needs for discussion.

When the case is referred to the school-based support team (SBST), the SNA2 form steers the intervention process. This process entails a review of the identification of barriers and intervention used, and the plan of action that was formulated to strengthen

the support. The support plan has to be documented and actioned, which require a review to track progress. If insufficient progress is made, the district-based support team (DBST) is requested to assist. Only in exceptional cases, where the safety of the learner is in question, is a direct referral permitted.

In stage 3, the SNA 3 form comes into play to guide the DBST in its intervention approach. This approach requires a review of the action plan of both the teacher and the SBST, with the aid of the guideline for support, the table to rate the level of support, and the checklist that determines the decision of how the support is to be provided. In addition, another action plan is formulated by the DBST for the learner and/or the school. This support package incorporates planning and budgeting for supplementary support programmes, allocation for support services and resources to support the learner and school, training, counselling and mentoring of parents and teachers, the monitoring of support provided and, lastly, to apply the various tools as annexures to the SIAS for any additional decision-making (DoBE, 2014)

As indicated in Figure 2.2 below, the support is based on a three-level support structure, thereby providing a continuum of support at different levels. To realise the objective of supporting the learners' needs based on what they require, the Department of Basic Education (2011) has introduced the Guidelines for Responding to Learner Diversity in the Classroom. These strategies are vital to assist with the implementation of inclusive education policies. In addition, the Department of Basic Education (2014) provides guidelines for early identification and support, which ascertains the nature and level of support required by learners, as well as the identification of the best learning sites for support. The SIAS strategy gives guidelines on the roles and responsibilities within the learner support programmes. It serves as a blueprint for schools with regard to support services, which include district-based support teams, special school resource centres, full-service schools and the school-based support teams.

Low	Moderate	High
Specilaist Support Provision of any specialist intervention from teacher/specaist/SBST/DBST/network of stakehoudlers Intervention accommodated within school's budget Minumum frequency of intervention aleast 1/2 a term	**Specialist Support** Transversal teams based at circuit/district level will monitor and support the implementation of IE Provision of any specialist intervention from teachers/specialist/SBST/DBST?network of stakehoulders	**Specialist Support** Access to a range of specialist(speech therapist, audiologist, pscyhologist,etc) required on a daily basis Dailiy individual/ small group support Reduced teacher:learner ratio support planned, budgeted and programmed for as part of Post Provisioning Model
Curriculum and Assessment Assessment task best suited to the learner's needs Accommodate in the classroom and school level	**Curriculum and Assessment** Adjudsment to curriculum, assesment task, LTSM Additional planning time by teachers Imput from curriculum and assessment advisors	**Curriculum and Assessment** Standard provision of complex/on-going adjustment to the curriculum Implementatioin of differentiated curriculum Implemetation of assessment accommodation and concessions
Training /Orientation of Staff Once-off/short-term ptogrammes on support, awareness, policy implemtation	**Training / Orientation of Staff** Short-term/long-term training and outreach programmes for management /teachers on support, awaareness programmes/policy implemetation	**Training / Orientation of Staff** Intensive induction programme for staff Ongoing specialist mentoring, supervision/training Training programmes sourced within departmental structures or externally

Figure 2.2. Levels of support (SIAS) (DoBE, 2014, pp. 20-22)

SIAS (DoBE, 2014) highlights the vital role of the assessment process and the importance of guaranteeing that learners, parents and teachers lead this process. It is crucial that assessments are systemic in nature. Assessments should be located within the framework of barriers experienced in the individual (learner and teacher), curriculum, family, school, community and social contexts. This is an ongoing process and should be clearly documented and communicated to all involved. The emphasis should be on sensitivity and confidentiality and the process should be guided by the principle of respect for all stakeholders. The assessment process consists of different levels of the system (e.g. school-based support teams and district-based support teams), and these need to work closely together to ensure that assessment processes are pursued smoothly (DoBE. 2014).

Role of the district-based support teams

According to Makhalemele and Nel (2014), international research confirms that teachers and learners acknowledge that formal support has a positive impact on academic progress. In order to facilitate this support, the district-based support team (DBST) has become a key structure for learner support. This is highlighted in the Conceptual and Operational Guidelines for Implementation of Inclusive Education (DoBE, 2005), where the need for holistic, integrated support through inter-sectional collaboration is highlighted. The DBST comprises specialists like curriculum specialists, management specialists, psychologists, counsellors and therapists, as well as health and welfare workers employed by the Department of Education, NGOs and local community-based organisations (Makhalemele & Nel, 2014). The DBST steers the reconceptualisation and restructuring of education support services, instead of the conventional consultation and referral approach (Mfuthwana, 2016).

The role of school-based support teams

Institutional level support teams is the term used in Education White Paper 6 (DoE, 2001) to describe the SBST. According to the guidelines set out in the Conceptual and Operational Guidelines for the Implementation of IE: District Based Support Teams (DoE, 2005), the SBST include, but are not limited to, teachers with specialised knowledge and skills in areas such as guidance or counselling or learning support, other staff, like administrators, and learners (Makhalemele & Nel, 2014). The establishment of the SBST is the responsibility of the principal, who ensures the functionality and that adequate support is given. The SBSTs play a vital role in the provision of in-service training and enhancing the capacity for assessment skills amongst teachers. Secondly, they establish networks within the school and community to challenge barriers to learning and promote inclusion. Thirdly, they track learner development through continuous assessment and the overseeing of the placement of learners, where necessary. Lastly, the SBST also facilitates the sharing of resources and ensuring parental involvement (DoBE, 2014).

The role of the teacher

The DoBE (2014) states that the central objective of SIAS is to minimise barriers to learning and to increasing the participation of all learners in the culture and curriculum of schools. It emphasises the crucial role the teacher plays in creating an inclusive

environment, and that a conceptual understanding of inclusion and the diverse needs of learners is essential. The uncovering of learning barriers should be rooted in sound observation, consultation, interviews, formative actions and previous records that are grounded in the curriculum. Information gained from external assessment should only enhance the teachers understanding of the intervention needed. The learner profile document acts as a tool for intervention plans to support learners on a day-to-day basis. To accommodate the diverse needs of the leaners, learning programmes, materials and assessment procedures must be accessible to all learners. To avoid exclusionary practices, learners should not be labelled. The teacher should use the Guidelines for Responding to Diversity in the Classroom to plan support for learners. This support will include differentiation of content, adjustment of classroom environment and classroom methodologies, and applying the necessary accommodation in examinations and assessments. In order to meet the needs of the learners, a change in the teacher's teaching methods, attitude, behaviour, curricula and environment is crucial. The teacher assumes the role of case manager to drive the support process among all who are directly involved with the learner. The teacher will consult the SBST once all possible strategies are exhausted. The implementation of the SIAS policy requires focused individual support programmes, and must be done in collaboration with the teacher, SBST, learners and parents. Careful preparation, planning and monitoring go into the creation of individual support programmes (DoBE, 2014).

2.3 Bio-ecological Model

The model of the bio-ecological theory of Bronfenbrenner was applied to understand the teacher's perspective of inclusive education in this study. Donald et al. (2010) argue that teachers' development is constantly being influenced by the inter-relations between the different systems. Their interaction and interpretation of the different systems shape their perspectives of inclusive education. Therefore, the different factors, relationships and contextual influences that guide the teacher's interaction should be a focus area for the researcher (Bronfenbrenner, 2005; Swart & Pettipher, 2016).

A holistic approach to intervention is required for inclusive education to work, as the various systems are nested within each other. No shift towards inclusion can take place in isolation, as the micro-, meso-, exo- and macrosystems affect each other and are

influenced by factors within the different systems. Due to the continuum of barriers to learning and development, a South African inclusive education system requires a holistic approach. Therefore, Bronfenbrenner's theory substantiates the need for looking at the individual development as well as the social development within a South African context (Swart & Pettipher, 2016).

The practice of inclusive education has been widely accepted as an ideal model for education. Engelbrecht et al. (2015) state that this acceptance of inclusive education practices has not translated into reality in most mainstream classrooms. The implementation of inclusive policies is hampered by an amalgamation of contextual factors, and a medical-deficit approach to teaching and learning support strategies. This is due to the fact that barriers to learning are viewed as internal to the learner.

There also are contextual challenges on the different system levels. The figure below illustrates how the various factors in the different systems affect the implementation of inclusive education.

Macrosystem			
-Constitution of South Africa Prohibits any form of discrimination against any person Not pertaining to learners' experience of barriers to learning in schools	-South African Schools Act Prohibits discrimination against any learner on any grounds -Promotes equitable and quality education for all learners -Not implemented in schools regarding learners who experience barriers to learning	Education White Paper 6 Framework for IE -Not embraced by educators -In conflict with curriculum and assessment	Curriculum & Assessment Policies Rigid curriculum and assessment No provision for learners with barriers to learning In conflict with Education White Paper 6

	Exosystem		
<u>SMT</u>	<u>SBST</u>	<u>SGB</u>	<u>DBST</u>
Lack of commitment towards management of learners experiencing barriers to learning Ineffective communication and collaboration	Dysfunctional Non-implementation of SIAS strategy No training Lack of knowledge No effective support to educators and learners	No policies No mobilisation of parents No adaptation of building structures No provision of assistive devices	Dysfunctional Fragmented operation No guidance to schools No support to schools No provision of specialised support services

Mesosystem: Lack of effective collaboration between microsystems

	Microsystem	
<u>Home</u>	<u>Peers</u>	<u>School</u>
Non-supportive Unsympathetic Negative lifestyle Absence of parents Denial of parents Low literacy levels	Discrimination Rejection Labelling Stereotyping	Inappropriate building structures Lack of resources and support Outdated approach to barriers to learning Inappropriately trained educators Large class sizes Time constraints No differentiated teaching

Figure 2.3. The aspects that influence the implementation of inclusive education in schools, consolidated within Bronfenbrenner's ecological model (adapted from Geldenhuys & Wevers, 2013, p. 7)

The macrosystem, which comprises the values, laws and policies as illustrated in Figure 2.3, is the system that is the most distant from the individual but it still affects his/her environment. The macrosystem includes ethnicity, social classes, education policies and geographic location. Education White Paper 6 is an example of a policy structure that has affected the role of inclusive education in South Africa. This system will eventually affect the exosystem (DBST, SBST, SMT and SGB) and the microsystem (school, classroom, teachers, learners and parents) (Donald et al., 2010; Geldenhuys & Wevers, 2013; Swart & Pettipher, 2016). Engelbrecht (2006) adds that establishing democratic leadership policies and practices has been found to be challenging.

The next system highlighted by Geldenhuys and Wevers (2013) is the exosystem, in which the individual is not an active participant and is not directly involved. This can include systems like health service, national educational system, etc. (Swart & Pettipher, 2016). The exosystem refers to one or more settings in which role players such as the extended family, neighbourhood, DBST, SBST, SGB, SMT and media can have an important influence in the functioning of support structures. Events that occur in this system do not involve the learners as participants (Geldenhuys & Wevers, 2013). Numerous studies have revealed that DBSTs in South Africa are generally not equipped to perform their function. A lack of common understanding of the roles and responsibilities by various role players, as well as insufficient support from the National Department of Education, hampers their effectiveness as a support structure. This is also compounded by inadequate facilities and infrastructure, limited human resources and inadequate availability of transport for school visits by officials (Barratt, 2016; Makhalemele & Nel, 2014). However, Nel, Tlale, Engelbrecht, & Nel (2016) state that teachers' perceptions of the DBST as a support structure has its advantages. The DBST gives assistance in the organising of meetings with teachers, offering advice on how to identify learners with barriers to learning, and monitoring the SBST. Regardless of these efforts, teachers find the referral process tedious and that there are a lack of practical strategies to support learners.

According to Geldenhuys and Wevers (2013), school management teams (SMT) in mainstream schools display insufficient commitment to the management of learners with barriers to learning. The principals who participated in the study expressed negative attitudes towards including learners with barriers to learning and suggested that they be removed from mainstream schools and supported in special classes or special schools.

As acknowledged by Nel et al. (2016), some SBSTs are functional to a degree and support teachers by discussing learners with barriers to learning. Apparently teachers are hesitant to refer these learners discussed in the SBST meetings to the DBST, as there is no record to track the progress of the referrals made. Some SBSTs make no constructive efforts to provide support and meaningful learning opportunities to learners who experience barriers to learning. In a study concluded by Dreyer, Engelbrecht, and Swart (2012), they suggest that mainstream teachers do not understand the function of the SBST and that the onus of this support rests on the learning support teacher. Tebid (2010) suggests that properly organised SBSTs will assist teachers with the relevant knowledge to effect a change in attitude and, secondly, produce more motivated teachers.

In South Africa, teachers are faced with contextual constraints, such as a lack of physical, human and financial resources at the district level and schools, curriculum constraints and inadequate initial and continuing teacher education programmes. Overcrowded classrooms is but one additional stressor for teachers. This adds to challenges with regard to discipline and individual attention to identify and support learner needs (Engelbrecht, Oswald, Swart, & Eloff, 2003). A lack of administrative and financial support from district offices, as well as the shortage of teaching aids and equipment, poses challenges for teachers to establish inclusive classrooms. According to Geldenhuys and Wevers (2013), district offices and schools should make a determined effort to obtain the necessary resources to ensure that teachers and the learners experiencing barriers to learning have access to adequate resources.

Continued teacher professional development is just as important. Jordan, Schwartz, and McGhie-Richmond (2009) argue that a vital part of all initial and continuing professional development opportunities should challenge teachers' understanding of barriers to learning and their beliefs about effective teaching and learning practices for all learners who experience barriers to learning. Teachers' continuing interaction with

contextual issues, and their understanding of this interaction, determine the manner in which teachers teach and support learners in their classrooms. According to Eloff and Kgwete (2007), the attempts by the National Department of Education to encourage increased enrolment in advanced studies on inclusive education, such as the previous Advanced Certificate in Education (ACE) and professional development workshops to increase in-service teachers' knowledge and skills, are failing. This failure could be attributed to the short duration of these development workshops and advanced study opportunities. It remains a challenge to transform teachers' beliefs about who should primarily be responsible for learners with complex learning needs as stipulated in White Paper 6.

Engelbrecht et al. (2015) suggest that the current initial and continuing teacher education programmes ought to prepare teachers for diverse and complex classroom contexts. They should challenge teachers' understanding of inclusive education and promote a model of teaching and learning that acknowledges and responds to both contextual barriers and intrinsic barriers, without labelling learners. Training programmes should focus on educational and social inclusion, and these perspectives should be integrated into all modules from the outset (Engelbrecht, 2006; Jordan, Schwartz, McGhie-Richmond, 2009; Rouse & Florian, 2012).

Berns (2012) designates the microsystem as the innermost structure that has an effect on the individual, where his/her interaction with peers, family, childcare and school plays a pivotal role. This interaction should occur regularly, be it positive or negative. Negative interaction creates barriers and has a negative influence on the development of the individuals in the classroom (Donald et al., 2010; Swart & Pettipher, 2016).

Education White Paper 6 (DoE, 2001) suggests that individual teachers possess the skills and expertise to identify barriers to learning. They are therefore expected to support learners in the classroom and collaborate with other support providers. Their level of expertise should help to identify the levels of support needed by learners, and to adapt the curriculum to meet the needs of all learners. The interpersonal relationships expected in the microsystem (classroom) relate directly to the successful implementation of the inclusive education policies. This is supported by Geldenhuys and Wevers (2013), who state that many learners who experience barriers to learning come from unsupported home environments in which parents perceive support as the sole task of the school. The low educational levels of the parents further contribute to

their lack of finding permanent employment, and these circumstances place learners at risk of poor academic performance. A phenomenon that has presented itself in public schools is learners who are raised by grandparents who cannot give adequate support due to their low literacy levels.

