Teachers' Preparation for the Implementation of Inclusive Education in Primary Schools in Eswatini

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By

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Cambridge
Scholars
Publishing

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This book first published 2022

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

ISBN (10): 1-5275-7844-5
ISBN (13): 978-1-5275-7844-9

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PREFACE

Countries in the Southern African Development Community (SADC) have embarked on a process of enhancing their economic performance in order to improve the quality of life for their citizens. One of the key processes include the transformation of education, particularly ensuring that all countries in this region meet the Millennium Development Goals, which include the attainment of universal access to primary education.

Eswatini, as a member of the SADC, has also embarked on a path to educational renewal to improve accessibility, standards and the quality of education for its children. In this process, with the aim of ensuring equity and access, the country has adopted the policy of inclusive education.

Therefore, the idea of this book was born from a need to review the extent to which the policy of inclusive education has been implemented and operationalized, particularly within the frame of teacher training and professional development. The underlying assumption was that teacher preparedness was critical for the success of inclusive education.

As a longtime teacher in schools and later a university senior lecturer, I think that the time has arrived to reflect on my experiences of more than 18 years. This book therefore provides a platform for a reflection on lived experiences, combining this with theoretical knowledge to contribute to the development of an inclusive education system in Eswatini. Therefore, this book project has become part of a personal agenda guided by a personal teaching philosophy, epistemological and ontological beliefs about inclusion, equity and access to education for all.

On the other hand, Professor Makoelle, being one of the recognized and leading scholars on inclusive education in South Africa, the SADC region and the world, brings a wealth of experience that can be valuable in introducing some of the crucial insights into the essence, purpose and discussions in this book.

The mere fact that students with disabilities are enrolled in regular schools has become one of the most significant issues facing educators both nationally and internationally. The book puts into perspective the need for teacher training institutions to ensure that new teachers are trained to teach

effectively in classrooms where there are students with a variety of learning needs. Teacher preparation training is necessary to give teachers a range of professional skills and techniques directly related to the level of teaching. This book identifies key concepts associated with inclusive education and discusses them in relation to issues in the reform of teacher education. We argue that the reform of teacher education for inclusive education is an important activity in improving educational equity. We provide theoretical frameworks of how teachers might engage in more inclusive practice, as well as highlighting some benefits of inclusive education. Furthermore, we argue that one of the key elements to be considered to achieve inclusive education in Eswatini is teacher preparation. Pre-service and in-service training for teachers must ensure that all teachers are prepared to teach in an inclusive classroom. Such teacher preparation for inclusive education requires a new framework that calls for partnership between universities and schools.

S'lungile Kindness Thwala and Tsediso Michael Makoelle

ABOUT THE AUTHORS

Dr S'lungile Thwala: University of Eswatini

Dr S'lungile K. Thwala is currently a senior lecturer at the University of Eswatini in the Department of Educational Foundations and Management. She holds a PhD in Psychology of Education from the University of South Africa and MEd in Special Educational Needs from the University of Exeter (UK). She has 23 years of teaching experience from primary to university level in Eswatini. She has published research articles related to early childhood education, psychology and special and inclusive education in reputable local, national and international journals. Her research interest is in inclusive education, psychosocial support and resilience.

Professor Tsediso Michael Makoelle

Professor Tsediso Michael Makoelle is one of the recipients of the prestigious Nelson Mandela scholarships to the United Kingdom (UK). He holds the degrees of Doctor of Philosophy (PhD) in Inclusive Education from the University of Manchester, UK and Doctor of Education (D Ed) in Education Management and Leadership from the University of South Africa (UNISA).

Prof Makoelle's span of teaching and research experience stretches over more than 27 years, with the focus being on secondary and higher education. At the beginning of his career Dr Makoelle started his pedagogical work as a high school teacher, then became head of department, vice-principal and principal in several secondary schools in the Education Department of the Republic of South Africa. He has notably worked as lecturer and senior lecturer at the Cape Peninsula University of Technology, Cape Town and University of Johannesburg, South Africa.

Prof Makoelle started working at Nazarbayev University nearly five years ago in the capacity of associate professor, and then Director of Doctoral Studies, General Director for Research and lately Vice-Dean for Research at the Graduate School of Education.

He has written and published extensively on the topics of inclusive education and educational leadership, management, governance and administration for both a national and international audience and readership. Prof Makoelle

has supervised many Master and PhD students. He is a member of several international research bodies. He is a reviewer of grants and funding applications for the South African National Research Foundation, has reviewed papers for several international Scopus and Web of Science journals and evaluated research theses for several universities in South Africa and abroad. He has also reviewed post-graduate courses and programs for many universities and serves on the editorial boards of several international journals. He has collaborated with universities from the United States, United Kingdom, Europe and Africa. He is passionate about inclusive education, with a research interest in conceptualization and operationalization of inclusive pedagogy in disadvantaged South African classroom contexts and beyond. He has carried out his research work in the framework of participatory action research, informed by notions of critical, reflective practitioner and transformative epistemologies.

