A PROGRAMME FOR FACILITATING EFFECTIVE LEADERSHIP FOR INCLUSIVE SCHOOLING

by

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DEDICATION

This study is dedicated to my late grandmother

SARAH MOHULE KGOTHULE

DECLARATION

I sincerely and solemnly declare that this thesis, entitled, *A programme for facilitating effective leadership for inclusive schooling*, is my original and independent work, that all the sources utilized or quoted have been indicated and acknowledged by means of a list of references, and that this thesis has never been submitted to any other university or faculty for degree purposes.

Signed: ..... Date: .....

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LIST OF KEY WORDS

Inclusive education

Index for Inclusion

Leadership styles

Learning barriers

Mainstreaming

School governance

School Management Team

Survey research

Qualitative research

Quantitative research

SUMMARY

Inclusive education in South Africa is no longer a matter of choice because it has reached its implementation phase. Inclusive education aims to improve the total education system by providing quality education for all learners - including disabled learners and those who experience barriers to learning due to other reasons.

In this study, the researcher investigated leadership knowledge and skills that are of crucial importance when trying to implement inclusive schooling effectively. The researcher employed a combination of quantitative and qualitative research methodologies to investigate the following problem statement: what knowledge and skills are essential for school managers to implement inclusive education effectively?

The literature revealed that efficient leadership remains one of the most important indicators of successful inclusive education implementation. Leaders (in this study represented by School Management Teams) should be democratic change agents who lead from the front in terms of selling a vision, obtaining resources, adapting standard operating procedures, monitoring the progress made and handling conflict arising from inclusion. The Index for Inclusion was explored and eventually utilized as the basis of the empirical study through questionnaires: leaders should create an inclusive culture, produce inclusive policies and lead the evolvement of inclusive practices.

In the empirical study the indicators of the Index for Inclusion were utilized to ascertain the opinions of School Management Teams and educators with regards to the knowledge and skills of school leaders within an inclusive environment. It became apparent that, on the whole, respondents are well aware of most of the leadership issues to ensure effective inclusive education implementation, but that many issues have not been addressed sufficiently in practice.

In the light of these findings, a programme framework for facilitating effective leadership for inclusive schooling was developed. The programme framework consists of seven modules and is based on the three dimensions of the Index for Inclusion. It is foreseen that this programme framework will contribute substantially to the effective implementation of inclusive education in South African schools, by empowering school leaders.

ACRONYMS

ASCD:	Association for Supervision and Curriculum Development
DAS:	Developmental Appraisal System
DBST:	District Based Support Team
DoE:	Department of Education
DST:	District Support Team
EHA:	Education for All Handicapped Children Act
HIV/AIDS:	Human Immune Virus/Acquired Immune Deficiency Syndrome
HOD:	Head of Department
IQMS:	Integrated Quality Management System
ISLLC:	Interstate School Leaders Licensure Consortium
LSM:	Learning Support Materials
NASBE:	National Association of State Boards of Education
NCESS:	National Committee on Education Support Services
NEPI:	National Education Policy Investigation
NGO:	Non-Governmental Organizations
NSCNET:	National Commission on Special Needs Education and Training
OBE:	Outcomes Based Education
RCL:	Representative Council of Learners
RSA:	Republic of South Africa
SASA:	South African Schools Act
SDPT:	School Development Planning Team
SGB:	School Governing Body
SMD:	School Management Developer
SMT:	School Management Team
SO:	Specific Outcomes
SOP:	Standard Operating Procedure
USA:	United States of America

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CHAPTER 1
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The leadership style in the school organisation probably has a significant impact on the educational process. The leadership and management approach employed by the School Management Team (SMT), will, to a large extent, determine the way in which a particular school would be effective in the implementation of an inclusive education programme. Engelbrecht, Green, Naicker and Engelbrecht (1999:49) indicate that even the psychosocial environment of the school is strongly affected by the style and manner of the leadership and management practised. Middlebrook (1980:404) takes this point further by mentioning that leadership is an important element in the effective functioning of a group or an organisation.

Since 1994, South Africa has undergone major political and economic changes, and education was no exception. According to the Department of Education (DoE, 1997b:41), the recent adoption of a new Constitution for South Africa, together with the introduction of new education legislation and policy, are important in providing a framework for recognising diversity, and providing quality education for all learners, including those learners excluded by the previous system. The Department of Education further states that a clear commitment to the principles of redressing past inequalities, and creating equal opportunities for all learners has been made through the new legislation and policy on education. The Department of Education (DoE, 1997a:5) stresses that the Constitution also states that the state must do everything in its power to transform education, or change it for the better – these changes in education being in accordance with the values and principles of the Constitution.

The vision of the Department of Education is a new system of education in South Africa that intends to include all learners in the learning process. The Department of Education (DoE, 2000a:1) also states clearly that the official policy on education talks about “inclusion,” which covers a range of differences. This inclusive education system includes learners who are struggling to keep up with the official curriculum; those who have different home backgrounds, different languages, those who are physically challenged, have different talents, different cultures and different value systems. This point is further emphasised by

Abend, Bednar, Froehlinger and Stenzler (1979:i), when they state that, as a result of social, judicial and legislative mandates, educational service delivery to handicapped children is moving in new directions. Kirk, Gallagher and Anastasiow (1997:540) are, in fact, of the opinion that students with physical disabilities who have no other learning impairments could achieve their greatest potential in the regular classroom.

When these changes related to inclusive education are implemented, it goes without saying that the leadership styles applied by the present School Management Teams, particularly the principals in the schools, should also be given undivided attention, and be changed, where necessary, to appropriately suit the inclusive education system. Bennis and Nanies (in Hoskins, 1996:191) also caution that, as the structure and function of an organisation change, there is also a need for a new kind of leadership. Wheeler (1983:15) believes that, when some parts of the culture are already undergoing rapid change – for example in the economic area, or in technology and technical skills, change will inevitably also occur in other parts of the educational setting, such as leadership. For instance, Department of Education (DoE, 2000b:16) states clearly that since 1994 elections, the idea of what it means to be a school leader has changed. The present policy encourages that an SMT be formed. The SMT usually comprises of the principal, deputy principal and heads of department.

The Department of Education (DoE, 2000a:2) maintains that managing diversity has a great deal to do with encouraging a culture of tolerance and respect. The Department elaborates by stating that, when there is respect for one another, people will learn from one another. The department asserts that managing diversity in inclusive schools needs school leadership that is able to distinguish between what is important and what is not. It requires a consultative and participatory approach to leadership, and it also requires courage and wisdom. Getting it right makes it well worth the effort. Porter (1997:71) is of the idea that principals and administrators with responsibilities, as well as those who work in the student service area, must articulate a clear and coherent vision in the student educational programme. These must be communicated to members of the staff, parents, students and the community.