Both teacher and learner should be supported in this innermost structure, and a lack of support from the teacher in this system already establishes a disadvantage. According to Engelbrecht et al. (2016), support on a one-to-one basis is taking place, but the demands of the Curriculum Assessment Policy Statement (CAPS), a lack of transport, the learners' poor socio-economic environment, the lack of parental involvement and different teacher qualification levels hamper teachers' ability to give adequate support to learners with barriers to learning.

All the different systems are influenced by the dimension of time, which in Bronfenbrenner's theory is termed the chronosystem. This system offers an opportunity to understand the differences across time as experienced by individuals, and how time relates to the interaction between the systems. The length of time of the teachers' involvement in inclusive education will affect the teachers' perceptions, like the initial policies, in White Paper 1 (DoE, 1995), which were targeted at moving away from the medical model. Although White Paper 6 became the policy to be implemented Badat and Sayed (2014) are of the opinion that fourteen years after its introduction it continues to experience serious difficulties as a result of the historical legacy of fundamental economic inequalities during the Apartheid era. This concurs with other researchers, such as Eloff and Kgwete (2007) and Oswald (2007), who find that it remains a challenge to transform teachers' beliefs about who should primarily be responsible for learners with complex learning needs, as stipulated in White Paper 6. As this policy was still plagued with ambiguity, various policies were implemented to eradicate these. This latest of the inclusive policies (SIAS) was only implemented in 2014, after it was piloted at different schools in 2008 (Engelbrecht et al., 2016).

The essence of the bio-ecological model is Bronfenbrenner's proximal process, person characteristics, context and time (PPCT). According to Bronfenbrenner and Morris (2006), these elements are crucial to understanding the perceptions of individuals in their environment. The proximal process is essential in shaping lasting aspects of development. The interactive and reciprocal relationship between a person and his peers is determined by his characteristics and the contextual situation in which he finds

himself. If the individual has a negative attitude towards the implementation of inclusive education policies, his development over time will not be proactive in creating an inclusive classroom. As acknowledge by Swart and Pettipher (2016), the proximal process is only effective when it occurs on a regular basis and over a prolonged period of time, which are necessary conditions for collaboration. Bronfenbrenner and Morris (2006) state that a person's disposition can either sustain or limit proximal processes and force characteristics, is a disposition that brings mobility in the systems. A disposition that enhances proximal process can be a person's temperament, curiosity, persistence and responsiveness to proposals by others. Dispositions like impulsiveness, violence, aggression and distractibility will disrupt or prevent the proximal process. Both dispositions as stipulated above encompasses force characteristics.

The bio-ecological model facilitates an understanding of the relationship between the different systems that influence an individual's life. The characteristics of the individual and his/her environment are in a relationship of continuous interchange, which affects the individual's development (Swart & Pettipher, 2016). Hence, the researcher should never lose sight of the complexity of the systems in which the teachers function, as these greatly influence their perceptions.

2.4 Conclusion

This chapter has highlighted the emergence of inclusive education internationally and the impact it has had on the South African education system. Bronfenbrenner's bio-ecological model provided the theoretical framework to illustrate the relationship between the different systems and how they affect and influence the perceptions of teachers.

SIAS is a process to direct and guide the implementation of inclusive education. It provides district officials, schools, teachers and parents with the means to determine the needs arising from the learners' barriers to learning and how to effectively support these learners.

Chapter 3 will illuminate the processes involved in answering the researcher's question as to the teachers' perceptions regarding the implementation of the SIAS strategy in mainstream schools. The researcher will clarify the research design and methodology, as well as describe the data collection and analysis procedures.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

As presented in Chapter 1, the purpose of this investigation was to explore and gain a thorough understanding of teachers' perceptions regarding the implementation of the screening, identification, assessment and support (SIAS) policy. To be able to understand, interpret and describe the teachers' perceptions regarding this policy, this study is located within a qualitative research framework. This particular means of enquiry entails studying the phenomenon in its natural setting. As suggested by Denzin and Lincoln (2011), it is an attempt to explain or to interpret phenomena in relation to the meaning individuals bring to them.

The preceding chapter presented the conceptualisation of inclusive education, its theoretical underpinnings, and findings internationally and nationally. This chapter offers an overview of the research methodology that directed the study. It discusses the data collection techniques that were used in this investigation. This chapter explains the procedures that were followed to process the data and, in conclusion, will discuss the ethical considerations and strategies followed whilst conducting the study.

3.2 Research Questions

The research questions that directed this investigation were generated in Chapter 1. The rationale of the study was to obtain insight into the perceptions of teachers regarding the implementation of the SIAS policy. Such insight was sought by engaging with teachers who were implementing this policy at their schools. This research study therefore has focused on answering the following main research question:

What are teachers' perceptions regarding the implementation of the screening, identification, assessment and support (SIAS) policy in two mainstream primary schools?

The research sub-questions are:

1. How do teachers perceive their own knowledge regarding the implementation of the SIAS policy?

2. What are teachers' perceptions regarding their role in the identification of barriers to learning in the classroom?

3. What are teachers' perceptions regarding the role of the SIAS policy in assisting learners who need support?

Durrheim (2006) states that the type of research questions that are formulated, as well as the way in which the research questions are addressed, is influenced by the research paradigm of the study. A comprehensive discussion of the research process and design implemented to answer these questions follows.

3.3 Research Paradigm

Babbie (2015) states that paradigms are fundamental frames of reference we use to arrange our observations and reasoning. They shape how we perceive and understand reality. Creswell (2014) iterates that a paradigm, also known as a worldview, is a set of basic beliefs or assumptions that guide the researcher's enquiry. As stated in Chapter 1, this research was guided by an interpretive paradigm, which allows a researcher to study participants' subjective realities, views and perspectives. It is imperative to first discuss the different characteristics of interpretivism (Terre Blanche & Durrheim, 2006). Table 3.1 demonstrations these characteristics in detail and unpacks their features – as well as the ontology, epistemology and methodology that were used in this research.

Table 3.1: *Characteristics of Interpretivism* (Terre Blanche & Durrheim, 2006)

Feature	Description
Aim of study	Understand and interpret teachers' perceptions regarding the implementation of the screening, identification, assessment and support policy
Ontology	- Various realities exist. - Reality can be constructed and explored through human interactions, and meaningful actions. - Discover how individuals make sense of their social worlds in the natural setting by means of daily routines, conversations and writings while interacting with others around them.

	• A variety of social realities exist due to changing human experiences
Epistemology	• Procedures are comprehended through the mental processes of interpretation that are influenced by interaction with social contexts. • Those active in the research process socially construct knowledge by experiencing the real-life or natural settings. • The researcher and the participants are interlocked in an interactive process of talking and listening, reading and writing. • Interactive approach to data collection.
Methodology	• Data collected through interviews and focus group discussions. • Research is a product of the values of the researcher.

According to Punch and Oancea (2014), epistemology is described as the connection between the researcher and what can be known, and how this knowledge becomes understood. Creswell (2014) suggests that, in the interpretive paradigm, epistemology is defined as the researcher's interactions with that which is being researched – the subjective meanings of the participants. This interaction can take on the form of living with or observing individuals over a period of time. This type of interaction affords the researcher the opportunity to gage the feeling, behaviour and attitudes of the participants (Denzin & Lincoln, 2011). In this investigation, it was possible for the researcher to interact with and observe the participants' emotions and understand their experiences as they interacted with each other and the researcher during the focus group and individual interviews.

Merriam (2009) perceives ontology as a socially constructed view of reality that is an interpretation of a single event. This process affords participants the opportunity to see the value, significance and reality of events in their own lives, which is important to bring events into perspective.

Punch and Oancea (2014) suggest that methodology refers to the methods that can be used to study the participants' realities. Researchers in qualitative research seek to understand rather than explain phenomena. This methodology applies an interpretive,

naturalistic approach in which things are to be investigated in their natural settings to interpret phenomena in the manner individuals give them significance (Denzin & Lincoln, 2011). The researcher sought to understand the phenomena (teachers' perceptions regarding the SIAS policy) and how the participants make sense of and interpret these phenomena in their schools.

According to Cohen and Crabtree (2006), the qualitative researcher works inductively. The investigative technique used is to create categories from the data obtained from the participants. Through observation and interviews, a dialogue is created between the participants and the researcher, which gives meaning to that reality. Interpretivism's key objective is to observe the research through the direct experience of the participants, and interviews become the research technique to stimulate a conversation between the researcher and the participants.

3.4 Research Design

Babbie and Mouton (2001) define a research design as a plan or a blueprint that guides research. Durrheim (2006) perceives a research plan as a strategic framework for action that connects the research questions to the implementation of the research. Numerous researchers propose research designs that are more fluid and changeable. They claim that some qualitative designs must emerge or unfold and cannot be given in advance. Durrheim (2006) suggests that the theoretical framework underlying the research, the research context, the research technique and how the data is to be analysed should inform the research design.

For the purpose of this study, a qualitative case study design was used. According to Stake (2005), this method of design is defined by the investigation of a phenomenon within its context by employing different data sources, thus viewing the data through multiple lenses. The researcher used interviews and focus group discussions to explore this phenomenon. Bloomberg and Volpe (2012) iterate that a case study encompasses a comprehensive depiction of participants and their settings, accompanied by an analysis of the data for themes and patterns.

According to Merriam (2009), a case study is characterised by a bounded system, which is the object of the research study. The usage of a case study for this research lies in the analysis of a small number of units in order to give an understanding of a greater number of similar units. The unit in this study is the quintile ranking, which

formulate the bounded system. Yin (2008) iterates that this manner of case study design enables the researcher to explore the case while taking into consideration the influence of the various members. The unit of analysis, not the topic of investigation, is what characterizes this case study (Merriam, 2002).

This research design was applicable for this study because it provided an opportunity to explore the experiences of educators in a specific context, for example teachers' perspectives of the implementation of the SIAS policy in their schools. The selected site served as a representative of a larger population. In this case, the larger population is quintile 1 ranking mainstream schools. The case study is therefore an analysis and an intensive description of a phenomenon such as an individual, institution, group or a community.

3.5 Research Methodology

The purpose of methodology is to describe the paradigms and approaches of research. It aids the researcher in understanding the process that must be followed when conducting research (Cohen & Crabtree, 2006). The key principle of research, according to Johnson and Christensen (2019) is that research can never be empirically studied from the outside, but it should rather be observed through the experiences of the participants. Therefore, this interpretive paradigm seeks to understand rather than to explain. This was valuable for the current study, which focuses on understanding rather than explaining.

3.5.1 Participants and sampling

Sampling, according to Johnson and Christensen (2019), is the selection of a sample from a broader population. Sampling allows the researcher to investigate the characteristics of a subsection selected from a greater group (the population) to understand the characteristics of this group. A researcher uses purposive sampling to explain that the sample selected does not seek to represent the wider population (Basit, 2010). In purposive sampling, the participants are selected because they possess some defining characteristics that make them candidates for selection for the study (Creswell, 2014). Etikan, Musa and Alkassim (2016) state that purposive sampling is a non-random technique and does not subscribe to theories or a set number of participants. The researcher sets out to find individuals who are willing to provide information by virtue of their knowledge and experience. This type of sampling

also involves identifying and selecting individuals who are proficient and well-informed about the phenomena.

McMillan and Schumacher (2006) propose that a researcher decides on the selection of participants based on those who can provide the relevant information that would satisfy the research purpose. The sampling approach employed was shaped by two requirements: relevant knowledge and experience of the SIAS, and being willing and reflective in their sharing of information regarding the SIAS and inclusive education. A selection of criteria was devised to aid in the sampling for this study:

The eight (8) participants were chosen based on criterion-based selection. According to Creswell (2014), criterion sampling works well when all individuals researched represent people who have experience of the phenomenon. The participants in this study were selected in accordance with the following criteria:

- They are teachers of the schools that were identified to be implementing the SIAS policy in the Winelands district.
- They are prepared to contribute details about their personal perceptions relating to the implementation of the SIAS policy.
- They are willing to give details about their experiences in implementing SIAS.

3.5.2 Selection of a site

According to McMillan and Schumacher (2010), site selection refers to the site selected to locate people involved in a particular event where the data will be gathered.

The sites for this research were two primary schools in the Cape Winelands, Western Cape area. The two schools were purposefully selected because poverty and socio-economic issues were prevalent. Both schools are listed as a quintile 1 school, which means that they are both no-fees schools. According to the Veriava, Thom and Hodgon (2017), quintile 1 schools are ranked according to the level of poverty in the surrounding areas, the infrastructure, and how many homes in the community are made from wood, iron, brick, etc. Schools in impoverished areas are more likely to have a high number of learners with learning barriers (Basic Educational Rights Handbook, 2017).

From each school, four teachers were chosen to participate in semi-structured interviews and focus group discussions. All information pertaining to the schools was gathered from the school principals.

School A

School A, a mainstream school, had an enrolment of fewer than 1 550 learners. The language of teaching and learning (LoLT) is Afrikaans. The school has a learning support teacher and teacher's assistants in the foundation phase classes. The school has an afterschool programme that is facilitated by an NGO. This organisation assists learners with homework and afterschool activities. The school has the services of a social worker who forms part of the school complement, and community members who assist with absenteeism at the school.

School B

School B is a mainstream school with an enrolment of fewer than 500 learners. The language of instruction is Afrikaans. This school has no learning support teacher and no teacher's assistants. The services of an NGO, which renders therapy to learners, are available once a week.

Table 3.2: *Background and Contextual Information of the Participating Teachers*

Participant	Grade	Individual Interview	Focus group	Qualifications	Teaching experience
School B					
P1	3	I1	F1	B.Ed. (North West University) B.Ed. Honours: Inclusive Education	15 years
P2	R	I2	F2	Level 5 (Boland College) Currently completing B.Ed.	7 years
P3	1	I3	F3	B. Ed. 4 years (Stellenbosch University)	2 years

P4	3	I4	F4	Three-year teaching diploma	28 years
School A					
P5	2	I5	F5	Teaching diploma 3 years	29 years
P6	1	I6	F6	B.Ed. 4 years (CPUT) B.Ed. Honours: Inclusive Education	4 years
P7	1	I7	F7	Junior Phase Teaching diploma	32 years
P8	2	I8	F8	BA General Senior Phase (Athlone Teachers College)	30 years

3.5.3 Data collection

Creswell (2014) says that a case study involves the widest selection of data to be collected, as the researcher attempts to construct an in-depth picture of the case. Yin (2008) describes six forms of data collection in case studies: interviews, participant observation, documents, archival records, direct observation, and physical artefacts. For this research it was decided to use individual interviews and focus group discussions. Interviews are fundamental sources of case study information. They are considered guided conversations rather than structured queries, and are likely to be fluid rather than rigid. Data collection is thus a series of interrelated activities aimed at gathering good information to answer research questions, as suggested by Figure 3.3 below.
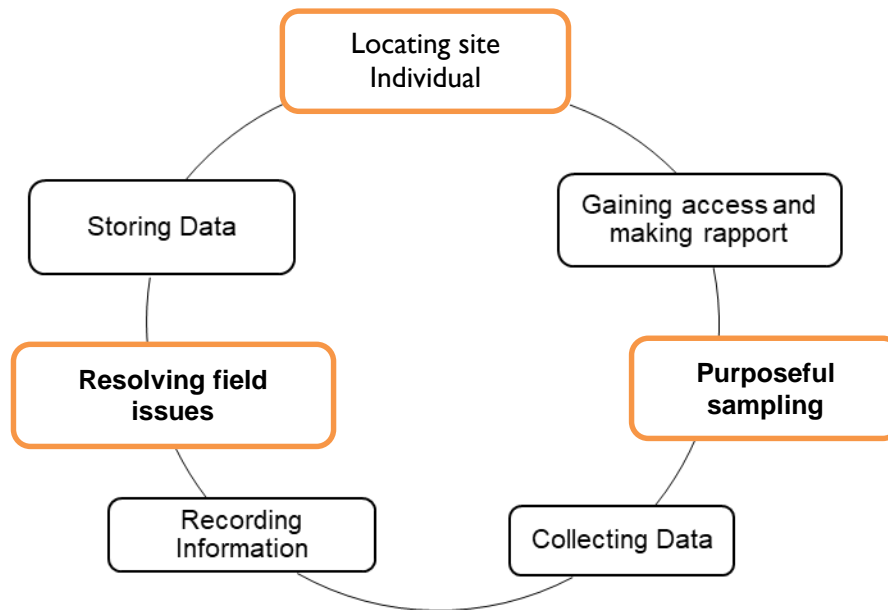
Figure 3.1: Data activities circle (Creswell, 2007)

3.5.3.1 Semi-structured interviews

In order to comprehensively address the research question, one of the data collection methods that was used comprised eight individual semi-structured interviews with the participating teachers. According to Merriam (2009), a semi-structured interview is a non-standardised interview format frequently employed in qualitative research. This partial pre-planning of questions is a key element of semi-structured interviews, as this format permits for additional questions to be asked and the order of the questions to be changed if necessary. This technique of semi-structured interviews was selected as it assisted the researcher to maintain a certain amount of structure during the interviews, but also permitted flexibility when necessary. An interview guide (Appendix A and B) was drawn up, informed by the themes identified through the literature review process. Merriam (2009) suggests that interview guides are common in qualitative research and that they comprise several specific questions and open-ended questions that enable the researcher to follow up with probes.