ACKNOWLEDGEMENTS

We wish to acknowledge our colleagues at the University of Eswatini and Nazarbayev University for the support they have shown us during the writing of the manuscript. Thanks to all critical readers and language editors.

EXECUTIVE SUMMARY

Chapter 1: Conceptualization of inclusion and inclusive education

Inclusive education has become a critical topic in the field of education throughout the world. It is a concept that is understood in different ways by different people in different places. This chapter conceptualizes the notion of inclusive education and inclusion. A historical overview of the emergence of the concept is discussed through a comprehensive review of international trends in the literature. Furthermore, the difference between special needs education and inclusive education is foregrounded. The character and nature of inclusive pedagogy are discussed in relation to aspects such as inclusive teaching, inclusive learning and inclusive assessment. The chapter goes further to detail how the notion of inclusive education and inclusion is understood in the context of Eswatini as a country. Parallels are drawn between international perspectives and those dominant in the Eswatini schooling system.

Chapter 2: Theoretical framework

This book adopts the structuration theory of Anthony Giddens (1984), which is framed around agents, agency and structure. According to the structuration theory humans (as agents) exercise agency through engaging in social practice within the social structure. This agency has the potential to influence how the structure functions, but the structure could also constrain or enable agency. This process Giddens refers to as the duality of agency and structure. Therefore, there is a dual relationship between agency as expressed by humans and the constraining or enabling effect of the social structure. In this chapter, structuration theory is use as a lens to understand teachers as agents of change through their agency and the relationship between their agency and the constraining and enabling effect of the education structure. The chapter details how teachers' preparation within the education structure could enable or inhibit their ability to implement inclusive education. Thus, factors that could enable teachers' agency and hence their ability to implement inclusive education are identified. Furthermore, the structural changes that are needed to enable teachers to implement inclusive education are highlighted. In most studies about implementing inclusive education the notion of "teacher practice" is crucial,

as it represents the medium through which teacher agency for inclusive education is operationalized.

Chapter 3: State of teacher education programs in the institutions of higher learning in Eswatini

This chapter presents the current state of teacher education in Eswatini. Teacher training is a program that helps teachers develop the knowledge, skills and attitudes they need to teach competently in their own classrooms. Teacher training can be divided into initial or pre-service training, induction and continuing professional development. In Eswatini teacher training applies in a structure similar to that described by this definition. Teacher training takes place at both teacher training colleges and universities. The chapter highlights programs that are offered at both colleges and universities in Eswatini. It argues that teachers are not effectively prepared for inclusive education, yet the inclusive education policy goal of the Ministry of Education and Training in the country is to mainstream relevant, quality education for every learner, irrespective of gender, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status, or any other limiting circumstance.

Chapter 4: **Challenges faced by teachers in teaching in inclusive classrooms**

Inclusive education has become a global trend in the provision of services for learners with special educational needs. Across the globe, many teachers are developing teaching in inclusive settings where both learners with special needs and those without special needs are taught together. However, before embarking on teaching these learners, it would be helpful for teachers to be aware of the challenges faced by teachers in an inclusive classroom. Thus, the purpose of this chapter is to document these challenges. The findings from this chapter indicate that various challenges hinder the implementation of inclusive education, namely lack of appropriate teaching approaches, unclear policies, negative attitudes from teachers and lack of resources. It can be concluded that teachers generally lack self-confidence as they attempt to create an inclusive space for learners with special educational needs. The chapter recommends that the Ministry of Education and Training needs to consider that programs in tertiary institutions addresses the needs of all students including those with special educational needs or disabilities.

Chapter 5: Inclusive education and its benefits

This chapter reflects on what children can gain in inclusive education if it is practiced properly. Inclusive education is a child's right, not a privilege. Inclusive education is now firmly established as the main policy imperative with respect to children who have special educational needs or disabilities. The chapter presents the benefit for both students with and without disabilities**.** It indicates that if inclusive education is done appropriately with the necessary support and services, students may participate actively and achieve their goals.

Chapter 6: A new framework for preparing teachers for inclusive education

Teacher preparation for inclusive education happens at different levels of teacher training, i.e. pre-service and in-service. While it is important to prepare teachers for inclusive education, some researchers believe that what teachers already possess in terms of experience and knowledge could be used as a basis for preparation. Different countries adopt different approaches to teacher preparation for inclusion. Several models have been tested in different contexts, for example the teacher resourcefulness model and teacher competencies-based model. This chapter presents a comprehensive literature review about teacher preparation for inclusive education. The different models are discussed in relation to their applicability in the Eswatini school context. A new teacher preparation model is proposed in this chapter for the Eswatini school context based on an analysis of schools' and teachers' needs.