A lack of knowledge of inclusive education, as well as a lack of appropriate leadership and suitable skills in this regard, leaves principals to be uncertain of how they will be leading and managing inclusive schools when these schools come into existence.

According to the researcher, very little attention, if any, has been given to the principals in terms of training and equipping them with knowledge and skills as far as inclusive education is concerned.

This study, therefore, attempts to formulate a programme that will facilitate effective leadership in schools where an inclusive system of education will be put into practice.

1.2 STATEMENT OF THE PROBLEM

According to the White Paper on Education (1995 in Swanepoel, 2000:4), there is a need to protect and advance the rights of people so that all citizens, irrespective of race, class, gender, creed, disability or age, have the opportunity to develop their capacities and potentials, enabling them to make a full contribution to society. It is, therefore, the view of the researcher that South African schools are facing the problem and challenge of providing knowledge and leadership skills to educators, including the principals as leaders and managers that will effectively be managing the inclusive schools.

When addressing the question of the first steps to be taken when building an inclusive education and training system, the Department of Education (DoE, 2001:17-18) states that different learning needs may arise because of, inter alia, inadequately and inappropriately trained education managers and educators. The question that still remains, therefore, is: what knowledge and skills are essential for school managers to implement inclusive education effectively?

1.3 SIGNIFICANCE OF THE RESEARCH

The significance of this study is to ensure that facilitative measures are put in place to enable those in leadership positions to effectively manage and lead inclusive schools when the inclusive education system is comprehensively implemented.

For example, The Council for Exceptional Children (1994:35) emphasised that all schools require strong leadership. However, inclusive schools, where developing a common vision and sense of community are so important, require even more skilful and dedicated leadership than in other instances.

1.4 AIMS AND OBJECTIVES OF THE STUDY

Relating to the research problem, the broad and primary aim of this study is to develop a programme for principals (and SMT members) that will equip them, as managers and persons with the highest responsibility in schools, with knowledge and skills to effectively lead and manage future inclusive schools.

The specific and secondary objectives of this study could be stated as follows:

- To explain and understand different leadership styles
- To bring to the fore the fundamentals, principles and factors relating to inclusive education
- To reflect on school leadership reform within inclusive schooling
- To propose a facilitating programme for the development of knowledge and skills for school managers and leaders in the inclusive education context
- To make a contribution to the effective leadership and management of inclusive schools when they come into existence.

1.5 RESEARCH METHODOLOGY

The following research methodologies will be applied in this study to gather information.

1.5.1 Research design

A thorough literature review from different sources such as books, journals, research essays, dissertations, theses etc. regarding the problem statement and aims/objectives mentioned in the previous paragraphs was undertaken.

The two main crucial research methodologies that have been prominent in educational research over the years are qualitative and quantitative research methodologies. Leedy (in De Vos, 2000:15) distinguishes these methodologies, and subsequently identifies qualitative research methodologies as dealing with data that are principally verbal in nature. Quantitative research methodologies, he states, are dealing with data that are principally numerical in nature. In this study, the quantitative approach has been primarily used, but it

was complemented by a basic qualitative approach to provide survey information that could not be covered by the aforementioned approach.

1.5.2 Process of research

- A thorough literature review regarding inclusive education and related matters;
- A survey on knowledge, skills and opinions of the principals in the management of inclusive schools has been conducted;
- This was followed by a survey of knowledge, skills and opinions of the same issues as mentioned by educators to triangulate the initial findings, and
- A suggested programme for facilitating effective leadership within inclusive schools was then developed.

1.5.3 Sampling method

The initial survey of SMT members via questionnaires utilized a random sampling method. In random sampling, McMillan and Schumacher (2001:170) state that each member of the population as a whole, or a subgroup of the population, has the same chance of being selected as another member in the same group. Primary and secondary school SMT members from the Free State province with its five education districts were surveyed on a random basis via a postal survey. Ten secondary schools and ten primary schools had been randomly selected from each district, in the hope that a good response rate would prevail. Eventually a total of 50 primary and secondary schools from five districts in the Free State responded to the initial survey on knowledge, skills and opinions of the SMT's in the management of inclusive education.

On completion of the initial survey, and when analysing the results of the questionnaire, it was decided to triangulate the data by initiating a second round survey, but this time with educators. The preliminary results of the SMT survey indicated a possible false positive picture created by SMT members of the status of knowledge, skills and opinions in respect of leadership within inclusive schools. Therefore, it was deemed essential to initiate the second survey with educators. In this instance it was decided to survey teachers, via the same questionnaires, who were mostly in close proximity of the researcher, due to time and financial constraints. This can, therefore, be described as convenience sampling.

1.5.4 Data collection

A questionnaire, which was developed from the literature to obtain basic quantitative as well as qualitative responses, was completed by the SMT's of the selected schools for the purposes of the initial survey. The questionnaire covered the problem statement, which relates to knowledge, skills and opinions in the management of inclusive schools. The same questionnaire was then utilized to determine the knowledge, skills and opinions of educators who are not part of SMT's, in order to triangulate the data.

Findings and statistics from these questionnaires, as well as the information gained from a substantive literature review, have been used to develop a proposed programme for leadership development in inclusive schooling.

1.5.5 Data analysis

The researcher used the constant-comparative method to determine themes and trends within the qualitative section of the questionnaires, used for the initial and second survey. In the quantitative approach basic descriptive statistics were utilized to analyse the responses to closed questions.

1.6 DEMARCATION OF THE RESEARCH

This study has developed a programme for facilitative leadership that will enable the SMT members to effectively manage and lead inclusive schools.

It should be indicated that the proposed study is primarily in the field of Psychology of Education with strong links to the field of Educational Management. These fields of study include, inter alia, the development of human potential and skills. It is, therefore, of prime importance that the crucial aspects such as the leadership knowledge and skills be addressed.

As stated under 1.5.3, the research has been undertaken in the five educational districts of the Free State Province.

1.7 DIVISION OF CHAPTERS

- Chapter one deals with the introductory orientation.
- Chapter two pays attention to perspectives on leadership.
- Chapter three contains a critical investigation of what inclusive education entails.
- Chapter four reflects on leadership reform within inclusive schooling.
- A discussion of the research design takes place in Chapter five.
- Chapter six contains the presentation, analysis and interpretation of the research results.
- In Chapter seven, a programme for facilitating effective leadership for inclusive schooling is designed.

CHAPTER 2

PERSPECTIVES ON LEADERSHIP

2.1 INTRODUCTION

The previous chapter focused on the different aspects that included and provided an orientation to this study. This chapter pays attention to the meaning of the concept "leadership". The significance of leadership styles, and the distinction between management, leadership and governance will also be discussed. This preceding clarification of the concept leadership will be beneficial when this chapter addresses the different leadership styles and various roles of leaders of schools.