The researcher met with each participant in the staffroom/classroom for an interview of approximately 30 to 50 minutes. The semi-structured interview was conducted after the learners had gone home and close to the end of the term. Teachers appeared more relaxed and willing to engage in the interviews at this time. Before beginning with the interviews, the researcher explained the purpose of the research, and willing

participants had to sign a letter of consent (Appendix D). Any ambiguity in the participants' responses was clarified by the researcher to ensure that the meaning was understood. The interviews were conducted in Afrikaans, as this was the participants' mother tongue, before being transcribed. The participants felt that they would not be able to convey their thoughts comfortably if they had to respond in their second language. The interviews were then translated into English (Appendix G). By the completion of the interviews it was possible to gain a better understanding of the experiences of the participants. These interviews were audio-recorded with permission of the participants.

3.5.3.2 Focus group discussions

The second data collection method that was used to address the research question consisted of one focus group discussion at each school. Focus group discussions are defined as interviews with a group of individuals who share similar experiences, but who are not fundamentally a naturally existing group. These groups are often purposefully selected because of their knowledge of a specific field, as this provides the researcher with a wide range of perspectives on the specific topic (Terre Blanche, Durrheim, & Painter, 2006).

Darlington and Scott (2002) state that focus groups are synonymous with the advantages of group interaction. In a focus group interview, the pressure is taken off the individual participant to respond to every question, and this manner of communication triggers ideas that would not have surfaced as easily in a one-to-one interview. In this case, a group of four teachers participated in one focus group discussion held at each participating school. Hearing others talk about their experiences aided the participants to feel at ease about sharing their own experiences. Participants heard each other's responses and were able to make additional comments as the discussion progressed (Patton, 2015).

The researcher conducted and facilitated the focus group discussions. The duration of the focus group discussions ranged from 30 to 45 minutes. These interviews were also conducted in Afrikaans and translated into English. Informed written consent was given by the participants for all the interviews to be audio-recorded. The participants were informed that all transcribed data and audio-recordings would be stored on a password-protected external hard drive. This data would be kept securely under lock

and key for a period of five years, as required by law. Only the researcher and supervisor will have access to this data.

3.6 Data Analysis

Merriam (2009) states that data analysis is a complex process, as it involves moving between concrete and abstract concepts. The researcher interpreted the data through deductive and inductive reasoning and by description and interpretation. The purpose of data analysis is to transform information to answer the research question. A key principle of interpretive analysis is to immerse yourself in the data and to interpret it from a position of empathetic understanding (Terre Blanche et al., 2006). According to Merriam (2009), qualitative data analysis does not progress in a linear manner but often overlaps with data collection and data analysis. There is often no clear distinction between the ending of the collecting of data and the beginning of the analysis process.

3.6.1 Transcribing of data

The researcher transcribed all the semi-structured interviews and focus group discussions verbatim. The transcription was done by the researcher in order to retain the form of style of the participants' expressions. Merriam (2009) suggests that transcripts are not copies of the original reality, but interpretative constructions that are useful tools for a given purpose. Transcribing is a process in which the researcher translates a language from oral into written words. Hence there is always a possibility that the meanings conveyed in the tone, volume, emotions, body language, body and facial expressions can be lost.

As suggested by Lapadat and Lindsay (1999), the researcher became familiar with the data collected through the process of transcribing the interview data. Merriam (2009) recommends that researchers immerse themselves in the data. The researcher must listen to it, read it, copy it, touch it, write it and colour-code it during the process of analysis. During the transcribing of data, the research produces themes and patterns.

3.6.2 Coding

Qualitative coding is a vital part of data analysis. Coding happens when the researcher arranges the raw data into conceptual categories that are then used to generate themes and sub-themes to analysis the data (Patton, 2015).

During the data analysis process, the researcher used a three-phase coding process. Babbie (2015) suggest that the first phase of this coding process is open coding. This phase is the initial classification and labelling of concepts or themes. The researcher first read through the transcribed data to locate certain themes and to provide these themes with separate labels or codes. As suggested by Patton (2015), open coding brings themes to the fore that are submerge in the data and that stem from the researcher's initial research question.

Codes as suggested by Babbie (2015) to be short phrases, words, or metaphors that are taken from the participants' accounts. These are allocated to sections of data with similar meanings. The researcher moved back and forth between the transcribed interviews, while identifying and grouping meaningful units together. This repetitive process helped the researcher to identify codes in the research. After the completion of the open coding, it was possible to group together various codes, and this second phase is referred to as categorisation. Henning et al. (2004) suggests that this allows the researcher to obtain a general view of the data and the identifying themes.

As suggested by Henning et al. (2004), the researcher should ask the following questions regarding the data, namely what are the relationships between all the categories, what do they say about each other, what do the categories say together, what is missing, how do these categories link to what the researcher already knows, what additional data gathering or analysis has been completed, and how do these categories address the research question. Only once these questions are answered can the researcher's perspective of the data expand. As supported by Terre Blanche et al. (2006), these questions can apply to coding and categorising processes and support the emergence of the patterns from the text. In phase three, all coded data were clustered together according to the categories and sub-categories. This assisted the researcher in forming an overall picture of the findings.

3.7 The Researcher as Instrument

In any study, it is imperative to define the role of the researcher for the purpose of clarity and role identification. The researcher in qualitative research is the primary instrument for both collecting and analysing the data. The researcher does not simply follow instructions, but becomes an interpretive researcher (Terre Blanche et al., 2006). Babbie and Mouton (2001) suggest that the qualitative researcher endeavours

to become more than just a participant observer in the natural setting that is being investigated. The researcher endeavours to understand the participants' actions, behaviours, practices and decisions from their perspectives. In this study, the researcher interviewed foundation phase teachers who were implementing the SAIS policy. The interviews and focus group discussion were audio-recorded with the permission of the participants. According to Creswell (2014), the researcher's part is that of an active learner who can communicate the story from the participants' point of view, rather than an expert who passes judgment on participants. During data collection, the researcher should reflectively acknowledge her own perspectives of the phenomena so as not to impose these on the participants. McMillan and Schumacher (2010) suggest that the researcher is expected to be skilled, competent and adequately equipped to undertake the proposed research to generate reliable and valid data. The researcher's experiences regarding the SIAS policy could affect the reliability of the research, therefore the researcher focused on being non-biased during this process.

3.8 Quality Assurance: Validity and Reliability

3.8.1 Credibility

Credibility is about authenticating whether the research is believable and trustworthy (Babbie, 2015). It can be seen as the link between how the researcher interprets the research data and the actual meaning and perspectives of the research participants. Triangulation is the method of gaining credibility by gathering data from multiple sources, measures, methods and perspectives. I made use of eight semi-structured interviews and two focus group discussions (Merriam, 2009).

3.8.2 Transferability

Merriam and Tisdell (2016) state that transferability is the degree to which the research findings can be generalised to other contexts. This relates to the extent to which the interpretive account can be applied to other contexts than the one being researched. Due to the contextual nature of interpretive research, there are generally strong limits on the generalisability of findings. Terre Blanche and Durrheim (2006) advocates that the researcher can increase transferability by detailing the research methods, assumptions and contexts underlying the research. To establish a foundation for transferability and to allow other researchers to make comparisons and use this with their own work, the research report must contain an accurate explanation of the

research process, a detailed description of the research situation and context, and an explanation of the arguments for the different choices of methods (Terre Blanche et al., 2006). It is with this at the forefront that the researcher has provided extensive descriptions of the selected sites and participants. The results cannot be used to explain the perceptions of teachers regarding the implementation in all mainstream primary schools, but the research can be read and understood in the context of these particular two schools. Comparisons can be made in situations of a similar context.

3.8.3 Dependability

Dependability is equivalent to reliability, that is, the consistency of observing the same findings under similar circumstances. Merriam (1998) states that dependability is the extent to which research findings can be duplicated with similar subjects in a similar context. It highlights the importance of the researcher accounting for the changing contexts and circumstances that are fundamental to the consistency of the research result.

Reliability is challenging and problematic, as human behaviour is not static, and it is highly contextual and changes continuously, depending on various influencing factors. Merriam and Tisdell (2016) claim that reliability in qualitative research should be determined by whether the results are consistent with the data collected. They suggest possible techniques to achieve reliability in research. These encompass the explanations and assumptions of the theory behind the study, triangulation and a detailed explanation of how data was collected, to provide an audit trail.

Chapters 3 and 4 of this study describe the research process and data analysis methods used. This audit trail acts as a detailed chronological account of the research activities and includes the data collection, emerging themes, categories and analytical memos (Merriam & Tisdell, 2016). The reliability of the study was furthermore guaranteed by using more than one method for data collection. The data was continuously checked and validated throughout the research process.

3.8.4 Confirmability

As suggested by Patton (2015), confirmability is the extent to which the research findings can be corroborated and confirmed by others. It is based on the assumptions that the integrity of the research findings lies in the data. The researcher must

adequately link the data and analytical process findings in a manner that the reader is able to verify the adequacy of the findings. Merriam and Tisdell (2016) state that auditing could be used to establish confirmability, in which the researcher provides a methodological, self-critical account of how the research was done. Auditing can be documented by other researchers when documents are archived and all collected data are well-organised and retrievable. This is particular aspect was achieved throughout this study by ensuring accurate record keeping. A confirmable audit trail of transcripts and consent forms will be kept safe.

3.8.5 Data verification strategies

Merriam (2009) proposes that qualitative researchers can use various strategies to ensure the validity of data. These include triangulation, peer examination, an audit trail, engaging with the data, and the use of rich descriptions.

3.8.5.1 Triangulation

As suggested by Creswell (2014) and Patton (2002, 2015), triangulation is one of the most important ways to improve the trustworthiness of qualitative research findings. Triangulation is used to compare data to decide if it validates the research findings (it is an approach that utilises multiple sources in order to gain a more complete understanding of the phenomenon). In this study, triangulation was ensured through collecting data from multiple research participants via two methods, viz., semi-structured interviews and focus group discussions.

3.9 Ethical Considerations

Silverman (2011) reminds researchers that they should always consider the participants when conducting research. Ethical issues should be addressed before, during and after research has been conducted, as the researcher enters the participants' private spaces and this could raise several ethical issues. This is confirmed by Merriam (2009), who says that a good qualitative study is always conducted in an ethical manner. She maintains that the validity and reliability of a study are largely dependent upon the ethical decisions that the researcher makes. In order to ensure the research conduct remained ethical throughout this research process, numerous ethical principles needed to be considered meticulously.

To gain consent to conduct this study, a research proposal was presented to the Stellenbosch University Research Ethics Committee (REC), according to the university's protocol. After making contact with the institutional leaders, the researcher arranged a meeting with the principals and SBST coordinators to share the information pertaining to the research that was to be conducted (see Addendum C). This information sheet was distributed to all foundation phase teachers who could be potential participants. Having obtained the consent to proceed, the researcher prepared a submission to the Research Ethics Committee (REC) of Stellenbosch University (SU) for ethical clearance.

Official institutional consent forms were submitted to the REC once these were received from the Western Cape Education Department (WCED) (Appendix E) and the school where the research was conducted. Ethical clearance was granted to perform this study by the Research Ethics Committee of Human Research (Humanities) of Stellenbosch University (see Appendix F).

Thereafter, the principals invited the foundation phase teachers to make themselves available to become voluntary participants during a session that introduced the research study. All participants were informed of the nature of and steps in the research. The participants participated in the research voluntarily and were aware of their freedom to withdraw from the research at any time (Allan, 2016). The participants were asked to review and sign the consent forms once they had accepted to become part of the study. Anonymity was guaranteed in that no individual response was linked to a specific participant. The identities of the participants were protected through the assignment of pseudonyms, and this was only known to the researcher (Allan, 2016). Raw data containing participants' personal details were stored securely.

According to Silverman (2011), cultural sensitivity is one of the unexpected concerns relating to ethical issues. The relationship between the researcher and the participants needs to be considered in terms of values and cultural aspects. All participants in the study were treated ethically according to the principle of beneficence.

3.10 Conclusion

This chapter discussed the qualitative approach to research. It presented the research paradigm, research design and research methodology. This included the method used to analyse the data thematically and incorporated the ethical considerations that

guided this study. The main focus of the qualitative case study research design was to understand the participants' perceptions of the implementation of the SIAS policy.

In the next chapter, the focus is on the interpretation of the data and the themes that emerged from the data.

Chapter 4

Research Findings and Discussion

4.1 Introduction

The central aim of this study was to gain a better understanding of the teachers' perceptions regarding the implementation of the SIAS policy. This chapter presents the descriptive analysis of the data collected in the study by drawing on the responses from individual and the focus group discussions. McMillan and Schumacher (2006) suggest that the presentation of the data in qualitative case studies should employ the participants' actual language in order to qualify for evidenced-based enquiry. The data in this chapter is set within the participants' naturalistic context and comprises the rich descriptions of the participants' challenges presented as a narrative text.

4.2 Research Findings and Discussions

This research is grounded in Bronfenbrenner's bio-ecological framework. The interpretation of the findings and discussion of the research findings are organised from within this perspective. Before presenting a discussion of the research findings, it is vital to revisit the problem statement that guided the study within the context of its theoretical framework. The research questions were designed to probe the participants' understandings of the above:

1. How do teachers perceive their own knowledge regarding the implementation of the SIAS policy?

2. What are teachers' perceptions regarding their role in the identification of barriers to learning in the classroom?

3. What are teachers' perceptions regarding the role of the SIAS policy in assisting learners who need support?

In order to answer the research questions, I had to glean pertinent information about the teachers' understanding of and insight into inclusive education and their understanding of barriers to learning. I also needed to explore the teachers' knowledge regarding the SIAS policy. Therefore, I conducted eight interviews with participants in the form of semi-structured and focus group discussions over a period of two weeks.

Two focus group discussions were conducted, which comprised four participants at their respective schools.

4.2.1 Presentation of the themes and sub-themes

The findings collected and analysed are presented and discussed within the themes and sub-themes identified. The table below serves as an advance organiser, highlighting the themes that emerged from the data gathered through the interviews and focus group discussions. The findings presented in the sections below are supported by the participants from the actual interview transcripts. All the interviews were conducted in Afrikaans, the mother tongue of the participants. In the study, all quotes are provided verbatim and translated into English. The analysis of the data yielded the following themes and subthemes, which are presented in Figure 4.1.