CHAPTER 1

CONCEPTUALIZATION OF INCLUSION AND INCLUSIVE EDUCATION

TSEDISO MICHAEL MAKOELLE

Introduction

Inclusive education has become a critical topic in the field of education throughout the world. It is a concept that is understood in different ways by different people in different places. This chapter conceptualizes the notion of inclusive education and inclusion. A historical overview of the emergence of the concept is discussed through a comprehensive review of international trends in the literature. Furthermore, the difference between special needs education and inclusive education is foregrounded. The character and nature of inclusive pedagogy are discussed in relation to aspects such as inclusive teaching, inclusive learning and inclusive assessment. The chapter goes further to detail how the notion of inclusive education and inclusion is understood in the context of Eswatini as a country. Parallels are drawn between international perspectives and those dominant in the Eswatini schooling system.

The notion of inclusion

Inclusion seems to be influenced by a multiplicity of contexts. In this chapter I have attempted to synthesize these contexts, therefore addressing the question of how inclusion is conceptualized internationally. According to my analysis, these contexts are varied and dominant and are the cornerstones by which inclusion is defined, namely the human rights, disability, economic, resources and pedagogic contexts.

The notion of inclusion from a global perspective seems to be located within one or more discourses or contexts, which influences how it is practiced and implemented in the community of nations. The concept of inclusion is

understood and conceptualized differently throughout the world (Dyson, 2001; Artiles & Dyson, 2005). It is regarded as a context-bound word to such an extent by most authors that confusion seems to be reigning about its use and meaning (Clough & Corbett, 2000). Ainscow & Miles (2009) refers to inclusion as a process of reorganizing the school to be responsive to the needs of all its learners, while other researchers conceptualize inclusion as a goal to bring about an inclusive society (Artiles & Kozleski, 2007). The different interpretations of inclusion as a concept place it in a broad terrain of meanings because it is usually context-dependent. While there are differences in the way the concept is defined, a pattern appears to be emerging in what is said and written about it. The contexts are significant in this study because they continue to dominate any form of discussion on understanding the notion of inclusion throughout the world.

While governments have issued international declarations vowing to implement inclusion, the different contexts have made it impossible to formulate a universal, context-free definition of inclusion. The multiple contexts of inclusion have resulted in the different practices of inclusion at pedagogical level bringing to the surface a question on the nature of inclusive *pedagogic practice,* which is pertinent to this study.

More often than not, the process of inclusion is associated with the goal of governments to bring about equality in societies that are characterized by inequalities and social injustices (Artiles & Dyson, 2005). The concept of inclusion was coined in the USA in the late 1980s as a result of the process on which the USA had embarked to bring about social justice (Dyson & Millward, 2000). In the same breath, the British education system adopted the so-called 'liberal' principle. The principle is based on the rights discourse; that is, all learners count (should be valued) and all learners have the right of access to education. Furthermore, the liberal discourse as articulated in Britain advocates the position of non-segregation, non-stigmatization and no limitation of access to education for learners with special educational needs. It is also vital to say that inclusion as practiced in the context of a liberal dictum is conceptualized as a socio-political and transformational tool to ensure freedom and equality in society. Inclusion perhaps contrasts with and diverges from the periphery of the hegemonic discourses that seek to exclude and marginalize the vulnerable. Therefore, other authors believe it to be the process of increasing the participation of all learners equally in education regardless of their differences (Landsberg, Kruger & Swart, 2011).

While numerous studies have been conducted on inclusion, very few have been conducted by the victims of exclusion, which has resulted in a growing movement of victims of exclusion in societies challenging the status quo and finding their position in the discourse of searching for a means of inclusion in society. For instance, the research literature reveals that very few disabled people have actually taken control of the available research opportunities on inclusion, and therefore research has been conducted on their behalf by those claiming to be representing their aspirations (Maher, 2007). This has resulted in the emergence of an 'emancipatory discourse' focused on power relations in research; for example, the use of narrative research as an important tool to let the disabled tell their experiences rather than be observed by the non-disabled (Walmsley, 2001). Emancipatory research is different from participatory research in that it is conducted by the victims themselves.

The conceptualization of inclusion is a need to empower the disabled to take charge of their *emancipation*. The disabled movement departs from the premise that research on the disabled should to a greater extent be controlled by disabled people themselves than is currently the case.

While governments have invested considerable resources in ensuring that all their citizens are economically active and viable, the production of a labor force that is responsive to both the service and capital needs of the specific country remains high on the political agenda of many developing countries (Coffey, 2001). Inclusion comes amid debates about how maximum participation of all in the economy could be enhanced. The notion of *economic participation* - participation of individuals in the economy - is regarded as pivotal for the economic growth of the country; hence, inclusion is perceived as access to social goods (a means through which individuals could access economic emancipation). That implies the commoditization of education (Khothule, 2004). However, the notion of marketization of education is driven by capitalist consumerism, which usually advocates competitiveness for production (meaning education becomes available to those who can afford it) (Nind et al., 2003). This casts doubts on how genuine the intentions are not to exclude others on the basis of competition. Therefore, the question of inclusion in this circumstance would still be reliant on the survival of those with trusted production skills and not necessarily include all on an equal basis. However, to other nations inclusion is less a question of economy but rather of optimum use of resources.