Although different researchers, theorists and learners may interpret the meaning of leadership somewhat differently, there is nevertheless a shared vision of what leadership entails. The following, therefore, represents a combination of different definitions, explanations and descriptions of the concept "leadership", as stated by different authors.

2.2 DEFINING LEADERSHIP

Middlebrook (1980:405) indicates that, although people have a general notion of what is meant by the term "leadership", a number of different definitions have appeared in the literature. Cawood, Kapp and Swartz (1989:14) also point out that leadership remains a concept that defies an exact definition. True leadership, according to these authors, does not lend itself to a clear and concise explanation. Efforts to define leadership reflect the varying philosophies and vast differences of opinions. Leadership, they state, is interpreted by authorities in many different ways. Some equate it to authority or power, whilst others equate it to specific personal traits. Some even attach it to a certain status or position while others interpret it as the function of a group.

While there are problems associated with the exact definition of leadership, Fincher (1996:314) states that a working definition must serve the diverse purpose of the researchers, theorists and other students of leadership. Explicit definitions should be of practical assistance in the many choices and decisions concerning recruitment, selection, appointment, assessment, evaluation and reassignment.

Within the context of South African education, there seems to be little understanding and experience of the true art of leadership. People in leadership positions at schools are often hampered by the inaccurate perception of what effective leadership really means, and how leadership can contribute to creative change within the school (Sterling & Davidoff, 2000:7). It is the researcher's opinion that school principals and educators be provided with unlimited ideas of what leadership in the changing environment means, enabling those educators to acquire new leadership techniques.

According to Lambert (1998:18), when people think about leadership, they are accustomed to picturing other persons in roles with formal authority, such as principals, deputy principals, directors or superintendents. The opinion held by Lambert is that people should rather view leadership as a verb than a noun, by considering the processes, activities and relationships in which people engage, rather than the individuals in a specific role. The researcher's view in this instance is that leadership in an educational setting requires a combination of roles, activities and a working relationship with the staff and the community at large, including the parents and departmental officials.

Having noted that an attempt to give an exact definition of leadership is not easy, perhaps the following criteria, according to Cawood, Kapp and Swartz (1989:14) should be included in the definition:

- it should include the joint objectives and functions of leadership;
- it should refer to the group or team as such;
- it should refer to individual needs and skills;
- it should refer to a specific situation;
- it should indicate that leadership roles and functions are not only the prerogative of one person, but can be seen as group roles and functions.

The Department of Education (DoE, 2000b:13) and Cawood, Kapp and Swartz (1989:14) define leadership as the function of a group or school management team (SMT) in which skills are utilised in a given situation to:

- formulate, accept and realise group or team goals and objectives;
- blend together and develop the group or team;

- satisfy individual needs, and create outlets for individual expertise to the benefit of both the team and individuals.

From the above definition and accompanying aspects, it becomes significant to mention that a person is not going to be an effective leader without the recognition and active participation of other people such as staff members, parents and members of the community in the attainment of the set goals. Hoskins (1996:198) concurs with these ideas and states that, in the case of a successful leader, the followers will tend to say 'we did it ourselves' once the job is completed. Van der Westhuizen (1999:188) also supports the view of Hoskins, and summarises leadership as a calling and a characteristic through which the leader in a creative and dutiful way directs and co-ordinates group interaction and activity in a specific situation on the basis of the group/team goals, and with a view to their eventual attainment.

Since leadership may be regarded as the filling of a particular role in the group, it may also be analysed according to the interaction. Bester (in Van der Westhuizen 1999:187-188) points out the importance of interaction, and provides the following description of leadership:

- Leadership is a way of interaction and, more specifically, of communication between a leader and his/her followers;

- A leader is a person who can stimulate the group/team in the activities to achieve goals within the group's interests and ideals;

- A leader fills a certain role and has a certain status. This status role of the leader implies that a certain degree of authority, influence, power and prestige has been awarded to him or her;

- A leader should fill his/her role effectively to ensure a good following;

- Leadership demands sound communication with the followers;

- Leadership is the ability to be creative, and to stimulate responsible action on the part of the followers.

Leadership may not only be viewed by the interaction between the group/team, but it may also be looked at from a point of view of the community involved. When Lambert (1998:18) addresses the question of rethinking leadership, she defines leadership as the reciprocal learning process enabling the participants in a community to construct meaning to a shared purpose. She calls this definition a 'constructivist leadership.' Leadership in this context means learning among adults in a community that shares similar goals and visions.

Riley and Louis (2000:213) have this to say:

> *"The conceptualisation of leadership is more than a role-based function assigned to, or acquired by one person in an organisation who uses his/her power to influence the actions of others. It extends beyond the immediate school community, embracing those many actors on the wider leadership stage – governments, trade unions, school districts and businesses – acknowledging the diverse roles they play. The notion of leadership as a network of the relationship among people, structures and cultures, both within and across the organisational boundaries has been re-affirmed*".

Potgieter (in Van der Westhuizen, 1999:187) maintains that leadership occurs when two or more persons are present. He asserts that a human is a social being, striving continuously to realise certain goals. Order should, therefore, be created in this process to give meaning to the feeling in the group or team. The person will then be a natural leader because he/she is accepted by the group or team. According to Potgieter, leadership may, therefore, be described as the integrated and dynamic application of the leader's abilities, which will convince, inspire, bend and direct the followers to realise common ideals. Certain inherent characteristics are essential for leaders, but the effectiveness of his/her leadership may be improved by learning or developing certain methods and techniques to deal with and direct people in a specific group context.

One may think of leadership in terms of individual characteristics. The aggressive, dominant, take-charge type of a person is a leader in any situation. One may consider the individual's relationship with a group. For instance, a leader may be someone who holds leadership office, such as the presidency of a group or team, or a leader may be a group member who possesses the highest level of skill for the task at hand. For example, in a newspaper setting a leader might be the person who is most knowledgeable about newspaper matters; in a sports setting, the most powerful person on the team may be a leader. One may also think

of a leader as someone who performs the leadership functions and roles, or alternatively, a person who can plan the group activities or act as an example, is likely to be a leader. Although each of these definitions emphasises a different aspect of leadership, it could be argued that all of them include the common elements of someone who exerts more influence than the other members of the group (Middlebrook, 1980:405).

It should be emphasised that the concept of leadership is critical in education, specifically in the school organisation. This is because the school organisation encompasses the SMT, the educators and the learners who are supposed to realize certain goals. The achievement and attainment of these goals depend, to a large extent, on strong and effective school leadership. That is why school leaders should have knowledge of what a leader is, and what exactly is expected of them.