Theme 1:
Inclusive education

1.1 Teachers' knowledge regarding the concept of inclusive education

Theme 2:
Teachers' expieriences regarding the SIAS policy

2.1 Teachers' self-knowledge regarding the SIAS policy

Theme 3:
Teachers' knowledge regarding identifying and addressing barriers to learning

3.1. Self-knowledge regarding learning barriers

3.2 Challenges in identifying learners with barriers to learning

3.3 Addressing learners with learning barriers

Theme 4:
Support needed to assist the effective implementation of the SIAS policy

4.1 Workshops and training

4.2 Professional support

4.3 Completing forms

Theme 5:
Existing support in different systems

5.1 Teacher

5.2 School-based support team (SBST) as support system

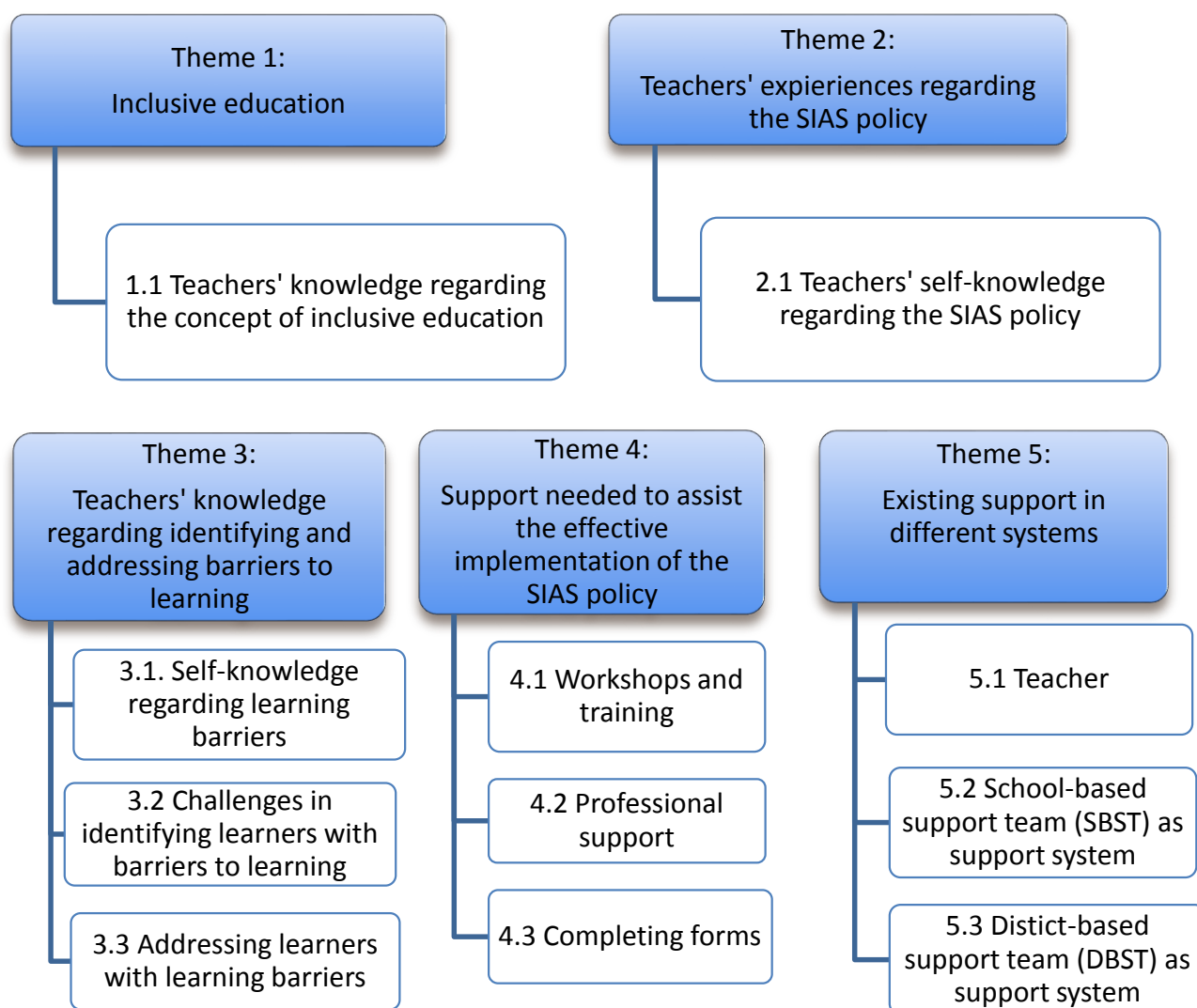5.3 Distict-based support team (DBST) as support system

Figure 4.1: Themes and sub-themes

4.2.1.1 Theme 1: Inclusive education

This is the first theme that was identified from the data sources. The following sub-theme emerged from the responses by the participants in the study and is illustrated in Figure 4.2.

Sub-theme 1.1: Teachers' knowledge regarding the concept of inclusive education

Figure 4.2: Sub-theme 1.1: Teachers' knowledge regarding the concept of inclusive education

It was found that all participants had their own unique understanding of what inclusive education meant and how it applies to them in the classroom. Some of the personal understandings are provided below:

Participants from School A:

Inclusive education is very important. It is important that a child feels that he belongs in the class. It is important that the child not feel that they don't belong. We all try do this in our own way in our classrooms, mm but we, we are not really specialised to give support, but with the little knowledge we have, we try our best, and I believe it is important that every educator in his class should ensure that every child in his class feels like they belong even if he does things in his way. (I8-F8)

Furthermore, participant 8 mentioned, "[t]he goal is that every child should reach their full potential. So inclusive education is very important to help children reach their full potential". (I8)

Oh no, it is very important, yes very important. We the teachers in the class cannot really get to it. Our challenges are great. (I7)

My perspective, the little bit of experience I have is that there are many children at our school that the teachers are not necessarily trained to teach and there is no time because we are sitting with different children. (I6)

Participants from School B:

I think, as in previous years when we were still at school, there was an adaption class. Where those children were taught one side. (I1)

You know, inclusive education is good for the child, but this makes life very difficult for the teacher. This is one of the reasons why I decided to do my honours in learning support. (I2)

Inclusive education is where you should not exclude anyone. It is very frustrating, inclusive education. (I3)

I ... mmm, one must now make room for inclusivity. It is not just the child with a disability but also the child that struggles to write. I need to find a way to help him to write. (I4)

The data indicated that the participants seemed to understand and grasp what inclusive education encompasses. The general statements the teachers made about inclusive education suggest that they believed in the advantages of inclusive education. The main finding was that the teachers working at the two schools believed that inclusive education was a way of including all learners, regardless of their learning barriers. They mentioned that the idea was to be able to have learners with different educational needs in one classroom and for all learners to have their needs met. Most participants indicated that inclusive education made teaching more challenging. The challenges referred to are their lack of specialised skills training, the diversity of learning barriers, and the limited time to complete the objectives of the curriculum. According to Swart et al. (2002), there is a notable indication that teachers are the crucial part in determining the quality and effectiveness of inclusive education. As implied by the responses of the participants, the challenges prevent teachers from creating an environment of inclusive education. This environment is embedded in the absence of an adequate specialised skill set, which appears to be only remedied through further training in inclusive education.

Mentis, Quinn, and Ryba (2005) state that formal training is imperative to improve the views and actions of teachers towards the implementation of inclusive education. According to Brian and Ryba (2005), the absence of a coherent plan for teacher training to address the educational needs of learners with barriers to learning increases the difficulty of achieving an inclusive education environment.

4.2.1.2 Theme 2: Teachers' experiences regarding the SIAS strategy

Another theme that emerged from the data was the teachers' experiences regarding the SIAS. As demonstrated in Figure 4.3, the following sub-theme was expressed by the participants.

Sub-theme 2.1: Teachers' knowledge regarding the SIAS policy
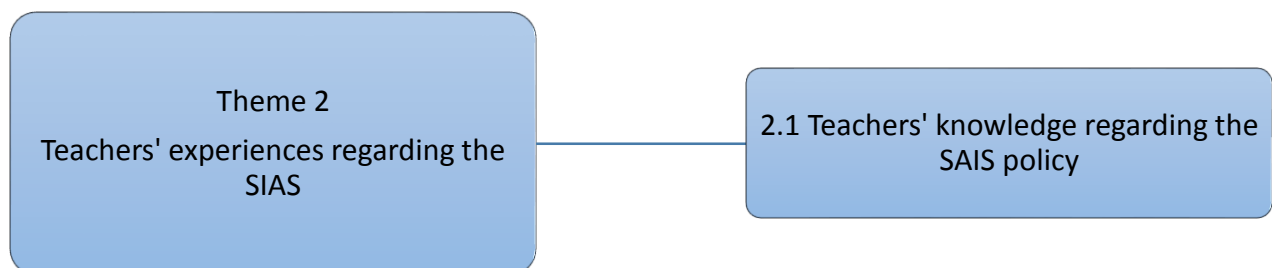
Figure 4.3: Theme 2 and sub-theme 2.1

In their responses, participants at school B indicated that the SIAS policy was for the identification of learners with barriers and it gives guidelines to teacher on how to follow the correct procedures. This is shown by the following responses:

School B:

> The document is for children who need learning support or need to be referred to other schools. This is what I understand about it. (I1-F1)

> The SIAS document is that bulky document. Yes, I read it and read it again. So to get a better understanding of the document. I forgot some of the things, but the SIAS document has nice guidelines how to do things. It is important that you follow the right procedures. (I2)

> The SIAS document is about identifying the child with a barrier. (I4)

The participants at school A articulated that they only received certain parts of the SIAS and that they do not know what the SIAS policy entails. Participant 7 revealed that she received training in a different district and this was the reason why she is aware of what this policy involves.

School A:

> Understanding SIAS, to tell the truth, I don't really understand what is in the SAIS document. Because I've never seen it. We've only, always got parts from other schools. I really don't know what is in the SIAS document. I won't really say anything about it, because I don't really know the document. (I5)

> Mm, I have heard much about it, but have not worked with one. Mmm, and no one has ever explained it to me. So mm, I don't really understand it... Mm, I have no skills, because I've never worked with the SIAS very much. (I6)

> Yes, I've worked with the SIAS in the Wellington region. Yes, a lot of information you need to record. This about the child's background. I have worked with this before. I've filled in a lot of these forms. So I'm familiar with it. (I7)

> I have very little experience of the SIAS document. Mmm I still haven't actually worked with it before. We have not really implemented it here at school. So we have only worked with the normal forms, SNA1. This we place in the learner profile and the new document that replaced the cumulative card, but the SIAS document, mmm I have never worked with. (I8)

It is evident that most teachers at school A have not received training regarding the SIAS policy. Their knowledge of the policy only extends to completing the SNA1 and the learner's profile.

The SIAS policy implementation plan for 2015 to 2016 encompasses the training of foundation phase teachers, and provincial and district officials on the implementation of SIAS (DoBE, 2014). It is apparent that the foundation phase teachers from school A have not received this training, five years after its implementation. According to Swart et al. (2002), there is an overwhelming indication that teachers are a vital element in achieving inclusive education and that they need to be prepared and given the necessary support to assist in achieving this. Therefore, training, with its focus on understanding the policy objectives and a thorough comprehension of the policy, is

essential to steer towards an effective implementation of the SIAS. As suggested by Ainscow and Miles (2009), inclusive education enquires all participants to understand and support the policy objectives.

4.2.1.3 Theme 3: Teachers' experiences concerning learning barriers

The SIAS policy focuses on the needs of all learners, especially those who are likely to be excluded or marginalised. In order to improve access to quality education and support for all learners, the strategy focuses on the early identification of barriers to learning (DoBE, 2014). The shift therefore is away from the medical deficit model to a process of identifying learners who experience barriers to learning that is aligned with a philosophy of inclusive education. The following sub-themes were identified under this theme, as illustrated in Figure 4.4.

Theme 3:
Teachers' experiences regarding the identification and addressing of learners with learning barriers

3.1 Self-knowledge

3.2 Challenges in identifying learning barriers

3.3 Addressing barriers to learning
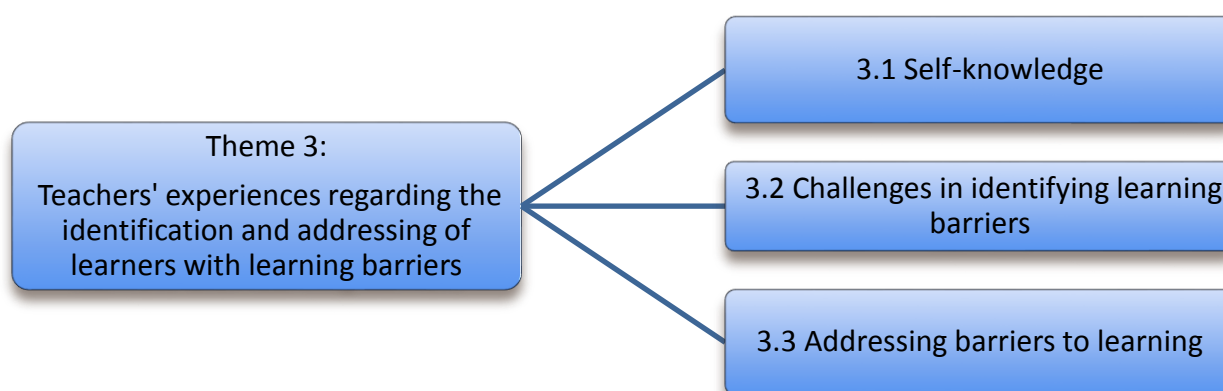
Figure 4.4: Theme 3 and sub-themes

Sub-theme 3.1: Self-knowledge

Participant 1 reported that visual perception and language are some of the learning barriers that are prominent in her classroom. She reported it as follows:

> Learning barriers. There are different barriers, like the language, mm, what the kids can do … the perception. I now see in my class, mmm what I experienced for the first time, where the children's visual perception is terribly weak. (I1)

Some participants indicated that the home circumstances of the learners are a prominent learning barrier at their school. They explained as follows:

> There is one thing that is quite striking in our community, is that now, now there are more children that are hyperactive, ADHD and that alcohol syndrome you see in various grades. You could say that is a learning barrier. Then you get a

cognitive learning barrier, but we don't have many learners who have a physical learning barrier. But there are also those kinds of barriers. (I2)

Yes, *sjoe*, we live in the Winelands, the Cape Winelands. So the biggest barrier is still alcohol. It is not just alcohol. You can name all the different names, because when mommy drinks the baby drinks as well. If mommy smokes, then baby smokes as well. When mommy takes drugs then baby takes drugs as well. (I7)

Learning barriers is a broad field. I realised that home circumstances play a massive role. (I5)

The following participant acknowledged intrinsic as well as extrinsic barriers:

For me, a learning barrier is all those external factors but also the internal factors. Those things that you can't see ... A learning barrier is anything that hinders a child to learn. I can also be a learning barrier. (I8)

He is a beautiful boy, with all his school clothes but his brain got so hurt and nobody knew his brain got hurt. So there are many barriers. (I7)

Yes, barriers to learning, it can be a lot of concepts. Mm, each child is different. They all have different barriers. So we are aware of the different barriers that may be there. (I1)

That's where children are struggling to understand things. Like reading or writing or doing sums. (I4)

Learning barriers mm, are children who are not able to learn from the normal old textbook, for whom you should give alternative methods ... other ways to think and learn, because their brains work differently... We do home visits, we ask mommy and daddy to come to school, then they don't come. You can soon hear from a child what he sees and hear. What the child learns at home. (I6-F6)

"What do I think it is? Mmm, I think a learning barrier is when a child is struggling to learn and mm. (I3)

A summary of the data indicates that the teachers did not have knowledge of the broad spectrum of the different barriers to learning and that they had a basic understanding

of different barriers. The learning barriers listed by the participants can be categorised as societal, systemic and intrinsic barriers.

The DoBE (2014) highlights that identifying learners who experience barriers to learning is a crucial step towards the provision of effective support. This is a challenge for numerous teachers, as they lack knowledge about the various learning difficulties and guidance in using the piloted SIAS strategy. The Department of Education recognised that teachers are the primary resources in the accomplishment of the goals to establish inclusive education, and said that their knowledge would be improved, and new skills developed (DoE, 2001). However, it is clear that such skills and knowledge remain elusive, as expressed by the teachers in this study. As highlighted by the participants' responses, the lack of knowledge about a wide range of learners' needs remains one of the many challenges with the implementation of this policy. The teachers also revealed that there was no training that focused on the identification of learners who experience barriers to learning.