For instance, the Salamanca Statement was signed in 1994 mainly by countries from the developing world (Dyson & Millward, 2000). This might

be an indication that inclusion offers an alternative solution to the provision of education to all children where there is a severe shortage of resources (Eleweke & Rodda, 2000). Accessibility of educational resources seems to point in the direction of instituting inclusion to make optimal use of the available resources. The understanding seems to be that with inclusion more learners can be accommodated rather than having separate schooling structures (purported to be expensive) for those perceived to be different. However, what remains a bone of contention is how inclusion can be operationalized at pedagogic level, given these multiplicities of conceptualizations.

Among these different conceptualizations of inclusion, the dominant discourse (context) has been the one of inclusive education as a pedagogic practice. Inclusive pedagogy looks at how learners are taught at schools and in the classrooms. Since this study focuses on an in-depth inquiry into how pedagogic practice could be made inclusive, the next section will devote attention to answering this question: *What do we know of inclusive pedagogy internationally and what are some of the aspects significant to teaching in an inclusive way?*

Philosophical and theoretical positions towards inclusion

While there are many theoretical orientations in relation to the notion of inclusion, five main theoretical positions have been found quite dominant in the literature. The different perspectives on inclusion have been influenced by the way any given society construes the meaning of inclusion; this was over the years looked at from various angles, according to Clough and Corbett (2000).

The first is the curriculum approaches model. This model involves viewing the curriculum as having the potential to act as a barrier to learning by itself if it is not inclusive and not targeted at a diverse learner population.

The second is the school improvement strategies model, which argues that the way the school is organized could act as a barrier to learning as well. For example, there is a growing tendency to focus on pass rates in the name of raising standards, in this process excluding those whose performance is regarded as weak.

Thirdly, according to the disability model, the physical or psychological attributes of the learner render him/her a victim of exclusion, e.g.,

deafness or deliberate exclusion of learners with perceived physical and psychological defects.

The fourth model is the pedagogic approach stemming from the medical deficit model, in terms of which teaching and learning are designed to address the learner's perceived medically diagnosed shortcomings. According to this model, the learner is perceived to have a handicap hampering effective learning.

Lastly, the social ecological model developed as a critique of the medical deficit model, where the learner's social context forms the core of accepting diversity and allowing participation of individuals regardless of differences (Reindal, 2008; Cesar & Ainscow, 2006; and Landsberg et al., 2011). The indication in the literature is that there has been a steady shift from the medical model to the socio-ecological model.

However, despite these developments and paradigm shifts, the highly contested issue remains of how full participation and inclusion could be achieved, resulting in further debates about the existence of an inclusive pedagogy. For instance, Thomas and Loxley (2001: 41) provide a critique of inclusion by advancing the argument of those against inclusion:

- There is inconsistency between the principle of inclusion and evidence that it works.
- Inclusion is often directed by political rhetoric and ideology that it is a reality.
- It is presented as the solution to most educational problems.

These sentiments have lately been echoed by Hornby (2012: 54). Hornby referred to O'Brien (2001) and to Cigman's (2007) book, which was written in response to Warnock's report (2005) articulating negative comments about inclusion, as well as to the recent publication by Farrel (2010) critiquing the notion of inclusion. Through his work doubts and questions are raised about the merits of inclusion as opposed to those of special need education.

While the above arguments cast doubt on the relevance and applicability of inclusion, its development has been tracked and characterized by several studies. Several theoretical stances have been undertaken as a result of the two philosophical positions; for instance, full inclusion has been contrasted with the notion of integration:

> *All forms of integration assume some type of assimilation of the disabled learners into the mainstream school largely unchanged. Inclusion is not a static state like integration. It is a continuing process of school ethos and change. It is about building [a] school community that accepts and value differences* (Florian 2007: 37).

The above quotation argues that simply putting learners in a mainstream school without adequate measures to respond to their needs is contrary to the aspirations of full inclusion. On the other hand, a distinction between integration and inclusion could be derived from the placement of learners in three broad approaches:

- Location: classes are located within the mainstream campus;
- Social: interaction of learners during social activities at schools, e.g. at meal times;
- Functional: putting learners with difficulties in mainstream classes along with their peers (Ainscow & Farrell, 2002).

Inclusion, according to the last-named approach, involves welcoming the learners as full members of the class regardless of differences.

It follows that the various theoretical and philosophical stances of inclusion have far-reaching implications as a result of how those who adopt them will define inclusive education. For example, the perspective of Farrell (1997), Rief and Heimburge (2006) and others is that inclusive education involves applying special-education strategies in mainstream schools; however, there is a counter-argument that inclusion is an alternative approach to special education, goes beyond such strategies, and draws on the creativity and novelty of teachers (Ainscow, 2010; Ballard, 1999). Drawing on the above, one is tempted to scrutinize these positions more closely and conduct a comparative analysis in order to find common ground. Perhaps the definition of inclusive education by UNESCO (2001: 8) manages to find commonality. It states that inclusive education

- acknowledges that all children can learn and that all need some form of support for learning;
- aims to uncover and minimize barriers to learning;
- is broader than formal schooling and includes the home community and other opportunities for education outside the school;
- is about changing attitudes, behaviour, teaching methods, curriculum and environments to meet the needs of all children;

- is a dynamic process which is constantly evolving according to local cultures and contexts and is part of the world strategy to promote an inclusive society.