A coherent theoretical explanation of leadership is much to be admired, but useful findings and conclusions are the "ideal outcomes" expected of a leader. Fincher (1996:316) briefly stated seven premises to be considered in this regard:

- At least forty years of research demonstrate that effective leadership is a function of personal qualities, group or organisational characteristics, situational demands, and environmental or cultural conditions.

- Leadership can be explained most appropriately as the combined effects of individual abilities and activities (role behaviour) with institutional purposes and functions (situational demands). When people speak of the leadership of the institutions, they are speaking metaphorically.

- As abilities, activities, role behaviour, or role performance, the leadership of individuals is learned and developed over a period of time. Effective leadership, therefore, is a combination of knowledge, competence, and understanding that cannot be acquired without time for both learning and development.

- As with knowledge (knowing what), leadership is also teachable. As with competence (knowing how), leadership is developed through observation and reflection, and as with understanding (knowing why), leadership is acquired through personal experience, growth and maturity.

- Leadership makes the most sense when it is interpreted in terms of the concepts, principles, practices, and activities based on empirical research, professional experience, and instruction or training.

- Leadership is influenced in subtle, but significant ways by the differences between institutions and organisations. Schools, colleges and universities are institutions.

- Leadership is essential in all aspects of institutional and organisational administration, governance and management (these three are obviously all necessary in educational institutions such as schools).

The researcher is of the opinion that persons in leadership positions, particularly in schools, have a mammoth, yet achievable task. These leaders also face a huge responsibility, because as leaders they have to see to it that things get off the ground. Most importantly, the leaders have to get the team involved in an effort to reach the set objectives of the school. A healthy relationship with all the stakeholders seems to be of prime importance.

Perhaps, in the last but not least attempt to explain, define and describe the concept "leadership", it is advisable to consider the ten principles of educational leadership as identified by Sterling and Davidoff (2000:14-19):

- ***Leadership means having a holistic perspective.*** It means that principals, as educational leaders, understand their schools as organisations and are able to see all the aspects that make up the whole. The holding of this overall perspective enables principals to identify aspects of the school that need strengthening in order to develop the schools in a holistic way.

- ***Leadership means bringing core values to life.*** Values such as accountability, equality, fairness, dedication and respect for each other need to be mentioned. As educational leaders, principals should ensure that these core values are nurtured and brought to life in every aspect of the life of the school. School strength and character will be built here.

- ***Leadership means encouraging a vision.*** Good leadership requires imagination. As educational leaders, principals need to be able to dream, to imagine different

solutions to the problems and various possibilities for their schools' future. They will also need to keep their schools on track towards realising their visions.

- ***Leadership means building the school as a learning organisation.*** Principals need to see their schools as dynamic, living, and growing organisations. This means bringing new ideas into the life of their schools, in order to inspire reflections, growth and change. When principals understand themselves, and reflect on how they can grow and develop in an ongoing way, they will be opening the way for others to reflect on themselves in the same way.

- ***Leadership means understanding and acknowledging the needs and contributions of others.*** Good leadership means working together with the people who make up the school. Taking time to understand staff members, recognising their needs, acknowledging their contributions, and encouraging them to fulfil their potential, will ensure that they too can contribute to the life of the school in fresh and new ways.

- ***Leadership means flexible response.*** As leaders of the schools, the principals should accept that there is no blueprint to define precisely what they need to do. Principals will find that each leadership challenge is unique and requires unique intervention from themselves. The flexible quality of leadership frees others in the staff team to take on the new challenges without fear of failure or judgement.

- ***Leadership means working with balance, rhythm and flow.*** Principals coordinate many activities and oversee many different projects. As school leaders therefore, they need to discern when to allow the process to unfold naturally, when to encourage others to take more responsibility, when to be silent, when to let go, when to provide directions, when to set boundaries and when to push forward. As principals of schools, they need also to ensure that they balance the energy that they spend on each stage, from conceptualisation to completion.

- ***Leadership means acknowledging creative complexity and controversy.*** The real life experience of a school is alive, vibrant, and full of the complexities, conflicts and contradictions that form part of human experience. By acknowledging the difficult, by refusing to ignore the problems, thoughts and feelings existing below the surface,

principals will be allowing their schools and the people within them to be open and honest. This will assist principals in finding more creative ways of working within difficult and complex situations.

- ***Leadership means finding the path of integrity.*** This means that principals should discern the path that they instinctively know should be followed. It may not be the most obvious and logical way, but the way they will know is inherently correct. Another way to describe it is the path of integrity. The principal, the staff and the school as a whole will offer an expression of integrity in an educational context that sometimes seems to have lost its way.

- ***Leadership means modelling the way.*** People look up to those in leadership positions for clarity and direction. That is the reason why as leaders, principals need to model the way. This does not mean being perfect or always doing everything just right. In fact, when principals acknowledge to themselves and others that they are human, have weaknesses and make mistakes like everyone else, they will be allowing others the freedom to be human too. Modelling the way, therefore, means that what one thinks and believes is in agreement with what one says and does.

Foster (in Ubben, Hughes & Norris, 2001:3) states that leadership, in the final analysis, is the ability of humans to relate deeply to each other in the search for a more perfect union. Leadership, therefore, is a consensual task, a sharing of ideas and a sharing of responsibilities, while a "leader" is a leader for the moment only. When leadership is exerted it should be validated by the consent of the followers, especially where leadership lies in the struggles of a community to find a meaning for itself.

Now that attention has been given to different definitions of the concept "leadership" from various authors, the observation of the researcher is that a number of authors still use leadership, management and governance interchangeably to mean the same thing. Although these three are interdependent, they are sometimes misinterpreted. For the purpose of emphasising the importance of effective leadership, and also for the aim of clarifying the misinterpretation of these three terms – management, leadership and governance - it is imperative to provide brief information regarding the thin line of distinction among the three concepts.

2.3 CONTRASTING LEADERSHIP, MANAGEMENT AND GOVERNANCE

According to Ubben, Hughes and Norris (2001:13), management is *status quo* oriented and assumes a highly stable environment. The job of the manager is to keep things moving according to the norms that have been set. There is an assumption that the standards and norms that have previously been established are appropriate, and the task of the manager is to ensure that conditions are aligned with the established goals. If things are not operating effectively, it is the manager's responsibility to ensure that corrective actions are taken to restore balance. Management operates from a problem-solving perspective, with little attention being given to questioning the appropriateness of the established norms.

The same authors state that the notion of leadership is much different. Leaders build on the *status quo*, to be sure, but go well beyond it. Foster (in Ubben, Hughes & Norris 2001:13) explains this as follows:

> *"Leaders always have one face turned toward change. There is a constant re-examination of the current conditions and a formulation of new possibilities. Leadership is a problem-finding as well as problem-solving approach. It is a dynamic process that challenges the organisation to higher levels of consciousness and growth*".