The learning barriers identified by some participants were extrinsic barriers to learning. As stated by the Department of Education (2001), extrinsic barriers are conditions outside the learner (person). For learners attending school, extrinsic barriers can be caused by the society in which they live or by the school system. Geldenhuys and Wevers (2013) affirm that unsupportive home environments, where parents perceive support as the responsibility of the school, is one of the learning barriers that many learners experience.

As highlighted by Digman and Soan (2008, cited in Geldenhuys & Wevers, 2013), children who are negatively predisposed to their home environments struggle to meet academic demands. The lack of water, electricity and finances can cause learners to underperform. As mentioned by the participants, learners' home circumstances can contribute negatively towards the learning process. This is in line with the bio-ecological model, which acknowledges that learners' ability in school is affected by the relationships within their microsystem.

Sub-theme 3.2: Challenges in the identification of learners with barriers to learning

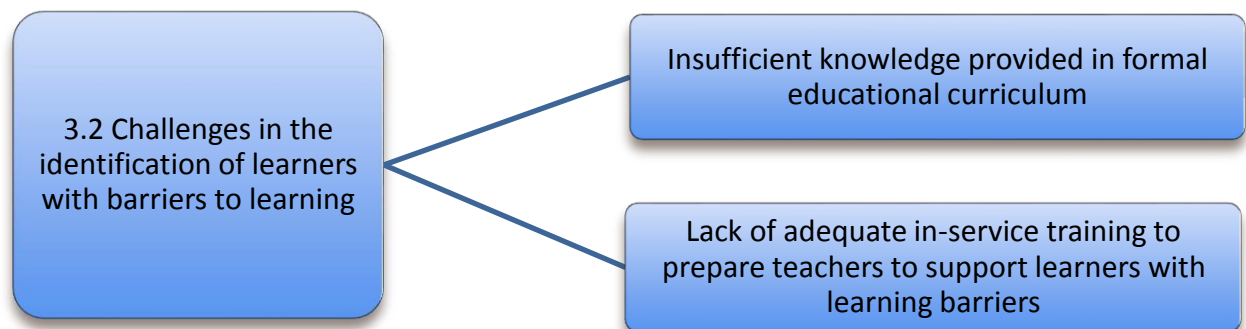As expressed by the participants, the following subtheme was identified, as illustrated in Figure 4.5.

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┌─────────────────────┐          ┌────────────────────────────────┐
│                     │          │ Insufficient knowledge provided│
│ 3.2 Challenges in the│─────────│ in formal educational curriculum│
│ identification of    │          └────────────────────────────────┘
│ learners with        │
│ barriers to learning │          ┌────────────────────────────────┐
│                     │─────────│ Lack of adequate in-service     │
└─────────────────────┘          │ training to prepare teachers to │
                                 │ support learners with learning  │
                                 │ barriers                        │
                                 └────────────────────────────────┘
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Figure 4.5: Sub-theme 3.2

Formal education and training

Most participants expressed their need for training in how to identify and support learners with learning barriers. They had attended some workshops, but felt that it was not adequate to help them support learners in the class. Their responses are as follows.

a)   There was insufficient knowledge provided in the formal educational curriculum

> Learning barriers, we did not really get training regarding this. What we received, inclusivity and learning barriers was not a big issue and was not part of the curriculum, but the little I understand is that it is about learners who struggle to learn. (I8)

Participant 6 explained that there was inadequate training concerning barriers to learning: "We've received very little information about learning barriers." She continued: "Yes, it was at university, at CPUT, we had workshops when I had done my further studies."

Participant 3 had completed her studies two years previously and indicated that "[i]t was not taught as a specific subject. I know it was part of something. I do not know if it was psychology but it was part of the subject. It was not presented on its own."

Tertiary level, no … Mmm, yes I went to Boland College. It was part of the course. (I1)

Yes, I did the extra years on my own. Mmm, distance learning, for two years part time. It was my honours in learner support. (I2)

b) **There is a lack of adequate in-service training to prepare teachers to support learners with learning barriers**

Participants from school A indicated that they had not received training on how to identify learners with barriers.

The workshops no, nothing formal. It wasn't specifically about that. (I5)

We've received very little information about learning barriers. Yes. (I7)

Mm, yes we had workshops to teach us different ways how to teach children… It was more emotional thing, how to deal with emotional issues. We've received very little information about learning barriers. (I6)

No it is actually one of the things we always indicate in our IQMS, but no such workshop has ever taken place. I have indicated it in my growth plan this year …. if we get a little more support and training in learning support, instead of training educators in class discipline. If I had a choice between giving up two Saturdays to do discipline or learning support, I will definitely choose learning support. (I8)

The participants from school B indicated that they have received some training.

We get information sessions where we all sit. Mmm, this year, some people from the department came to talk to us about it. (F2)

The department sometimes offers. Then we must go to places. Or they come to our school to show us the ropes. (I4)

Participants from school A said that they were not adequately trained in how to deal with learners with learning barriers. As mentioned by participant 8, adequate training was identified as an area of focus on their IQMS growth plan.

A critical part of all initial and continuing professional development opportunities is that they should challenge teachers' understanding of barriers to learning and their beliefs

about effective teaching and learning practices (Jordan et al., 2009). As acknowledged by Engelbrecht et al. (2015), the current initial and continuing teaching education programmes should prepare teachers for complex and diverse classrooms.

Walton and Lloyd (2012) also affirm that a lack of appropriate pre- and in-service training and preparation for inclusive classrooms constrains the implementation of inclusive education in South Africa.

Participants from school B affirmed that the district presented training at school and other locations. As confirmed by Mkhuma, Maseko, and Tlale (2014), time spent on workshops offered by the district is also limited. A workshop on the identification of learners in which a lot of information was presented in less than three hours left teachers confused over the issues that affect the identification of learners. It is therefore evident that effective support could not be provided adequately to learners at school level.

Sub-theme 3.3: Challenges in supporting learners with barriers to learning

Most participants in this study indicated that supporting the learners with barriers to learning has challenges. Some participants felt that learners might benefit from the lesson when given individual attention, and some proposed that learners with barriers be accommodated in separate classes from the mainstream class. This following sub-theme is illustrated in Figure 4.6, followed by the responses of the participants.
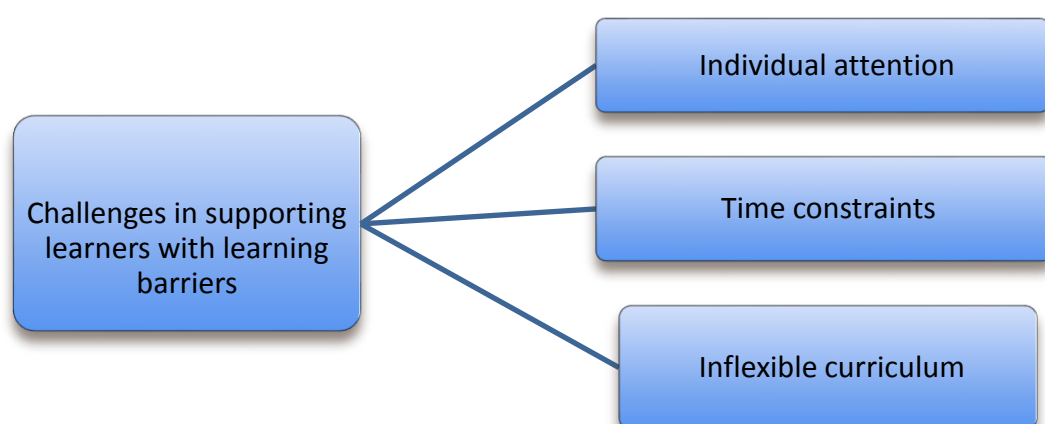

Figure 4.6: Sub-theme 3.3: Challenges in support learners with barriers to learning

Most participants in this study indicated that supporting the learners with barriers to learning posed challenges. Some participants felt that learners might benefit from the lesson when given individual attention, and some proposed that learners with barriers be accommodated in separate classes from the mainstream class. This is shown by the following responses: inflexible curriculum

Individual attention

> As I have heard in the old days, there were special classes or areas where people could work with them. What we do not have but worked. I think is much better because we do not have the space and the time to take those children separately. Learners that cannot learn in big classes. (I6)

> I think, as in previous years when we were still at school, there was an adaption class. Where those children were taught one side … I think the child should then be in a special class. (I1)

Time constraints

> I think in class, there are some times we don't. The time is too short to work with all the children who are weak and need that attention. (I1)

> Sometimes I work through interval, and in the afternoons. (I2)

> We, we don't have enough time. I will keep a group of learners in the afternoon and then we do sounds and work with phonics. (I7)

Curriculum

> Yes teaching is a nightmare, and to present it. You are pressured to work according to a programme. (I2)

> … the teachers are not necessarily trained to teach them and there is no time because we are sitting with different children. (I6)

> What do we do as teachers? We can address it and make a note of it, but there is no time to go deeper into that child's barriers. In the end, that child must also do the assessment. I think time and more hands to help. Our school's teaching time will be extended from next year to accommodate the isiXhosa subject.

> Already we have so many things happening, and then this one comes with this meeting and that meeting. (I7-F7)

The SIAS document (DoBE, 2014) conveys that curriculum and assessment adjustments are vital to allow learners at multiple levels of functioning to access the curriculum and assessment tasks. These accommodations are best managed at the classroom and school level.

With reference to the above statements, it is evident that the curriculum should be flexible to accommodate the diverse needs of the leaners. On analysing the research data, it became evident that individual support was one of the most pronounced responses given by a number of participants. As stated by Nel et al. (2014) learners with specific learning needs need more structured and individualised intervention and support.

It is evident from the participants from schools A and B that the lack of time due to the curriculum makes addressing learning barriers very challenging. Time was reported as a major problem, as the participants have too much administration as well as other responsibilities at the schools. According to Engelbrecht et al. (2015), individual support is taking place, but the load of the curriculum (CAPS), the lack of parental involvement and the different teacher qualification levels hinder teachers' ability to give learners with barriers to learning the adequate support that they need.

The participants clearly emphasised the support provided by teachers in various classroom contexts. Individual support was given; however, this was not always possible to employ, especially if the classrooms are overcrowded.

Participants indicated that big classes made it very challenging to provide individual attention to learners in need of support. Some participants spent afternoons and even intervals to support learners with learning barriers. They see this as the only opportunity to support the learners.

Overcrowded classrooms are one of the additional stressors facing teachers. This adds to challenges with regard to discipline and individual attention to identify and support learner needs (Engelbrecht et al., 2003).

As revealed by Dreyer (2014) regarding the provision of learning support in an inclusive system, support aimed at addressing barriers to learning in mainstream schools is not implemented effectively.

4.2.1.4 Theme 4: Support needed to assist in the implementation of the SIAS policy

Adequate resources was one of the key aspects identified by the participants in the study in order to improve the effectiveness of the implementation of the SIAS policy, such as training, workshops, learning support teachers and teacher assistants. The support needed is indicated in Figure 4.7, with the themes and sub-themes.
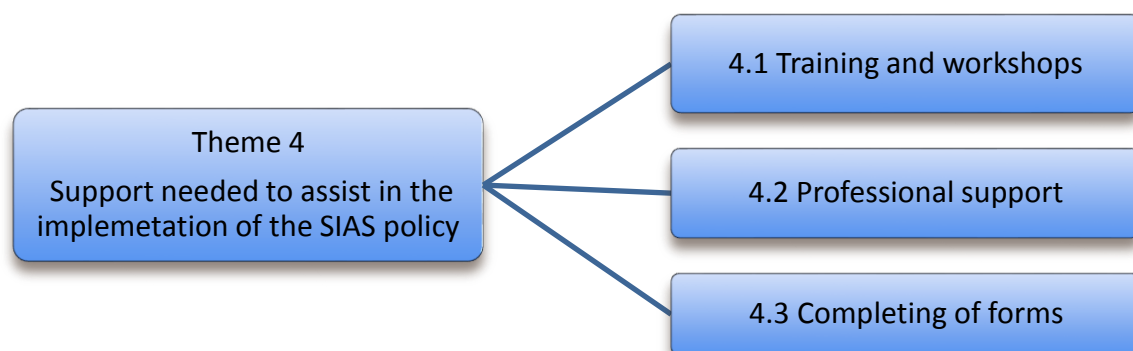
Figure 4.7: Theme 4 and sub-themes

Sub-theme 4.1: Training and workshops

The participants reported that they need training and more workshops to assist with the implementation of this document. Some participants highlighted that they have numerous questions due to the unfamiliarity of the document.

> No, I need a lot. … Where I can have a workshops or two … It is something new and there are always a lot of questions about things we don't understand. We cannot answer those questions. You know with everything new there are always teachers that are not on board. (I1)

> Yes. Yes, workshops and tertiary course to bring me up to that level. (I4)

> Mmm, I need training, someone that can come here to explain this SAIS document, perhaps with workshops or a course for us that involves every

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question on that document. Yes, definitely more training to explain to us how all this works. Like someone but not a teacher, that we can go to it. You've now experienced this today. What can you do? Someone who can support you. Most of the time, you don't know yourself. (I3)

Only when I know what is in there will I be able effectively implement it. I can't implement anything if I don't know what's in that book, and only know parts from it. We all need to focus first and understand the document. Sir talks about the SIAS document, the SIAS document is this and the SIAS document is that. I feel we all need to own our own document. If we get it from the internet. We have to know what is in that document. (I5-F5)

Mmm, training sessions and more regular monitoring…follow-up sessions. (I6)

Yes, yes training. You can see when there is something different with a learner but I think training is the biggest thing. (I7)

So many children struggle but I don't have the knowledge and methods to help them. … I would say more training. Yes, most important training. I am talking about training. (I8-F8)

… mm, yes it can work well if you have an assistant and you have a little more training to help that child. As soon as we know how to assess that child, we know how to make concessions in the classroom, for that child. But to do this practical and apply it is very difficult. (I2)

I feel I don't always know what to do with them, especially someone who has a learning barrier. First, you must be able to identify the barrier. So, if you identify the wrong learning barrier and your intervention is wrong. … You don't help the child. You think the child cannot read only to later discover that the child is just very shy. You have been giving words and flashing words. So you made the wrong diagnosis … Maybe if we had a specific tool or guideline that can help us to identify learners with learning barriers. Then you can support the learner better. (I3-F3)

I have noticed that more and more we sit with learners that have learning barriers and that the teachers are not equipped to work with those learners. (I2)

Actually, definitely more and more training in learner support. (I8)

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The participants clearly emphasised the support they needed to effectively assist in addressing the diverse needs of the leaners. They highlighted clear guidelines and adequate training as the most crucial needs.

Participants I2 and I3 indicated that a practical guide and guidelines to assist teachers in how to support learners with learning barriers would be very helpful in the classroom.

On analysing the data collected from the participants, it was evident that the majority shared the same views and concerns regarding the lack of training of teachers to provide learning support to those learners with barriers to learning. As stated in Education White Paper 6 (DoE, 2001), the main function of the DBST is to provide a full range of education support services, such as professional development in the curriculum and assessment. This directive of the policy is clearly absent in its implementation. For inclusive education to be successful, it is imperative to provide teachers with adequate resources, training and planning time with the co-teachers. When teachers are fully prepared, inclusive education can yield positive results (Geldenhuys & Wevers, 2013).

Sub-theme 4.2: Professional support

As recommended by the DoE, the establishment of a functioning SBST and the appointment of a learner support teacher are seen as priorities in inclusive education.