On the other hand, quoting Booth, Ainscow, Black-Hawkins, Vaughan, and Shaw, 2000 and Kalambouka, Farrell, Dyson, and Kaplan (2005), Klibthong (2012) presents a helpful synthesis (quoted verbatim) of the definitions of inclusion from various leading authors in the field of inclusion:

- *Full inclusion*: Typically developing children and children with additional needs participate fully in a program or service that caters for all children. This means inclusion focuses on the transformation of school cultures and pedagogy to increase access of *all* children, enhance the acceptance of all students, maximize children's participation in various activities, and increase the achievement of and development of all children.
- *The cluster model*: A group of children with additional needs participate together in a program that operates alongside a mainstream program.
- *Reverse inclusion*: A few typically developing children participate in a program that caters largely for children with additional needs.
- *Social inclusion*: Children with additional needs are catered for in special settings and come together with typically developing children at times for social experiences (Guralnick, 2001, cited in Kennedy, McLoughlin, Moore Gavidia-Payne & Forster, 2011: 39).

Given these varied definitions of inclusion, and while acknowledging the varied conceptualization, this thesis will focus mainly on full inclusion.

The UNESCO understanding of inclusion seems to converge with the elements of definitions summarized above in the sense that in both instances prominence is given to aspects such as the notion of equality, access and provision of education to all regardless of background, and a curriculum responsive to the needs of all learners. These aspects seem to transcend the definitions of inclusive education across the world, despite the varied and diverse contexts alluded to earlier.

On the other hand, there has been debate on the notion of whether there is a pedagogy that is purely inclusive. Many authors (all from the United Kingdom - UK), such as Florian (2007), Farrell (1997), Nind (2003) and Rief & Heimburge (2006), have written about the inclusive strategies of teaching learners with special educational needs while borrowing strategies

from special education discourse. By contrast, other authors from the UK, such as Ainscow (2010), Dyson (2001), Booth (2002) and Howes (2002), as well as Engelbrecht (1999) from the Republic of South Africa, have sought to propose how inclusive practices could be developed by encouraging participation and collaboration. For example, the Index for Inclusion (2002) has served as a point of reference in this regard. Because of these varied positions, it has become crucial to examine the meaning of inclusive teaching (pedagogy) closely in order to shed light on these debates.

Inclusive teaching and an inclusive class

Because of the varied theoretical and philosophical underpinnings of inclusion, there are a multitude of conceptualizations of what it means to teach inclusively. Consequently, many questions arise as to the meaning of inclusive teaching. Does it mean adopting special teaching strategies in the mainstream? Does it mean having two teachers in the classroom: one for the learner with special needs and the other for the rest of the learners? Or does it mean teaching all learners in one classroom by differentiating and adapting the curriculum to suit the needs of all learners? In response to these questions, Hart (1996) argues that inclusion is an exercise in creativity and innovation on the part of the teacher, an idea supported by other authors. For example, according to Ainscow and Booth (2002), in the Index for Inclusion (dimension C) the following indicators are important in determining the characteristics of inclusive teaching:

- This form of teaching is planned with the learning of all learners in mind.
- The lessons encourage the participation of all students.
- Learners are actively involved in their own learning.
- Learners work collaboratively.
- Assessment contributes to the success of all learners.
- Classroom discipline is based on mutual respect.
- Teachers plan, teach and review in partnership.
- Teaching assistants support the learning and participation of all learners.
- Homework contributes to the learning of all.
- All learners take part in activities outside the classroom.

In all other dimensions as well the Index indicates other aspects of inclusion, such as establishing inclusive values, support for diversity and collaboration of staff (Rahaman & Sutherland, 2011). The above description points to the

cornerstone of inclusive teaching – that is, the way it responds to the needs of all learners, the way all learners are accommodated in the classroom, and how learning material is planned to encourage diversity and differentiation.

Inclusive teaching may also include innovative thinking, which is the way teachers respond to the needs of learners intuitively in the classroom, and interactive pedagogy, which takes place when the teacher interacts with the learners during the teaching process, making connections, which are the building blocks of relationships between the learners and their teacher, and fostering cooperation on part of the learner (Nind & Sheedy, 2005; Florian & Linklater, 2010). Inclusive pedagogy is defined as an approach intended to promote the culture of accommodating all and ensuring practice based on the use of diverse teaching strategies (Corbett, 2001). It is associated with a connective pedagogy, i.e. connecting learners with their own learning first, and then connecting their learning to the curriculum (Corbett, 2001).