The Department of Education (DoE, 2000b:10) indicates that leadership is about guiding people to achieve the schools' objectives, and management is about making sure that things happen. The view held by the researcher in this instance is that the school should set clear and achievable goals in its vision and mission statement. The responsibility of the leadership of the schools should, therefore, be to determine how these objectives could be attained. The management component should, therefore, plan and determine what should be done, organise who should do what, and control whether things are being done correctly. In this way leadership will eminently be giving guidance, and management will prominently be ascertaining that the set objectives are met through planning, organising and monitoring.

Sterling and Davidoff (2000:13) differentiate between leadership and management and list the following distinguishing words usually associated with these two concepts:

Leadership	**Management**
➢ Guides	➢ co-ordinates
➢ Motivates	➢ organises
➢ Initiates	➢ maintains
➢ Anticipates	➢ stabilises
➢ Builds visions	➢ realises
➢ Creates	➢ structures
➢ Moves forward	➢ establishes parameters
➢ Breaks boundaries	➢ sets boundaries

Although a thin line of distinction can be drawn between the concepts of "leadership" and "management," these two concepts are crucial in the educational process. Nanus (in MacBeath, 1998:10), in his list of differences between the two terms or concepts, mentions that managers ask how, and leaders ask why. Nanus explains that the why and how questions are, of course, both essential and complementary, and underline the need for teamwork which brings balance and synergy to the contributions of the individuals. Nanus indicates that the word "team" evokes a sporting image, and nowhere is the lesson more obvious than in professional football where a club can spend forty million rand on a handful of outstanding, creative individual players, but lose games to teams who have fewer stars, but who know how to complement and enhance each other's skills. According to Nanus, a leader receives 'added value' through those who manage him/her, either by accepting this as an extension of his/her persona, or taking pains to credit the team nature of the accomplishment, just like the Oscar winner who thanks everyone without whom it would not have been possible. The researcher, therefore, maintains that good leadership emerges from good management. However, the opposite is also true.

Leadership and management are, therefore, often also seen as inseparable concepts, and it is true that effective managers have to lead as well as have the operational responsibility for ensuring that objectives and targets are met and tasks are completed. If management is generally concerned with meeting the objectives and targets through effective planning, organisation, supervision and the deployment of human and other resources, leadership is essentially about inspiring and galvanizing the talents, energies and commitment of others.

This involves developing and sustaining a shared vision and a set of values, providing a clear direction, motivating those around and releasing their energies, ideas and skills. Leadership is a relatively new concept in relation to school context and particularly in relation to primary and secondary schools where resources for leadership and management are limited (Field, Hodden & Lawler, 2000:2).

The argument that leadership and management have different functions but are at the same time interrelated and complementary to each other is also explained by Karen Collet (in Sterling & Davidoff, 2000:54) who puts it this way:

> *"Leadership and management are linked. The leader has to have the ability to lead with vision and insight (to have the broader view to keep the ship on course), as well as to co-ordinate the different elements of organisational life that allow processes to continue in an effective way. All the people on the ship depend on each other and sound communication and agreement is required regarding who needs to do what and how. There is both the task of doing what the organisation has to do as well as the management, the maintenance of the structures, procedures and the people. Both leadership and management have to be seen within the vision and identity of the school. Is the vision a democratic one and how is the vision shared? Good management cannot be separated from good leadership as they hold each other together.*"

Having noted the interdependence of leadership and management, the researcher's view is that these two concepts be viewed as two sides of the same coin. It should always be borne in mind that the two are the most crucial components for the school organisation. Thus, the development of one will obviously contribute to the other. While the focus is still on leadership and management, it should be mentioned that school governance is another significant concept, which needs clarification. It is, therefore, important that one distinguishes governance from leadership and management.

Van Wyk (1998:21) indicates that, although leadership, management and governance are interwoven elements in a process that aims at enabling schools to provide effective and efficient education, governance is widely agreed to be concerned with the formulation and adoption of policy, whereas leadership and management are concerned with day to day delivery of education.

According to the Department of Education (DoE, 1997c:11) the Schools Act makes provision for governance and professional management of public schools. Van Wyk (1998:21) adds to the above idea and states that the South African Schools Act (RSA, 1996) provides for the professional management and leadership of public schools to be taken by the principal under the authority of Heads of Department, while the governance of every public school is to vest in its governing body.

In its attempt to explain the meaning of school governance, the Department of Education (DoE, 1997c:11) indicates that school governance, as regards the governing body's functions, means determining the policy rules by which the school is to be organised and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and budget of the school. As Williamson (1996:11) also observes, governance is also an exercise in assessing the efficacy of alternative modes (means) of organisation. Williamson further indicates that a governance structure is thus usefully thought of as an institutional framework in which integrity of related set transactions is decided.

The governance of a public school is vested in its governing body. It means, therefore, that the governing body is the official mouthpiece of the parents of learners, the educators and learners of the school on all matters, other than those relating to the professional administration of the school (Van Wyk 1998:21). Perhaps it seems proper to consider what the School Governing Body (SGB) does in its governance role.

The Department of Education (DoE, 1997a:7) indicates that the governing body is not involved in the day-to-day running of the school. However, it contributes to or decides on all or some of the following:

School policy: school hours, language policy, religious policy, dress code, learners' code of conduct, and the school goals.

School development: a development plan, obtaining voluntary helpers, when needed, partnerships with the community, and relationship with other schools.

School administration: looking after the school buildings, grounds and other property, and deciding when outsiders may use the school. The SGB is also involved in the appointment of

staff, in arranging annual general meetings of parents, and in reporting to the school community.

It goes without saying, therefore, that leadership, management, and governance may be distinguished with regard to their roles, but the bottom line is that they are all interrelated and complement one another. The Department of Education (DoE, 1997a:7) emphasises that the SGB does not do the work of the principal; instead the SGB works hand-in-hand with the principal. It should also be stressed that the main focus of attention in this study is on effective leadership. That is why, at this stage, it is appropriate to pay attention to the importance of the leadership styles in the school situation.

2.4 THE SIGNIFICANCE OF LEADERSHIP STYLE

The leadership style of the school principal reflects the way the school is run on a day-to-day basis. The leadership style also shows what the school is like. For example, the school surroundings, the way the learners and educators of a particular school dress, and the way they behave are some of the factors that show the character of a school. It is not denied that some of the overt factors may be deceptive but, in most cases, one may ascertain the way the school is run by viewing the exterior before one enters the principal's office.