The following participants highlighted the need for a functioning SBST and learner support teacher:

> Look, over the years since it is required to have intervention programs and intervention plans and LITNUM, we had afternoon sessions, but unfortunately it didn't pan out. You know when the sports and other things start, then everything falls flat. But you do see with those children that that little time, really helped, that extra attention in the afternoons. (I8)

> If it was up to me I had done everything in my power to get a learning support educator back at our school, or a class assistant. (I5)

> But if there is someone at school that can see the child in a different way. Just go to teacher x for 10 minutes. Then maybe teacher will see the child in a different way. Just observe the learners for 10 minutes and maybe you see something different in that child. (I3)

Yes time, yes time and if we had a learning support adviser. (I5)

We have been asking, please get us class assistants. The schools that make great progress are the schools who have class assistants. (I8)

From this response from participant I5, it is clear that school B has no learner support or teacher assistants, which are necessary to support teachers. The presence of a specialised teacher in special needs education or remedial education is seen as a crucial element that would help the school to improve with regard to addressing the diverse learning needs of all learners.

You know, not all schools are so lucky as to have class assistants. Peebles and the after-school programmes that help our learners. This supports the teacher in the class. (I2)

See, a big plus point is that the psychologist visited Thursdays, to help us. Maybe they see something. The school should not take the psychologist away. (I5)

We had a team that helped us, and worked with our children on Thursdays and I think Tuesdays. Then they would support the children, also they would test the children and write a report to explain the level at which the child is working. Maybe the child is six years old but only work at a three-year-old level. This helps a lot. (I3)

Here at school B, we have our assistant in the classroom. Where at other schools you are stuck with big classes with 30 children and then grade 3 there are up to 35 children in a class … our children are a little less and we have assistants. They really help us to do our jobs better. (I2)

At another school we had the learning support adviser. She had first-hand experience. We discuss it with each other because we didn't get the training. If I can get support with the learners, someone that can help me to work with that particular child. (I5-F5)

We did not get training. I would say get people who work with it every day, like teachers from Ligstraal to train us. The district must coordinate all of this. We are just stumbling around. (I8)

The response from participant 8 indicates that the absence of teacher assistants in classes is detriment to continuous intervention sessions, especially when teachers have commitments of co-curricular and extra-curricular activities.

School B has support from various individuals that support the school. The class assistants assist with administrative duties, and the learner support teacher assists with learners who needs intervention. Numerous other organisations visit the school to assist the teachers with learners and help with intervention strategies. The participants indicated that the support they offer is invaluable to learner support.

Sub-theme 4.3: Completing of forms

The SIAS strategy shifts the focus to a holistic approach, from which an entire range of possible barriers to learning are considered. Support programmes are designed to assist learners to gain access to learning (DoBE, 2014). The following comments relate to the support programmes that teachers have to design.

> It is expected of us to have an ISP for each child. No one has come to explain how to set up an ISP. How am I going to work with that particular child? The child does this and the child does that. And it is quite important to us. We also don't have that support at the moment. (I8-F8))

> Like the SIAS document, we really have not really used it. This is not a working document with us. We have the forms but we neglect those types of documents. …. Our forms are never completed because our parents don't give the correct information. Or the aunt came to enrol the child. So we never really get all that important information. (I8-F8)

> It is very time consuming to fill in the forms. We do this in the afternoons. When the kids are gone we do our admin. (I1)

> It is a lot of information that must be filed. You have to take the stuff home with you. It is all the admin that gets us down. Time is the biggest challenge. (I7)

> As a teacher it is a lot of work. That document is like a book you must study because you didn't get the training. (F5)

> You gonna get up at 3 at night to complete those forms. but it's important to know why you are completing those forms. (F6)

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The SIAS policy consists of a series of official forms that have to be used by educators, the SBST and the DBST. It prescribes the provision of support in the SIAS process for learners with barriers to learning (DoBE, 2014).

It is evident from the above participants that populating the forms and completing the Individual Support Plan (ISP) for each child is time consuming. Participants reported that the lack of information to complete the form is due to lack of parental involvement and incorrect information from guardians. Participants spend time at home and after school to complete these form. The implications of this is that learners' needs are compromised due to the lack of expertise of teachers and insufficient time to design their support programmes. It is evident that learners cannot be identified or supported due to these challenges.

4.2.1.5 Theme 5: Existing support systems when implementing the SIAS policy

The SIAS implementation takes place on different levels, with each level having its own intervention focus. This process involves three stages – the initial screening, identifying and addressing barriers to learning at school level, and then the same at district level (DoBE, 2014). As indicated in Figure 4.8, these different stages have different support systems and are identified as sub-themes.
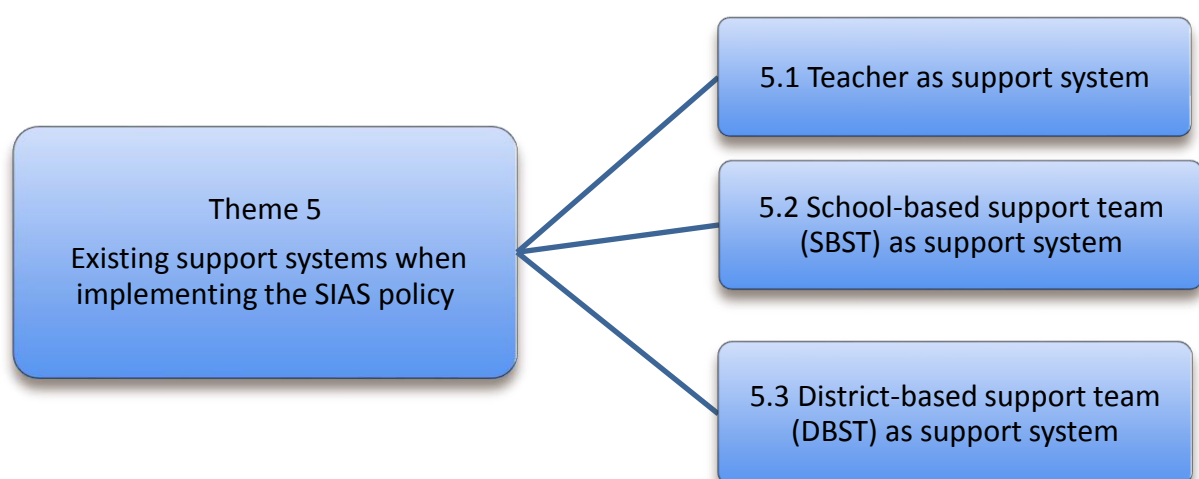
Figure 4.8: Theme 5 and sub-themes

The data suggests that there are existing support systems at schools A and B. I was able to see it in the following areas during the data collection:

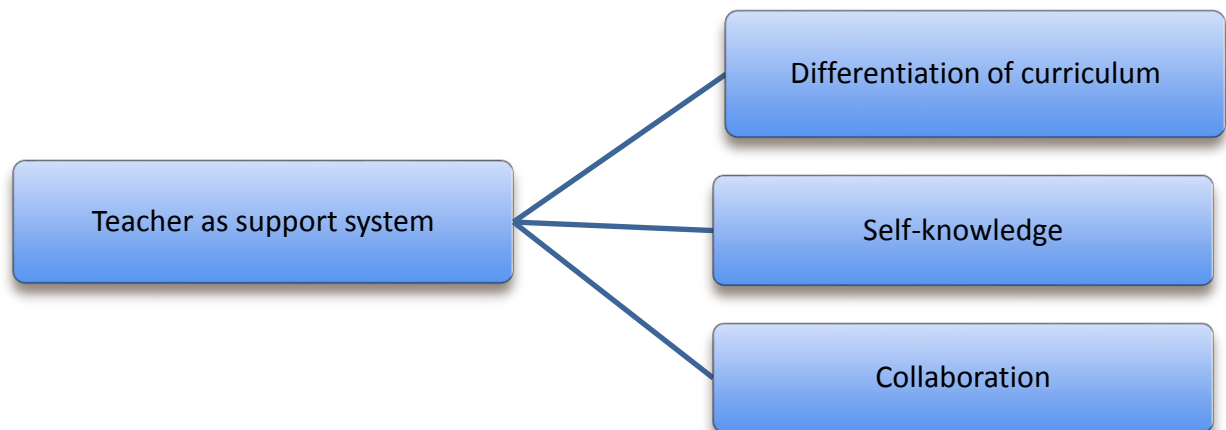**Sub-theme 5.1: Teacher as a support system**

Figure 4.9: Teacher as a support system

Differentiation of the curriculum

Mitchell (2015) highlights that curriculum differentiation is a key strategy for responding to learners with learning barriers and their diverse learning styles and needs. It entails processes of modifying, changing, extending and adapting, and different assessment strategies, teaching methodologies, teaching strategies, and the content of the curriculum. It also takes into consideration the learners' interests, ability levels and backgrounds.

Curriculum differentiation is fundamental to inclusive education. However, the participants remarked that the workload of the teachers made curriculum differentiation very challenging. To provide administrative support to teachers, as well as offering learner support, the school employs teacher assistants.

The following responses were recorded by the participants regarding the differentiation of the curriculum:

> We teach our own programme. We make our own reading booklet. (I8)

> We work in groups in grade 1. We have different groups … You must give each group work on their level. (I3)

> When he comes to me in Grade 3, I know if he can't read and that I have to go back. I must build word, and build sound with him. … He can perhaps not write. Now I need to get a way get him to write. Maybe he must do his test orally or show me pictures or show me the answer. I can't push him one side because of his learning barrier. I need to find a way. (I4)

> I teach phonics to the class. Group one and group two, they know their sounds, but with group three, I need a different method to teach that sound … In previous years, I worked with the grade 7s after school. Just a different perspective to teach reading and reading with understanding. (I8)

In the case of participant 8, a foundation phase teacher, she indicated that she spent afternoons assisting grade sevens to read with understanding.

All teachers were willing to differentiate the curriculum to help address the different barriers to learning experienced by the learners in their classes. Participants explained that differentiation of the curriculum assists in accommodating learners with learning barriers. Most participants used this strategy in the classroom. Some participants indicated that they had to offer after-school classes and sessions during intervals to accommodate all the learners' barriers. Most participants indicated that, although this is an essential type of intervention, it comes with many challenges.

The competencies related to the SIAS strategy lie with the different levels of authority within the system, where the teacher gathers information and identifies learners at risk. The teacher develops classroom-based interventions to address the support needs of the learners identified (DoBE, 2014). Byers and Rose (2004) highlights that effective differentiation will assists learners to compensate for intrinsic and extrinsic barriers to learning, and it forms the basis for customising learning programmes. It also promotes harmony between the teacher's teaching style and the learner's learning style.

Continuous learning experiences

Continuous learning experiences is a key element in the implementation of the SIAS policy.

> Children with new learning barriers … then I have to train myself or have to Google because I have not yet dealt with that kind of barrier. (I6)

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We all try do this in our own way in our classrooms, mmm … but we, we are not really specialised to give support, but with the little knowledge we have, we try our best. You go the extra mile and go do research and see what I can do for the child. (I8)

Yes, I did the extra years on my own. Mmm, distance learning, for two years part time. It was my honours in learner support. … I decided to equip myself. I came to a stage that I did aftercare work. I saw that you really needed the knowledge to be able to really help that child. For the children to be able to learn better. Then you can't really do what you want to do to reach the child … Mm, you write it down. You go home, then you sit down and literally Google these things, you go through the books. (I2)

As indicted by Swart and Pettipher (2016), teachers are expected to be dynamic, innovative and competent in their teaching methods to accommodate the different learning styles of the learners.

The participants stated that their training did not prepare them to teach learners with learning barriers. Irrespective of this shortcoming, teachers tried in their own way to compensate for this by furthering their studies, connecting with colleagues and doing research. The participants recognised that practise and skills will only enhance the learners' learning experience.

Although it is not a requirement for staff to have specific skills to deal with learners with barriers to learning, the school acknowledges that ongoing staff development, sharing and learning are important. There is recognition amongst staff that, although one may understand the theory of inclusive education, it is only through practise and experience that skills will be enhanced.

Collaboration

All participants indicted that collaboration and supporting each other are vital to supporting learners. The participants gave examples of how teachers share their ideas and skills with each other to enable all staff to cope with the stresses of providing for the diverse learner needs.

That my husband is in special education … I will go to him with a child's book or with a scenario and it's … he helps me … he shows me what can I do. (I8)

I know that many people who I studied with, will also talk to me about the SIAS document and then they will guide me. (F6)

When you get your child, you make observations. You ask the previous teacher and hear what she has to say. ... ask his previous teacher. Then we also discuss regularly, we share ideas. Like what worked for you, what did you do, what helped the child. (I2- F2)

I also think that I can be as a learning support teacher and assist teacher. To work with an adapted programme for those learners. I think I will be able to work with them according to that programme. (I7)

Look, I'm always open. I go to her (teacher X) for help and advice and we work great together. I will always ask her if she wants whatever I made something for me. Try it with your students or something. (I5)

Collaboration appears to be an essential element in implementing the SIAS strategy, as indicated by the participants above. According to the Department of Education (2001), collaboration is crucial in the implementation of inclusive education, as teachers draw on each other's expertise and they provide support to each other. This collaboration takes place when two equal parties voluntarily engage in shared decision-making while working together towards a common goal (Swart & Pettipher, 2011).

Collaboration at school A extends to the specialist professionals, which include psychologists, social workers, occupational therapists and learning support teachers who form part of the school support system.

So I think I have that skill to come up with that barrier in reading. I think I'm very creative. I will quickly try something and my creativity to get the child there. (I7)

But with regard to progress, we have definitely made progress. Mmm, with the learners that have adapted programmes. I think when you teach at a school for so long you become part of the furniture, but you get to know the community and the families. So when you complete that form you know all that information because you know the families. (I8-F8)

I think the little competency, the little that I have, comes with years of experience. You go the extra mile and go do research and see what I can do for the child. (I7)

So when we go back, we know what to fill in where. Because it's the problem we usually have. We go a little further and we check so when the child come to me I know that child already. (F4)

I think it's my experience I have. And then I think you can not harm the child, you can only help the child. (I7)

Self-knowledge gained through teaching experience is a tool from which teachers draw as a support mechanism, as indicated by the participants above.

Sub-theme 5.2: SBST as a support system

Yes, follow up sessions for us, maybe once a term. At the start and end of a term. Or something like that. So we can know if we are doing the right thing. Are we filling in the right things? Mm, and especially people who are new in the school, 1st years. (I6)

More discussions with the SBST. We are not on par yet like we should be. We talk in the corridors and in our classroom but we don't fill in the forms. (I7)

Like when we meet with the SBST, we will see that many children have more or less the same barriers. She (coordinator of SBST) will email examples to us on how to complete the forms. We are very lucky, not all school have this kind of support. (F2)

Two weeks ago, teacher Y (SBST coordinator) again explained to the entire school how to complete the forms, because there are new teachers. Then she showed everyone how to complete the forms. The SBST, they give a lot of guidance on how to fill in the forms. They will also let us know when it is time for the department to come to the school. Like we must have our forms ready when they come. (I1-F1)

There is a prevalent SBST support system in place at both schools, as mentioned by the participants above. As indicated by the participants from school A, it would be

helpful if they had more discussions and follow-up meetings with the SBST, but due to their loaded programme at the school, this remains a challenge.

School B, on the other hand, indicated that their SBST, and especially the coordinator, had given support for the implementation of the SIAS policy. They also mentioned that they had the necessary support structures in place to help them do this. This level of competence is spearheaded by the active involvement of the SBST coordinator to create opportunities for teachers who need support.

All participants from school B indicated that the class assistants and learning support teacher helped and supported them. There were different NGOs that regularly visited the school and supported the teachers with learners that need interventions.

The SBST's primary function is to assist the teacher and not the learner. If, with the assistance of the support team, the teacher does not succeed in helping the learner, the next step is for a team member to assist the learner (DoBE, 2014).