Conversely, inclusive teaching is associated with pedagogical discourses (Skidmore, 2004). Two distinct discourses are differentiated, namely the discourse of deviance and that of inclusion.

Skidmore (2004) seeks to clarify the notion of inclusive teaching. A striking aspect is that the curriculum is responsive to the needs of all learners and the enhancement of all learner participation in the teaching and learning process. It is also noteworthy that the discourse of deviance, which places more emphasis on the learner than on the teaching and support system, is a notion completely contrary to what inclusive education advocates.

Inclusive teaching does not take place in a vacuum; the space and the environment in which it occurs show certain attributes and characteristics. While it is important to understand what inclusive teaching is, it is equally a daunting task to conceptualize an inclusive class. In the past, special classrooms were designed for learners with special educational needs. The main problem is that such learners will not be living in their own world after schooling, so it does not make sense to separate them from their peers. The inclusive classroom is understood to be a place where communities of learners from different backgrounds are developed (Volts, Sims & Betty, 2010; Stainback & Stainback, 1992). For instance, the following characteristics are perceived to be relevant:

- It is heterogeneously organized.
- Support is given to all learners.
- Diversity is valued.

- Teaching and the curriculum are responsive to the needs of all learners.
- Learners are encouraged to work together and support one another (Stainback & Stainback, 1992).

While it seems as though all the attributes are centered on the need for learners to be supported, and that everyone in the classroom should participate and cooperate, other authors in describing an inclusive classroom are more concerned with the learner composition of the classroom. The following quotation gives a thumbnail sketch of how an inclusive classroom could be perceived:

> *You are teaching a year 3 class in a regular school. Typical students in your class include two very able students (probably gifted and talented) a group of five students who can easily complete all assigned tasks, a core of fifteen "average students" who can usually complete assigned tasks with little assistance, six students with learning difficulties who struggle with all tasks and need constant teacher assistance, one student with learning disability who cannot read but is "average" in other subjects areas, and one slow-learning student who has a mild intellectual disability who generally needs teacher assistance in all subject areas. Of these students in this "typical" class, two exhibit behaviour problems such as non-conformity and aggressive behaviour to their peers, three are boisterous to the extent of unsettling the class, three come from homes where English is a second language, and ten are from single-parent homes* (Night, 1999: 3).

The above quotation sums up how others view an inclusive class from the categorization of learners according to their perceived needs and traits. While some researchers believe that all learners have educational needs, others believe that an inclusive classroom becomes a place where both learners and teachers act as their own resources (Ainscow, 1999; Miles & Ainscow, 2010). Encouraging learner participation is to a large extent influenced by how well resources are managed in the classroom, especially human resources. It is important for teachers to draw their support from one another by working collaboratively in response to the needs of learners in the classroom. By contrast, the decision to enhance inclusion in the classroom depends to some extent on the teachers' attitudes, opinions, willingness and beliefs to implement inclusion (Tembo & Ainscow, 2001).

An inclusive class may again to some extent be conceptualized from the activities taking place in the classroom. For instance, in an inclusive class learner participation is pivotal and therefore it should be emphasized that learners have to be in charge of their own learning, learn at their own pace

and style, and should express their feelings about their own learning (Cheminias, 2004). The inclusive classroom should be a relatively unrestrictive learning space where learners are free to explore the alternative possibilities in their own learning. The climate in the inclusive classroom should foster emotional discipline by learners, who should be able to analyze their own strengths and weaknesses, engage in proper decision-making, be assertive and be able to resolve conflicts (Cheminias, 2004). An inclusive classroom should attempt to enhance the self-concept and self-esteem of learners so that they feel worthy of being members of the class.

Furthermore, an inclusive class can be viewed from the socialization point of reference. For example, while teachers are responsible for making sure that an inclusive classroom is indeed a place where all learners are welcomed, teachers face challenges in maintaining an inclusive classroom, especially at secondary-school level (Mastropieri & Scruggs, 2001). It is therefore important to consider the socialization role of the classroom in an inclusive context.

For instance, teachers and learners are social beings who are in constant interaction and form relationships. The promotion of inclusion in the classroom makes such relationships pivotal because they are the building blocks of an inclusive culture characterized by acceptance and tolerance of others. The relationships are usually based on shared values and recognizing diversity in the classroom. Teachers have a responsibility to nurture relationships based on trust; the question is how this is to be done.

The relationship between the learner and the teacher should be based on trust and mutuality. To develop caring and supportive relationships in the classroom, teachers have to ensure that they know their learners and the learners know them, listen actively to the learners, allow them to share their views in the classroom, recognize their successes and ensure that disciplinary measures are in keeping with the maintenance of the learner's dignity and respect (Bartolo et al., 2007). The learners should be taught to be tolerant of diversity and a difference of culture or the opinions of others. A decision-making process around activities in the classroom should attempt to include all learners, for example about the classroom rules. The teacher should inculcate an attitude of self-discipline (Lorenz, 2002).