According to Goldman (1998:20-21), in a learning environment, leadership style says everything about a leader's deeply held educational beliefs – and these are mirrored in the culture of the school. Goldman further states that the essence of leadership style is determined by deep-seated values and beliefs about how people learn. Leaders may call their leadership style whatever they wish – transactive, transformational, top-down, bottom-up – but ultimately, their deep-seated values and beliefs are mirrored throughout the school.

South African schools may in future be undergoing drastic changes in which an inclusive education system will be implemented. Hoskins (1996:191) suggests that leaders, including principals and SMT members, should be able to facilitate the process of change and growth in the school organisation. In this way, these school leaders will be promoting effective leadership throughout the whole school organisation.

When the educational context changes, leadership style is also affected. Hersey and Blanchard (in Bowers, 1984:42) distinguish between two cycles of change, each profoundly

influenced by the prevailing leadership style within the school. The first cycle of change – the directive change cycle – is probably the one with which many people are familiar. It is usually exemplified by the head or the other member of staff with specific responsibility for some activity, telling colleagues what is expected of them. For example, the principal may decide that the record-keeping of other School Management Team members is not systematic enough, and requests them to use checklists which he/she (the principal) has brought back from the last courses he/she attended. Hersey and Blanchard call alternative the participative change cycle. Here knowledge is made available to the group of individuals concerned, and they are asked to participate in problem solving. The record-keeping issue, within this approach, will be put to the individuals concerned in the hope that they will acknowledge the need to change, and collaborate to develop an improved procedure. These examples, according to the researcher, show how influential the leadership style is in the dynamic and ever growing school environment. Lack of attention to the leadership style may also prohibit change in the school, and the ultimate results of the school will be undesirable.

Many countries, including South Africa, are experiencing an increase in institutions dedicated to leadership reform, and courses with titles such as 'Reinventing leadership' is in abundance. In the wake of systems moving away from the traditional, bureaucratic styles and roles of administrators, many principals are struggling to redefine their place and role in schools. What these principals fail to understand is the magnitude of the impact school leaders have – even when leadership is shared. Many school leaders are unaware of this as well as of many important consequences of leadership style that are unintentional. What these unintentional consequences reveal is nothing less than the school leaders' most basic educational values and the realisation of how important their leadership style is (Goldman, 1998:20).

Ubben, Hughes and Norris (2001:17) seem to concur with Goldman (1998) and state that values shape the direction and style of leadership, provide the distinctive character of that leadership, and determine the passion influencing others to follow. Leadership style, therefore, becomes a relationship forged on the anvil of respect and personal regard. Leadership style is nurtured by the values ultimately uniting individuals, however dissonant their perspectives.

There is little doubt that the leadership style of key figures such as the principal and deputy principal of the school, and others, such as heads of different departments with the

responsibility for SMT functioning, would have an influence upon the development of the team. Unfortunately, it is not easy to identify the right style for all the various situations that may be found in schools, especially in an inclusive educational setting (Bowers, 1984:200).

One may have to casually observe only few school leaders to note that their style of exercising influence varies in a number of ways. Some leaders are friendly; others are cold. Some supervise very closely; others allow their followers more autonomy. The list could go on and on. According to Middlebrook, the bottom line is how effective leaders are in making others do what is needed for the functioning of the school. Several approaches to the study of leadership effectiveness have been proposed by social psychologists and educational managers studying different leadership styles (Middlebrook, 1980:417-418).

It is, therefore, critical that school leaders become acquainted with different leadership styles. As Sterling and Davidoff (2000:29) suggest, part of knowing and accepting oneself as a leader is being able to recognise the leadership approaches with which one is most comfortable. For example, the school leader may feel most at ease when he/she needs to listen, give support and consult with others. Or a school leader may feel most comfortable when he/she has to be strong, firm and able to direct as a leader. If SMT members are to grow as leaders, it is important that they work at developing a range of different ways of leading, enabling them to move beyond their comfort zone.

It is, therefore, crucial that this discussion proceeds to include different existing and traditional leadership styles found in most South African schools.

2.5 LEADERSHIP STYLES IN SOUTH AFRICAN SCHOOLS

Van der Westhuizen (1999:190-191) and the Department of Education (DoE, 2000b:14) identify most common leadership styles in South African schools as:

- Democratic leadership
- Authoritarian leadership
- Laissez faire leadership
- Situational leadership

A popular view of leadership behaviour is that it can be characterised by, inter alia, a concern for the task at hand, or concern for relationships with colleagues and staff members,

or behaviour corresponding to some immediate stage between these extremes. The first is someone who tells others what to do, while the second shares responsibility by involving others in planning and performance of the task (Knight & Bowers, 1984: 200).

2.5.1 Democratic leadership

Leaders who apply a democratic style of leadership prefer to share the planning and the decision-making and to guide their staff, rather than telling them what to do (DoE, 2000b:14). It becomes evident from the outset that decision-making forms an integral part of the democratic leader. To clarify this matter, the Department of Education further elaborates by stating that being a democratic leader does not mean that the principal, as leader of a school, will never make the decisions about his/her school on his/her own. There comes a time when a crisis arises, and principals may have to make urgent decisions. This is a time when it might not be appropriate to request other people's opinions or to negotiate with them. Even when there is not a crisis, there will be times when the final decision rests with the leaders. In such instances, the Department of Education (DoE, 2000b:15) suggests that the principals need to be able to judge when it is best to:

- Make decisions on their own;
- Consult and negotiate before they make a decision;
- Allow others to make decisions.

Getzel and Reynders (in Van der Westhuizen, 1999:190) are of the opinion that the democratic style of leadership involves the staff by means of mutual consultation in decision-making. These authors state that the decisions are made by means of voluntary and spontaneous communication, and the leader plays an active role in the process. This leadership style affords staff the opportunity to make a contribution, and definite efforts are made by such leaders to create positive interpersonal relationships. Getzel and Reynders further explain that school leaders who employ a democratic style of leadership offer opportunities for original and creative contributions by staff members, and in this way staff members and knowledgeable members of the community are given room to contribute to the attainment of the school's goals. It means, therefore, that the democratic leaders open new perspectives during group discussion, and staff members are free to choose with whom they would like to work.

The democratic style of leadership is critical because it emphasises the importance of shared decision-making. In the past, many South African leaders, including educational leaders, made decisions without consultation, and school-level leaders did not allow staff members and learners to openly disagree with them. As a result, the members of the school community often did not feel that the school belonged to them, or the community members did not even feel committed to decisions made by leaders. The new educational context, which includes an inclusive education system, emphasises transparency, responsibility, democracy and accountability. At present, the leaders are expected to allow people who are involved in the school to take part in making decisions. The educational leaders are expected to negotiate with others, and bring the staff and members of the community into leading and managing the school. This assists in motivating the school community, and cultivates a sense of responsibility for the school (DoE, 2000b:15).