> Our learning support teacher works not just with the learners who struggle, but she takes the isiXhosa learners from grade R and helps them with their Afrikaans, to help them improve their Afrikaans. (F3)

Participant 1 supported this statement during the focus group discussion with the following reply: "Yes, yes, especially the grade Rs. She (learning support teacher) gives them extra classes." (F1)

Participants 3 and 1 indicated that the learning support teacher assisted with interventions for the learners whose mother tongue is not the language of learning and teaching (LOLT) of the school. The Guidelines for Inclusive Teaching and Learning (DoBE, 2010) state that learners whose home language is not the school's language of learning and teaching should receive particular attention and support. It is emphasised (Nel et al., 2013) that teachers must be cognisant of the challenges that might arise when learners are taught in a language that is not their mother tongue. It is clear that school B has focused on this and is addressing these barriers with the necessary support.

Sub-theme 5.3: DBST as a support system

> It was about two years ago. The district's people are now only a bit phased out. They first taught us and showed us how to fill in the forms. Now we should know

how to complete the forms. … teachers said they still did not understand how to fill in the forms. Then they came to us again one afternoon. They went through the forms again with us, step-by-step. How to fill out the forms … The skills I got are what I learned when the occupational therapist worked with us. They supported learners. They mm, they were tested and they gave us feedback. They showed us how to fill in the forms. That is why I know how to complete the forms. Everything from the SNA1 to SNA2 the IPL and the individual. (I1-F1)

Yes, yes, yes. They are referred and later the psychologist came, and the parents gave their consent. Then we apply at skills school. (F4)

Then they tested the learners if they must go to school of skills or whether it is something small that we can solve in the classroom. (I3)

We get information sessions … Mmm, this year, some people from the department came to talk to us about it. Mm, what to do, how to do it, how to help the children. (I2)

Yes, yes. The learners that go to the psychologist. When we get feedback, they help us with what we can do and we make our own programme. (I8)

We will get feedback when the department was here. Teacher Y (coordinator) will inform us and give the feedback. (I1)

White Paper 6 (DoE, 2001) states that the primary function of school-based support teams is to put in place properly coordinated learner and educator support. This support is established through the process of identifying and addressing learners, teachers and institutional needs. The effectiveness of school-based support teams is established when there is constant monitoring and support from the district-based support teams. From the responses of the participants from School A, it is clear that they receive no monitoring and support from the DBST.

As stated by Makhalemele and Nel (2014), international research substantiates that teachers and learners acknowledge that formal support has a positive impact on academic progress. This is facilitated through the establishment of district-based support teams (DBST) that become a key structure for learner support.

It appears from the responses of participants 1, 2, 4 and 8 that continuous support is given by the district support teams. As stated above by the participants, this contributes

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to positive academic progress. However, the psychologist referred to by participants 4 and 8 is not from the DBST but from an NGO.

The implementation of inclusive education requires the joint responsibility of teachers, learners, parents, the SBST and the DBST, as well as the community (Du Plessis, 2013). This can only be accomplished if all stakeholders play an integral part in building an inclusive school. As discussed in Chapter 3, this study is embedded in Bronfenbrenner's bio-ecological model, which emphasises the connection between the different systems and how they influence each other.

4.3 Conclusion

Chapter 4 has examined the data emerging from the interviews and focus group discussion. It has revealed the themes and sub-themes that emerged from both data sources. The focus of this chapter was on analysing the data in order to answer the primary and sub-research questions. According to the data, the teachers' perception is that inclusive education is a positive step towards giving all learners the best opportunities to learn. However, the teachers felt that they were ill equipped to manage the different learning barriers in the classroom, and that these challenges could be better managed if there were sufficient resources.

In addition, the participants indicated that the SIAS policy is being implemented at their schools but, as the case manager of this process, they face many challenges in its implementation. It therefore is concluded that teachers need intensive training in how to implement the different aspects of this policy. Chapter 5 presents some concluding remarks and recommendations, as well as comments on the limitations of the study.

CHAPTER 5

CONCLUDING REMARKS AND RECOMMENDATIONS

5.1 Introduction

This qualitative case study was an investigation of the experiences of foundation phase teachers with regard to the implementation of the SIAS policy. The previous chapter provided a comprehensive account of the data collected through semi-structured interviews and focus group discussions relating to the research question.

The theoretical framework of this study was informed by Bronfenbrenner's bio-ecological systems model of human development. It takes into account the different systems and personal characteristics that affect the participants' responses and perspectives.

To be able to understand, describe, and interpret the participants' perspectives, research founded on the interpretive paradigm was used to approach the following research question: What are teachers' perceptions regarding the implementation of the SIAS policy in a mainstream primary school? The specific aims of this study were to:

- acquire knowledge of how teachers perceive their role in the implementation of the SIAS policy;
- gain knowledge about possible challenges that teachers might experience with regard to the implementation of the SIAS policy; and
- acquire knowledge about the support that teachers might require in the implementation of the SIAS policy.

In this chapter, concluding remarks and recommendations are made about how to improve the implementation of inclusive policies at mainstream primary schools, based on the data analysis and discussion. The significance and limitations of the study are furthermore examined, and suggestions are made for possible future research.

5.2 Concluding Remarks

McMillan and Schumacher (2006) states that qualitative data analysis employs inductive analysis, which allows the themes to emerge naturally rather than being imposed prior to the data collection. In this case study, the data indicated that teachers'

perceptions regarding the implementation of the SIAS policy can be divided into five themes. The themes are:

- Inclusive education;
- Teachers' experiences of the SIAS policy;
- Teachers' knowledge regarding identifying and addressing barriers to learning;
- Support needed to assist in the effective implementation of the SIAS policy; and
- Existing support from different systems

The data generated and the themes and sub-themes that emerged all form part of a process that essentially allowed the researcher to answer the original research questions. These themes and sub-themes were discussed in Chapter 4. Flowing from this are some recommendations to assist in the effective implementation of the SIAS policy.

A substantial amount of research has been conducted on the implementation of inclusive policies and the challenges experienced in the implementation of such policies. However, teachers are still unsure about and struggling to cope with the demands of implementing the different inclusive policies. The SIAS policy was implemented to help facilitate the identification and addressing of barriers to learning, to provide vulnerable learners with adequate support, and to help steer inclusive education in South Africa. Through this research, it was discovered that teachers still deal with the same challenges highlighted by numerous research findings (Donohue & Bornman, 2014; Nel et al., 2016), as discussed in Chapter 2. All the participants in this study stressed the importance of adequate training and having appropriate support systems in place in order to alleviate these challenges. Some participants at school A mentioned that their support in the form of the learning support teacher had been taken away. This made supporting learners more difficult and teachers had to come up with creative ways to support each other. Collaboration and the sharing of information are paramount at the school level, as this creates a space for sharing knowledge gained from different teaching experiences. This research highlighted that the participants at school B believed that they were well supported. Therefore, they felt that the challenges were manageable. These circumstances contribute to their generally positive attitude towards the implementation of the SIAS policy.

According to Education White Paper 6 (DoE, 2001), teachers are the key role players in the implementation of inclusive education. It therefore is imperative that teachers receive the necessary support to accomplish this mammoth task. Much of this rests on the shoulders of the support teams at the district and school level. Appropriate support can assist in the ultimate goal of schools becoming more inclusive and providing adequate support to all learners.

5.3 Recommendations

As indicated in Chapter 4, the participants in this study had different understandings of what inclusive education means and how it should be implemented. It therefore is recommended that the management of both schools should continue to encourage the existing culture of inclusive education and nurture the views of the participants that every child can learn and reach their full potential.

The findings of the study indicate that there is a definite gap between policy and implementation. All participants seemed to understand their role in the implementation of the SIAS policy, and the need to collaborate with colleagues, devise individualised support plans and differentiate the curriculum to support learners with learning barriers. However, they experienced challenges with regard to completing the necessary forms. Some participants had received only parts of the SIAS document, yet it was expected of them to understand and implement the policy. It therefore is recommended that the Department of Education provide teachers with in-depth in-service training on all the important inclusive policy documents, like the SIAS policy. They should also be guided through the whole SIAS process. Continuous training opportunities should further be made available to all staff members on a regular basis through professional development opportunities at school level. The school-based management team should ensure that all staff members are always kept up to date with the latest developments and changes in education.

Individual support for learners is crucial when supporting learners with learning barriers. The participants from both schools indicated that this kind of support sometimes happened during breaks and after school. This not only places a burden on teachers, as it interferes with their time for administrative work and extra-curricular activities, but also creates exclusionary practices. It is recommended that management assists in the employment of teacher assistants to support the teacher in the

classroom. This will allow teachers to create opportunities to support the learners in the class.

The participants emphasised that they had not received the training needed to support learners while attending tertiary institutions. This is due to the fact that the majority of participants completed their studies more than 25 years ago. The focus at the time was not on inclusive education and identifying and supporting barriers to learning. The participants who had completed their studies fewer than 10 years previously indicated that there were modules that dealt with inclusive education and addressing learning barriers, but there was no focus on the SIAS policy, as this policy was only implemented in 2015. The data suggests that various aspects of the SIAS should be incorporated as part of the module of inclusive education at the undergraduate level, which would guide new students at tertiary institutions on the screening, identification, assessment and support of learners with learning barriers. This should be continuous and emphasised as an important component of the training programmes. It is crucial that teachers have knowledge regarding the process of identification and support.

A well-functioning school-based support team is central to learner support at school level, as it plays a vital role in monitoring and providing teacher support. To ensure optimal functioning, it is clear that collaboration between the members of the SBST is crucial. It is therefore suggested that all members of the SBST should be creative and flexible and function as a team.

Support structures at the district level (DBSTs) should further provide intensive support with regard to different teaching strategies and differentiation of the curriculum in order to equip teachers to support learners with learning barriers.

Finally, with regard to this study specifically, it would be beneficial to connect school A with other schools in their district, especially full-service schools. This would provide the school with an opportunity to receive the extra support and help needed to facilitate their understanding and implementation of the SIAS document.

5.4 Strengths of the study

Due to the nature and structure of the research design, the study gave rise to in-depth insight into the experiences of eight purposefully selected foundation phase teachers from two primary schools in the Winelands Education District of the Western Cape.

The advantage of conducting qualitative research is that it allowed the researcher to gather rich descriptions from the participants. This enhanced the researcher's understanding of the teachers' perceptions. This insight is significant, as research can provide valuable information for improving the implementation of policy that promotes inclusive educational practices. It is hoped that this research will contribute to improving the necessary support structures that are needed to effectively implement the SIAS policy.

Participating in the research study could have been beneficial for the teachers, as it would have provided them with an opportunity to reflect on and share their experiences of how to identify and address learning barriers in the classroom. This could lead to better collaboration and empower teachers to support learners who present with learning barriers.

5.5 Limitations of the study

A number of limitations in this study should be acknowledged. The scope of the study was narrow due to the sample size that was limited to two schools only. Although qualitative studies do not seek to generalise their findings, a bigger sample size involving more schools in the district might have generated findings that could inform the education department of the challenges teachers experience with the implementation of the SIAS policy. A larger sample size could possibly promote the transferability of the research findings. The limited scope of the study was determined by it being a 50% research thesis. My recommendation for further research is that the population include parents and strategic role players, such as learning support teachers and district officials.

Another limitation is related to the language used. All the participants indicated that they felt more comfortable to converse in their mother tongue, Afrikaans. The researcher had to translate their responses into English. There is a possibility that some significance of the data might have become lost in translation.

This study centred on the perspectives of teachers regarding the implementation of the SIAS policy. The method of data collection used was aimed at gaining insight into the teachers' perceptions. Participants' perceptions are influenced by numerous factors, therefore the use of additional data collection methods, like document analysis and observation, would have proved useful to provide additional data.

5.6 Suggestions for Further Research

This was a qualitative study of limited scope and, being empirical in nature, focused only on the teachers' perspectives. Further studies that include gaining insight into the perspectives of different stakeholders, such as learning support teachers, and the SBST and DBST, would be beneficial to understanding how effective inclusive policies are implemented.

This study has shown that adequate training is essential to provide participants with the necessary skills to establish and effectively implement the SIAS policy and other policies on inclusion. Further studies to explore the success or failure of teachers' exposure after training would be beneficial for future policy implementation.

5.7 Conclusion

The findings of the study largely concur with the findings of the literature study in this regard. It has revealed important aspects of policy implementation and shows, five years after the implementation of the SIAS that it remains a vague policy that only consists of forms to be completed. The theoretical underpinning of this policy still eludes teachers. Therefore, the implementation of the SIAS policy, which should steer inclusive education and guide teachers on how to identify and address learning barriers, is plagued by numerous challenges. Adequate training programmes should be followed by structured, on-going follow-up support to assist in alleviating the many challenges.

The establishment of different support structures to assist teachers in the implementation of inclusive education was a crucial step to realise this vision. Although there are different support structures at different levels to assist teachers in the implementation of inclusive education, some schools are still not receiving the support that is needed. Therefore, more support in terms of human resources is required.

This study has revealed important issues pertaining to teachers' knowledge regarding the SIAS policy, learning barriers, and how they support the diverse needs of the learners. It is clear that the participants never shied away from the important role they play in the support of learners. A number of strategies were identified by teachers to best support learners with learning barriers. They remain creative and open to new ideas, and eager for support to help them to accomplish this task.

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APPENDIX A: INTERVIEW GUIDE: SEMI-STRUCTURED INDIVIDUAL INTERVIEW AND FOCUS GROUP INTERVIEW IN ENGLISH

TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF THE SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (SIAS) POLICY IN A PRIMARY SCHOOL.

1. **The interview guide will be based on these research questions that will guide the study**

1.1. How do teachers perceive their own knowledge regarding the implementation of the SIAS policy?

1.2. What are teachers' perceptions regarding their role in identification of barriers to learning in the classroom?

1.3. What are teachers' perceptions regarding the role of the SIAS policy in assisting learners who need support?

2. **PRE-DETERMINED INTERVIEW QUESTIONS**

General information

2.1. Briefly tell me about your background and teaching experience

   a. Number of years teaching

   b. Subject taught – age range

   c. Level of education

2.2. Describe your view of inclusive education?

2.3. Give your general understanding of what barriers to learning entails?

2.4. Have you ever received any formal education, which involved teaching learners with barriers to learning, at tertiary level or in workshops? Where and when?

2.5. Give your opinion on the level of readiness and competence of yourself on including learners experiencing barriers to learning.

2.6. According to your view, which inclusive practices have been implemented that assisted learners experiencing barriers to learning?

2.7. What is your understanding of the SIAS policy?

2.8. What skills do you as educators possess, that will enhance the implementation of the SIAS policy?

2.9. Which progress have you made as a school with regards to accommodating learners experiencing barriers, since the implementation of the SIAS process?

2.10. What additional skills do educators need to effectively implement the SIAS policy?

3. **PRE-DETERMINED FOCUS GROUP DISCUSSION QUESTIONS:**

3.1. Which inclusive practices have been implemented at your school that assists learners experiencing barriers to learning?

3.2. According to you, how can the School Base Support Team and District Base Support Team assist in the implementation of the SIAS policy?

3.3. Are there any challenges that teachers experience in implementing the SIAS policy?

Name of the researcher   : Sonia Hess

Contact Numbers   : Cell- 082 0669185

E-mail address   : sonia.hess51@gmail.com

APPENDIX B: SEMI-GESTRUKTUREEDE INDIVIDULE EN FOKUS GROEP ONDERHOUD IN AFRIKAANS

TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF THE SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (SIAS) POLICY IN A PRIMARY SCHOOL.

2. Die onderhoud is gebaseer op die navorsings vrae

1.1. Hoe beskou onderwysers hul eie kennis oor die implementering van die SIAS-beleid?

1.2. Wat is onderwysers se siening rakende hul rol in die identifisering van leerhindernisse?

1.3. Hoe beskou onderwysers die rol wat die SIAS-beleid kan speel om leerders by te staan wat ondersteuning nodig het?

2. VOORAFBEPAALDE ONDERHOUD VRAE

Algemene inligting

2.1. Vertel my kortliks van jou agtergrond en onderwyservaring

   d. Aantal jare onderwyservaring

   e. Vakke aangebied en graad

   f. Kwalifikasie

2.2. Wat is jou perspektief rondom inklusiewe onderrig?

2.3. Wat is jou begrip van leerhindernisse?

2.4. Het jy enige formele onderrig op tersiêre vlak of in werkswinkels gehad oor hoe om leerders met leerhindernisse te ondersteun? Wanneer en waar?