The relationship between the teacher and the learners should be based on the principle of equal treatment of all learners, regardless of their background. It must be a relationship that is fostered by the values of respect, genuineness and empathy (Fox, 2003).

Teacher-learner relationships are enhanced by effective communication and interaction (Antia, 1999). Effective communication is a prerequisite for the development of 'social competence', which is the ability to work and interact with others. Language is crucial to communication. However, teachers have to be aware of other forms of communication with the learners; that is, gestures, signs or others. Language is important for the development of the learner`s cognitive, social and cultural development (Brown, 2002; Conteh, 2003).

Language is a medium through which learners learn. In countries other than South Africa, language is still used by some as a measure of excluding other races, with schools separating learners according to the language of instruction in the classroom, often under pretexts of mother-tongue teaching and the protection of standards (Chick, 2000).

The concept of pastoral care, which is the process of establishing genuine relationships of care with the learner, is pivotal for the development of positive esteem of the learner within the culture of inclusion (Farrell & Ainscow, 2002). Learners feel emotionally valued if they are unconditionally accepted by the teacher. Teachers have to orientate the learners towards emotional maturity and apply their attribution styles. The development of the emotional aspects of the learners enhances their emotional intelligence. This form of intelligence is the process encompassing the learner`s self-awareness, control of his/her moods, being motivated, having empathy and being able to manage relationships (Bartolo et al., 2007). Learners should learn to use the internal locus of control to attribute their successes or failures appropriately without any unnecessary self-blaming, which could have very negative consequences for their identity and self-concept. A positive self-concept is vital for positive self-esteem. Teachers have to inculcate in their learners a spirit of resilience, which is the capacity to survive and progress through difficulty, yet cope with life (Rief & Heimburge, 2006). Resilience is promoted by the recognition and appreciation of each individual learner's effort, effective communication and, to a greater extent, the involvement of parents by teachers in the self-actualizing process of the learner.

Teachers should recognize that learners are different and that every learner brings unique experiences to the classroom. Teachers have to ensure tolerance of differences and draw strength from diversity. Stimulating critical thinking broadens the horizon for clarifying misconceptions about cultural differences. Teachers should ensure that the learning material responds to the needs of diverse cultures. There should be a positive

correlation between home culture and the classroom (school) culture (Brown, 2002).

Achieving an ideal state of inclusion requires a shift in terms of teachers' methodological approaches and strategies. The next section discusses some strategies dominant in the international literature on inclusion.

Some teaching strategies and inclusion

Teaching does not happen haphazardly; teachers apply specific methodologies to teach. The strategies discussed here are those found dominant in the literature about inclusion. For instance, various teaching strategies applied to support learners in the teaching and learning process are found, such as collaborative, co- or team-teaching, motivation, discipline, the role of the assistant teachers, the differentiated approach to teaching, reciprocal teaching, scaffolding instruction, the use of technology to aid inclusion, multiple intelligence, multi-level instruction and multi-sensory instruction.

Teaching is a process by which teachers impart knowledge to learners or facilitate the learning process of the learners. Booth (cited in Sebba & Ainscow, 1992) believes that traditional teaching styles could be used to enhance inclusion but points out that it requires a measure of flexibility and awareness to switch approaches in such a manner that the needs of all learners are responded to. In the past, teaching was regarded as a one-way process of interaction from the teacher to the learner. By contrast, modern approaches to teaching emphasize two-way interaction in the sense that learners are not the passive recipients of knowledge but also have a contribution to make to their own learning. Muijs and Reynolds (2001) refer to the former approach as "direct instruction" and the latter as "interactive" teaching.

A teaching approach is influenced by a number of theoretical paradigms; however, because of spatial constraints in this chapter, only behavioral and interactive teaching approaches are discussed in detail because most other approaches are either derived or developed from these two. For instance, Florian and Black-Hawkins (2011) talk about two different strategies they purport to be enhancing inclusion:

> *Work choice*: The classroom teacher consults with colleagues in learning support about how to differentiate learning tasks so that specific accommodations for students with special educational needs are met.

Play zone: This is an area of the classroom where a range of active play choices is provided. Teachers select activities that are matched to individual student needs.

My analysis of these practices is that they still lend themselves to either behavioral or interactive teaching approaches.

Firstly, behavioral teaching is a teaching approach where the intention is to change the behavior of the learners. Learning is regarded as a change of behavior (Bekele & Melesse, 2010). Behavioral teaching is an approach that occurs within the three premises, namely setting conditions, antecedence and the consequences. It is a method that emphasizes the objective curriculum and is often criticized for not being suitable for all areas of the curriculum (Farrell, 1997). It denies the learners the right to choose the learning material and regards teachers as more knowledgeable that the learners, a contrast to the notion of "self-advocacy", which is a critical process in ensuring those learners are all included in the classroom. It does little to encourage interaction between the teacher and the learner.