In a democratic society the democratic leadership style may be the one most desirable for future schools. Sterling and Davidoff (2000:37) caution that at the same time the term 'democratic leadership' is a tricky one, since many people equate this with a fluid, non-directing, open-ended way of leading. The notion of democratic leadership often results in a series of dilemmas for the leader. These dilemmas arise from tension between what people believe to be democratic and what people need to do in practice. Some examples of these dilemmas as given by Sterling and Davidoff are the following:

- People have a tradition of competition, but are at the same time expected to be co-operative.

- People are under pressure to get the job done efficiently, but also believe that all their points of view should be heard.

- People are pushed for time, but also want participative decision-making, and that takes time.

- People see opportunities for quick results in one-person decisions, but they also believe shared responsibility makes for better and more enduring solutions, and people believe in the educational process.

The following framework offers a helpful way of resolving the above-mentioned dilemmas (Sterling & Davidoff, 2000:38)

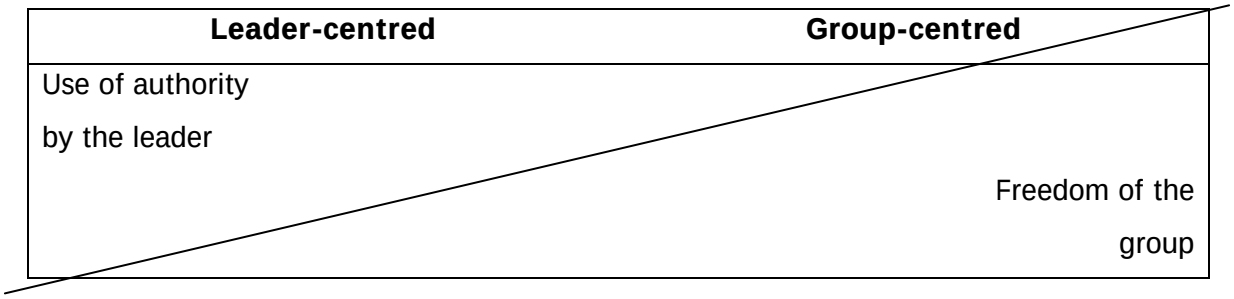

Figure 1 A decision-making framework

When school leaders work with a decision-making framework, they think about each decision they need to make. They reflect on where they need to place the decision-making responsibility. They ask whether the decision is leader-centred or group-centred. Is a leader-centred decision one that a leader would make on his/her own, or would a leader involve others in a particular way? If the decision is group-centred, what is the role of the leader? Does the leader consult the group or is there equal participation in a group decision-making process? The answer to these questions is that the way in which each decision is made is an exercise in discernment which depends on a range of different factors, such as the kind of decision the leaders need to make, the capacity of the group, and the motives behind the method of choice (Sterling & Davidoff, 2000:38-40).

According to Knight and Bowers (1984:200), the leader who shares responsibilities is using a democratic style based on the *Theory Y* assumption that people can be basically self-directed and creative at work, if properly motivated. However, it should be remembered that simply sharing the responsibility without sharing the power of making decisions – and making mistakes – is unlikely to motivate, nor considered to be democratic for long. It is also important to distinguish between leaders who are democratic in style, giving their followers considerable freedom in their work, and those who are even further along the authoritarian-democratic continuum.

The fact that Knight and Bowers (1984) have pointed out the similarity between democratic leadership style and McGregor's *Theory Y*, compels the researcher to highlight exactly what

Theory Y entails. Van der Westhuizen (1999:197-198) explains that on the basis of reliable research results, McGregor formulated his *theory Y* using the following assumptions and presuppositions:

- Control and threats of punishment are not the only way to motivate workers to do their best, and to achieve specific objectives. Most individuals have a "built-in" awareness of duty and will exert a type of intrinsic control over themselves. In addition, individuals demonstrate a particular type of loyalty, working in pursuance of goals in which they are intensely involved, and with which they feel closely connected.

- People are not naturally antagonistic towards work. Enlightened individuals have an equally strong desire to work, and to relax. Such individuals are aware of the circumstances and negative experiences of the work in general, and also of their negative and positive attitudes to work.

- The willingness to attain certain goals is closely linked to the reward the employees will eventually receive. The reward not only refers to material things, but satisfying so-called higher hierarchical needs such as acceptance, prestige, self-confidence and the degree of self-realisation experienced.

- Abilities such as creativity, originality and imagination are not as unusual as generally accepted. These abilities are not uncommon, and not confined to a fortunate few.

- The average person learns quickly - particularly when the motivational factors are strong enough - not only to accept his/her given responsibilities, but also to assume new responsibilities through his/her own initiative.

- Many organisations in reality only make use of a limited part of the average individual's intellectual capabilities, expertise and creative potential.

Ainscow (1984:29) adds to Knight and Bowers (1984), and states that leadership style is democratic, derived from *Theory Y*, provided that:

- The expenditure of physical and mental effort in work is as natural as play or rest.

- External control and the threat of punishment are not the only means for bringing about effort towards organisational objectives. Commitment to objectives is a function of the rewards associated with staff achievement.

- The average human being learns under appropriate conditions not only to accept, but to settle responsibility.

The above knowledge, therefore, enlightens people's awareness of the fact that achievement of the school's aims and objectives is illuminated by effective decision-making skills of the SMT. Democratic leadership, which is consultative in nature, appears to be the appropriate style to facilitate the implementation of decisions. Hence, a decision taken by using a democratic leadership style is not unilateral, but involves everybody concerned. It is likely that the individuals concerned will ensure that decisions made are converted into actions.

Although the leadership style of the SMT may be democratic, situations may arise in which consultation is not possible, and rapid decisions have to be made, requiring sole decision-making on their part. Such situations clearly demonstrate the need for a different style other than the democratic approach. This discussion will, therefore, focus on another leadership approach, namely the authoritarian style.

2.5.2 Authoritarian leadership

According to the Department of Education (DoE, 2000b:14) the authoritarian leadership style is characterised by leaders who prefer to keep tight control over the staff members and learners, often relying on rules and procedures in the running of their schools. The Department of Education further defines the difference between being authoritarian and authoritative. For example, when the principal orders everyone to evacuate the school, he/she is being authoritative. However, when the principal tells the staff members and learners to obey orders on curriculum matters merely because he/she is the principal, then he/she is being authoritarian.

Authoritarian/autocratic or leader-centred leaders, as Van der Westhuizen (1999:190) describes these, are those leaders who want to have their own way, and they alone determine policy. All decisions are taken by the leaders, and only certain tasks are allocated to the staff. They take full responsibility for decisions made, and ensure that set goals are attained. Authoritarian leadership is characterised by one-way communication between the

leader and the group. The group may include the staff members, parents and members of the community at large.