2.5. Gee jou opinie van die vlak van gereedheid en bevoegdheid van jouself om leerders met leerhindernisse te ondersteun.

2.6. Watter inklusiewe praktyke is volgens jou geïmplementeer om leerders met leerhindernisse te ondersteun?

2.7. Hoe verstaan jy die SIAS-dokument?

2.8. Watter vaardighede het jy as 'n onderwyser om die implementering van die SIAS-beleid te verbeter?

2.9. Watter vordering het die skool gemaak ten opsigte van leerders met leerhindernisse sedert die SIAS-proses in gebruik geneem is?

2.10. Watter addisionele vaardighede het onderwysers nodig om die SIAS-beleid doeltreffend te implementeer?

3. **VOORAFBEPAALDE FOKUSGROEPONDERHOUD VRAE**

3.1. Watter inklusiewe praktyke by die skool is volgens jou geïmplementeer om leerders met leerhindernisse te ondersteun?

3.2. Volgens jou watter hulp kan verleen word van die Skoolgebaseerde Ondersteuningspan (SGOS) en die Distriksgebaseerde Ondersteuningspan (DGOS) om die implementasie van die SIAS beleid te vergemakilk?

3.3. Wat is die hindernisse wat onderwysers ervaar met die implementasie van die SIAS beleid?

Naam van navorser   : Sonia Hess

Kontak nommer   : Cell- 082 0669185

E-pos adres   : sonia.hess51@gmail.com

APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Date: April 2019

The Principal

Re: **Request for permission to conduct research in schools**

Dear Sir/Madam

My name is Sonia Hess, and I am a part-time M.Ed student at Stellenbosch University. The research I wish to conduct for my Master dissertation involves the **PRIMARY SCHOOL TEACHER' PERCEPTION REGARDING THE IMPLEMENTATION OF THE SAIS POLICY.** This project will be conducted under the supervision of Dr. L. Dreyer at the University of Stellenbosch.

I hereby request your permission to conduct a study with teachers in the Foundation Phases at the school at any convenient time or after school hours. This investigation will be guided by strict code of ethics as prescribed by the Stellenbosch Research Ethics Committee. All data collected will be treated within the strictest confidence and neither the school nor the teachers will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the school principal may decide to withdraw the school 's participation at any time without penalty.

The objective of the study is to explore the teacher's perception on the implementation of the SIAS policy.

In order to do this study, I kindly request that you inform foundation phase teachers of the intent of this study, to ascertain whether any teacher would avail themselves to be a voluntary participant in the study. The researcher will inform the voluntary participants regarding the purpose of the study, in a briefing session.

Participation in this study will not benefit you directly or cause you discomfort in any way. It might enable the School Base Support Team and District Based Support Teams, to adapt their efforts and strategies in implementing the SIAS policy.

There are no anticipated risks in this study. Feedback procedures will entail face-to-face meetings and group meetings with the participants.

Yours in education.

_____   _____

Mrs. S. Hess   Dr. L. Dreyer
Contact number: 082 066 9185   Supervisor
E-mail: sonia.hess51@gmail.   E-Mail: lornadreyer@sun.ac.za
                                                                     Contact Number: 021 8083502.

APPENDIX D: INFORMED WRITTEN CONSENT FORMS FROM TEACHERS

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Teachers' perceptions regarding the implementation of the Screening. Identification, Assessment and Support (SIAS) Policy at a mainstream primary school.

You are invited to take part in the above mentioned study conducted by Sonia Hess from the Department of Educational Psychology at Stellenbosch University. The results of the study will contribute to the thesis completion of the research investigator, who is currently a Masters student in Educational Psychology. You were approached as a possible participant because you are an educator at the school that was identified as a school that is currently implementing the SIAS policy. It was a purposive sample, meaning participants were selected from the list of foundation phase educators.

1. PURPOSE OF THE STUDY

The study is designed to gain knowledge on how teachers view the implementation of the SIAS Policy at their school with regard to their role and the challenges they experience.

2. WHAT WILL BE ASKED OF ME?

PROCEDURES
If you volunteer to participate in this study, I shall ask you to take part by doing the following:

1. Individual interview
You will be asked to participate in an individual interview that will be audio-taped with your permission. It should take more or less 30 minutes of your time.

2. Focus group interview
You will also be asked to participate in the focus group interview, where we shall discuss as a group the same questions that were posed in the interview. It should also take 30 minutes of your time. This focus group interview will be audio-taped with your permission.

3. POSSIBLE RISKS AND DISCOMFORTS

Participation in this study will not cause you discomfort or harm in any way.

4. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

Participation in this study will not benefit you directly or cause you discomfort in any way. It might enable the School Based Support Team and District Based Support Teams, to adapt their efforts and strategies in implementing the SIAS policy.

5. PAYMENT FOR PARTICIPATION

Participants will not receive any payment.

6. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY

Any information you share with me during this study and that could possibly identify you as a participant will be protected. This will be done by any information that is obtained in connection with this study and which can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of a password protected computer, and data will be kept safely in a locked cabinet by the researcher.

The thesis will be made available to the participants for scrutiny. Copies of the thesis will be made available to the participants if they request it. If activities are to be audio- or videotaped, participants will have access to the transcriptions to review whether the data is authentic.

Any background information that will make identification possible will not be included in any academic paper or public documents. With regard to interviews and focus groups conducted, participants will have access to the transcripts to review whether the data is authentic. Pseudonyms will be used to protect the anonymity of the participants.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you don't want to answer and still remain in the study.

8. RESEARCHERS' CONTACT INFORMATION

If you have any questions or concerns about the research, please feel free to contact Ms Sonia Hess at Sonia.hess51@gmail.com/ 0820669185, the principal researcher or Dr Lorna Dreyer, the supervisor at lornadreyer@sun.ac.za/ 021 8083502.

9. RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

DECLARATION OF CONSENT BY THE PARTICIPANT

As the participant I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.

- I have had a chance to ask questions and all my questions have been answered.

- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.

By signing below, I _____ (name of participant) agree to take part in this research study, as conducted by Sonia Hess.

_____   _____

Signature of Participant   **Date**

DECLARATION BY THE PRINCIPAL INVESTIGATOR

As the **principal investigator,** I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition I would like to select the following option:

	The conversation with the participant was conducted in a language in which the participant is fluent.
	The conversation with the participant was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this "Consent Form" is available to the participant in a language in which the participant is fluent.

_____   _____

Signature of Principal Investigator   **Date**

APPENDIX E: WCED PERMISSION LETTER
Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20180813–5162

ENQUIRIES: Dr A T Wyngaard

Mrs Sonia Hess
3 Delheim Close
Haasendal
Kuilsrivier
7580

Dear Mrs Sonia Hess

RESEARCH PROPOSAL: TEACHERS' PERCEPTIONS REGARDING THE IMPLEMENTATION OF THE SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT POLICY (SIAS) IN A MAINSTREAM PRIMARY SCHOOL

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 **01 September 2018 till 27 September 2019**
6.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7.   Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9.   Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10.   A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11.   The Department receives a copy of the completed report/dissertation/thesis addressed to:
        The Director: Research Services
        Western Cape Education Department
        Private Bag X9114
        CAPE TOWN
        8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 02 May 2019

Lower Parliament Street, Cape Town, 800   Private Bag X9114, Cape Town, 8000
tel: +27 21 467 9272   fax: 0865902282   Employment and salary enquiries: 0861 92 33 22
Safe Schools: 0800 45 46 4   www.westerncape.gov.za

APPENDIX F: LETTER OF ETHICAL CLEARANCE (STELLENBOSCH UNIVERSITY)

NOTICE OF APPROVAL

REC: Social, Behavioural and Education Research (SBER) - Initial Application Form

5 June 2019

Project number: 7761

Project Title: Teachers' perceptions regarding the implementation of the Screening, Identification, Assessment and Support policy in a mainstream primary school

Dear Mrs Sonia Hess

Your REC: Social, Behavioural and Education Research (SBER) - Initial Application Form submitted on **04 June 2019** was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
07 March 2019	06 March 2022

GENERAL COMMENTS:

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number **(7761)** on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

APPENDIX G: TRANSCRIBTION OF INTERVIEW

I	Ons kan begin. Ok, vertel my kortliks van jou agtergrond en onderwys ervaring?	We can start. Ok, tell me about you background and teaching experience?
P6	Ek het studeer by CPUT in Wellington mm, 4 jaar aan my graad, toe het ek 2 jaar daarna honeurs kursus gedoen in vroeë kind ontwikkeling. Ek gee nou al vir vier jaar skool.	I studied at CPUT in Wellington mm, 4 years to complete my degree and 2 years honours afterward, in early child development. I am teaching for 4 years.
I	Wat is juffrou se perspektief rondom inklusiewe onderrig?	What is your perspective around inclusive education?
P6	My perspektief, mm, my, die klein bietjie ervaring wat ek nou al het, is daar baie kinders in ons skool wat die onderwysers nie noodwendig opgelei is om hulle te onderrig nie en daar is nie tyd nie, want ons sit met verskillende kinders. Soos ek gehoor het in die ou dae was daar spesiale klasse of areas waar mense kon met hulle werk. Wat ons nie het nie, wat ek dink nogal baie beter gewerk het, want ons het nie die spasie en die tyd om daai kinders apart the neem nie. En hulle kan nie lekker leer in n groot klas nie.	My perspective, the little bit of experience I have is that there are many children in our school that the teachers are not necessarily trained to teach because we are sitting with different children. As I have heard in the old days, there were special classes or areas where people could work with them. What we do not have worked. I think is much better because we do not have the space and the time to take those children seperately. Learners that cannot learn in big classes.
I	Wat is jou begrip van leerhindernisse?	What do you understand about barriers to learning?
P6	Leerhindernisse mm, is maar kinders wat nie op die normale ou teksboek kan leer nie, vir wie jy moet alternatiewe metodes en maniere gee om mm, maar om iets aan te leer, dink want hulle brein werk anders.	Learning barriers mm, are children who are not able to learn from the normal old text book, for whom you should give alternative methods or ways of thinking and learning, because their brains work differently.
I	Ok, het jy enige formele onderrig op tersiêre vlak of in werkswinkels gehad oor hoe om leerders met leerhindernisse te ondersteun? Wanneer en waar?	Ok, have you ever received any formal education, which involved teaching learners with barriers to learning, at tertiary level or in workshops? Where and when?
P6	Mm, ja ons het werkswinkels gehad om verskillende maniere te leer hoe om vir kinders aan te leer. Mm, en jy kan maar die kind assesseer en kyk hoe pas hulle in. Dit was meer emosioneel goed soos, aan die emosionele goeters hoe om dit te hanteer. Ons het baie min goed gekry oor leerhindernisse.	Mm, yes we had workshops to teach us different ways how to teach children and how to assess them and where they fit. It was more emotionally stuff like, how to deal with emotional issues. We received very little information around learning barriers.
I	Ok, en wanneer was dit en waar was dit?	Ok, and when was this and where?
P6	Ok, wanneer en waar was dit? Dit was op universiteit gewees, by CPUT het ons werkswinkels gehad en toe ek my verdere kursusse gedoen het, waar ek weereens goeters aangeleer is.	Ok, and when was it and where was it? It was at university, at CPUT, we had workshops and when I had done my further studies. This is where I learned more things..
I	Nie terwyl jy nou hier onderwys gegee het nie?	Not while you were teaching here at this school?
P6	Ja , nie terwyl ek onderwys gegee het nie.	Yes, not while I was teaching
I	Gee jou opinie van die vlak van gereedheid en bevoegdheid van jouself om leerders met leerhindernisse te ondersteun.	Give your opinion on the level of readiness and competence of yourself on including learners experiencing barriers to learning.
P6	Mmm, ek sou se ek is gemiddeld gereed. Mm ek dink die kinders met wie ek al gewerk het, as ek soort gelyke kinders kry, sal ek weet hoe om met hulle te werk. Maar wanneer ek kinders met nuwe leerhindernisse kry ….dan moet ek myself oplei of	Mmm, I would say I rate my readiness as average. Mm, I think the kids I have worked with, when I get the same type of child, I will know how to work with them. But children with new learning barriers…. then I have to train

	google omdat ek nog nie daarmee te doen gehad het nie.	myself or have to Google because I have not yet dealt with that kind of barrier.
I	Watter inklusiewe praktyke is volgens jou geïmplementeer om leerders met leerhindernisse te ondersteun?	According to your view, which inclusive practices have been implemented that assisted learners experiencing barriers to learning?
P6	Remedeerende juffrouens, dit is al wat ek weet. En apparaat wat ons kry. Bietjie wiskunde apparate wat n mens kan gebruik, maar daar is nie veel praktyte geïmplementeer nie, wat ek van weet nie.	Remediating teachers, that's all I can know. And apparatus that we get. Some maths apparatus that one can use, but there aren't much practical implementation that I don't know about.
I	Hoe verstaan jy die SIAS-dokument?	What is your understanding of the SIAS policy?
P6	Mm, ek het al baie gehoor daarvan, maar nog self nie met een gewerk nie. Mm, en niemand het nog nooit dit aan my verduidelik nie. So mm, ek kan nie regtig se ek verstaan dit nie.	Mm, I have heard about it, but have not yet worked with one. Mm, and no one has never explained it to me. So mm, I don't really understand it.
I	Watter vaardighede het jy as onderwysers om die SIAS-beleid te verbeter?	What skills do you as educators possess, that will enhance the implementation of the SIAS policy?
P6	Mm, ek het geen vaardighede nie, omdat ek nog nooit met die SIAS gewerk het nie veel nie.	Mm, I have no skills, because I've never worked with the SIAS that much.
I	Watter vordering het die skool gemaak ten opsigte van leerders met leerhindernisse sedert die SIAS-proses in gebruik geneem is?	Which progress have you made as a school with regards to accommodating learners experiencing barriers, since the implementation of the SIAS process?
P6	Mm, ek self weet nou nie. Ek het nou nog nie gesien hoe dit geimplimenteer is nie self nie. So ek kan nie se hoe vordering gemaak het nie.	Mm, I myself don't know. I still haven't seen how it is implemented. So I can't say if we made progress.
I	Watter addisionele vaardighede het onderwysers nodig hoe om die SIAS-beleid doeltreffend te implementeer?	What additional skills do educators need to effectively implement the SAIS policy?
P6	ń Opleidings sessie, en meer gereeld mm, soos opvolg. Opvolg sessie. Follow up sessions. Is jy nog op datum. Miskien een keer n kwartaal begin en einde.Veral die mense wat nuut in die skool in kom.	Mmm, training sessions and more regularly monitoring... follow up sessions. Follow up sessions. Are you still on par. Maybe it should be once a term.
I	En gebeur dit hier?	Does that happen here?
P6	Ja opvolg sessies om vir ons te se is jy nog op datum miskien eenkeer n kwartaal begin en eindig. Of so iets dat ons kan weet ons is op die regte pad, ons vul die regte goed in. Mm, en veral mense wat nuut in die skool inkom veral eerste jaar. Om dit te doen.	Yes, follow up sessions for us, maybe once a term. At the start and end of a term. Or so something like that. So we can know if we are doing the right thing. Are we filling in the right things. Mm, and especially people who are new in the school are in particular 1st years. To do so.
I	En gebeur dit hier?	And this happens here?
P6	Ja, dit is my eerste skool. Ek weet dat baie mense wat saam met my swat sal ook met my praat en se die SIAS dokument is so, dan word hulle op gelei. So ek weet daar is plekke waar dit wel gebeur, maar nog nie	Yes, this is my first school. I know that many people who I studied with me, will also talk to me about the SIAS document and then they will guide me. They are being trained. So I know there are places where it does happen, but not yet
I	Ok, baie dankie vir dit.	Ok, thank you for all this.
P6	Ok.	Ok.