To include all learners in the lesson, the behavioral teaching approach could be used in conjunction with interactive teaching (Farrell, 1997). It could be helpful if teachers could use behavioral teaching activities such as prompting, reinforcement and task analysis. Motivation is one of the phenomena teachers could employ to manipulate the behavior of learners. Rewarding learners could ensure that all learners are engaged in a lesson. Learners could be encouraged to take their learning seriously and be in control of it. They should be given the chance to demonstrate how they have learned. The notion of "trial and error", which involves trying out things for themselves, is critical in encouraging learners to lead their own learning (Farrell, 1997).

Learners should be afforded opportunities to be involved in the selection of the learning material, as this could have positive effects on learner interest and motivation. Finding the baseline as a process of determining prior knowledge is crucial to the behavioral teaching approach because it already confirms in what way the envisaged behavior would suit the needs of the learner. Breaking the behavior up into small, manageable units could be fruitful. This process of task analysis is composed of activities such as prompting, to assist the learners in performing complex tasks (Farrell, 1997).

Prompting may be a useful strategy to use in responding to the needs of the learners. It is the process by which the teacher is engaged both physically and ideally with the learner. It is important that teachers be cautious not to replace the effort of the learner with doing things for him/her. The relationship between the teacher and the learner should be of a complementary nature where both bring their contribution to the task completion.

Secondly, mention was earlier made of constant interactive analysis as an important aspect of curriculum delivery (Brandon, 2011). Such an interaction analysis occurs within the framework of an interactive teaching approach. For interaction to be effective in the class, teachers have to acknowledge questioning and elicit a response from the learner (Muijs & Reynolds, 2001). Teachers have to ensure that learners are asked questions that are relevant to what they ought to learn, that the learning material is at the learners' cognitive level of thinking, and that the learners are given a chance to answer the questions from their own perspectives without teachers being prescriptive about answers.

Interactive teaching fosters inclusion because the learners are catered for in the curriculum rather than being compelled to adjust to the curriculum (Nind & Kellett, 2003). Intensive interaction focuses on the participation of the learner and places less emphasis on the outcome. Interactive teaching is essentially teaching that is not tightly structured but creates environments that allow the learners to learn through the spontaneous use of language, play and free exploration of their environments. The advantage of interactive teaching is that it is a natural way of learning in the absence of a prescriptive structure (Farrell, 1997).

Teachers use different teaching strategies to interact with learners. The choice of a particular teaching approach or strategy is guided by the nature of the learning material, type of learners and the ability of the teacher to execute it.

Every teacher adopts a particular teaching strategy to teach specific subject material to a particular group of learners. Promoting inclusion in the classroom may require the teacher to analyze which of those could best promote inclusion. Ainscow and Sebba (1992) argue that the use of different teaching styles could enhance inclusion. This section discusses only evidence-based and effectiveness teaching styles to effect inclusion.

Collaborative teaching is seen as an important prerequisite for inclusion to take place (Loreman, Deppeler & Harvey, 2005; Walsh, 2012). The cornerstone

of collaboration is communication, which requires a voluntary, mutual and creative decision-making process on the part of the teacher to occur effectively. Different forms of collaboration are inter alia station teaching, parallel teaching, alternate teaching and team teaching (Loreman et al., 2005). Collaborative teaching is described as teaching by two or more teachers delivering instruction to a diverse class of learners. It may also take place between the teacher and the support staff (Florian, 2007). Collaborative teaching is dependent on factors such as the willingness of the teachers to participate, the availability of resources, effective monitoring systems, and the availability of an individualized education plan (IEP) for each learner. Teachers should be willing to establish professional communities of learning with shared goals. They should be prepared to plan and share the responsibility of teaching (Murawski & Dieker, 2004). The spirit of trust and mutual relationship may strengthen the ability of teachers to collaborate (Leonard & Leonard, 2003). Teachers must have a shared vision and mission to achieve the goals they have set for themselves (Smith, 2004).

The advantage of collaboration is that the expertise, knowledge, experiences and abilities of all teachers can be effectively utilized. It reduces the load of the individual teacher, since the work is shared by the team. It also has a positive effect on the esteem and confidence of the teacher. More experienced teachers assist the less experienced ones, improving the chances of good classroom teaching and management. Different methods of collaboration are used by teachers. The following are examples of collaboration (Florian, 2007):

- Supportive teaching: One teacher teaches while the other assists the learners.
- Parallel teaching: Teachers rotate to teach learning groups, sometimes using different styles.
- Complementary teaching: The teacher supports his/her colleague by only supplying notes or learning resources, for example.
- Team teaching: Two teachers share the responsibility of teaching a class and work together.

Different methods might work for some teachers but could prove fruitless for others. It is vital that teachers choose the appropriate approach for collaboration based on their specific conditions and context. Teachers constantly have to reflect on and monitor the success of the method of collaboration they use. Co-teaching may be extremely time-consuming if teachers are not well trained and believe in different ways of teaching, which makes it difficult for them to cooperate (Florian, 2007).