The fact that a close link is evident between the authoritarian style of leadership and *Theory X* of McGregor, compels the researcher to briefly highlight what *Theory X* encompasses. McGregor's *Theory X* (in Ainscow, 1984:29) states that the leaders who base their style of leadership on this, believe that:

- The average human being has an inherent dislike of work, and will avoid it if he/she can.

- Most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate efforts toward the organisational objectives.

- The average human being prefers to be directed; wishes to avoid the responsibility; has relatively little ambition; and wants security above all.

In his *Theory X*, McGregor (in Van der Westhuizen, 1999:197) refers to the following common assumptions of earlier leadership:

- The average person does not like to work, and will avoid work at all costs, if at all possible.

- As a result of this resistance and antagonism towards work, it is inevitable and necessary that individuals need strong control, need to be controlled and sometimes forced. The individuals should even be threatened with disciplinary measures and punishment in an effort to bring about the goals of the organisation.

- Average employees prefer an openly prescriptive approach on the part of their seniors, and like to receive unmotivated orders from their leaders. In addition, the staff wishes to avoid responsibility as far as possible, and one of their most important drives is their need for security.

Buchel (1995:3) adds to this by pointing out the characteristics of the authoritarian leaders as follows: They:

- make all the decisions themselves;
- decide on the programme or the group activities;
- use their managerial position to force their authority onto others;
- do not tolerate initiative from members of the group;
- act as the only spokesperson of the group;
- do not discuss the group's aims or objectives with other group members;
- seldom delegate duties;
- put their own interests before those of the group;
- do not accept the individuality of the group members;
- give rise to frustration, aggression, stress and conflict by their attitude; and
- also suppress initiative.

According to Sergiovanni (in Riley & Louis, 2000:22) there are different ways in which leaders may derive their authority. One of the ways in which the authoritarian school leaders derive their authority is what the writer calls "bureaucratic authority." School leaders with this kind of authority believe that they are at the top and, therefore, know more than those at the bottom. They set the standards the teachers have to maintain. They enforce these through the 'expect and inspect' strategy when the educator performs unsatisfactorily. Accountability is from bottom to top.

It should be mentioned that authoritarian leadership has been emphasised in the past. Some school principals still hold the opinion that an authoritarian style of leadership assists in keeping control of the work. Sterling and Davidoff (2000:7) state that, during the Apartheid years, people in leadership positions in schools were trained in rigid and authoritarian leadership and management skills, with the primary agenda of keeping the schools "under control." Often people were promoted not for their leadership potential, but because they were willing to co-operate in implementing apartheid policies in schools. The legacy of the authoritarian approach to leadership still lives on within South African schools. The Department of Education (DoE, 2000b:15) also cautions and points out that, in the past, many South African leaders, including educational leaders, have been authoritarian. Leaders made decisions without consultation, and did not allow staff and learners to openly disagree

with them. As a result, members of the school community often did not feel that the school belonged to them, or they did not feel committed to decisions made by leaders.

Shaw and Bass (in Middlebrook, 1980:418) point out the fact that if authoritarian directive leadership is effective, it may be because it is much easier to be a good authoritarian leader than to be a democratic leader. This point brings the discussion to the next leadership style also present in some South African schools.

2.5.3 Laissez-faire leadership

According to the Department of Education (DoE, 2000b:14), leaders who adopt laissez-faire (pronounced "lassay fair") approach do not give their staff much guidance or direction, and those leaders do not engage creatively with the staff members in order to manage or lead them. The leaders are happy to let events take their course. Buchel (1995:3) describes laissez-faire leaders as permissive and characterises them as follows:

- A lack of leadership and management;
- No organised group activities;
- A lack of objective work goals (no aims and objectives);
- Each member is free to do as he/she pleases (management and leadership lacks direction);
- It causes unhappiness and uncertainty; nobody knows what is expected of them;

Laissez-faire leadership is individual-centred, that is, it emphasises the action of the individual members of a group. In a certain sense, it is a super-democratic leadership style where the leader virtually disappears from the scene by acting on good faith, trusting and relying on the individual follower's loyalty and devotion to the cause. In this kind of leadership, the leader says, as it were: "I shall not be there to give orders or be consulted. Each individual will be on his/her own and will have to decide for himself/herself what to say and do. I shall rely on your understanding of our cause and your will to serve it." When a leader delegates the responsibility completely, or when he/she asks the members of a group to perform a task which he/she cannot or does not wish to supervise or check, that leader is using a laissez-faire, or sometimes called free-reign leadership (Cawood, Kapp & Swartz, 1989:32).

In the past, some South African schools were regarded as unproductive, undisciplined, and some were even called ineffective. Recently, the term used for such schools is "dysfunctional." It appears, without doubt, that one of the contributing factors to such schools being referred to as dysfunctional is the laissez-faire leadership style, due to schools lacking direction in the attainment of their goals. Sterling and Davidoff (2000:5) point out that many school principals and teachers in South African schools have, among other things, expressed concerns about the great uncertainty and a lack of direction associated with the educational changes at departmental level and that this may lead to leadership being laissez-faire.

Lack of sufficient training, as well as an absence of follow-up workshops, also exacerbates the challenge and results in laissez-faire leaders. According to Sterling and Davidoff (2000:5), problems such as a lack of planning, an absence of vision, unfair resource allocation and feelings of uncertainty indicate a lack of meaningful leadership within the school. These leaders are often described as incompetent, unaccountable, unassertive and laissez-faire leaders.

In the circumstances indicated above, the leader does not make his/her presence felt. The staff members have the freedom to make individual or group decisions. The leader guides the staff by appealing to personal integrity. A situation is created by this type of leadership in which individuals feel that they are trusted and should make independent decisions. The leader, who is minimally involved, remains in the background (Van der Westhuizen, 1999:190-191).

2.5.4 Situational leadership

Fiedler (2000:60) states that much of the early writing on leadership was concerned with prescription and, implicitly, with a "one best way" approach. This was generally done without explicitly recognising the inherent inflexibility of practice that was being suggested for a diverse range of situations. Fiedler further assesses that one major breakthrough in conceptualisation of leadership has been the recognition that a contingent or situational approach is necessary. This approach implies that, what is appropriate and likely to work, depend on a number of factors. One important factor will be the context in which leadership is to operate.

According to Telford (1996:8), the contingency theory of leadership by Fiedler (1967) and Hersey and Blanchard (1982) proposes that no one leadership be claimed as most effective; successful leadership is contextual. Beare, Caldwell and Millikan (1999:27) elaborate a view of Telford by indicating that attempts to develop theories have involved the careful study of situations in which leadership is exercised, acknowledging that there is no best way to lead in all situations, but that in no particular situation one approach to leadership may be more effective than another. The Department of Education (DoE, 2000b:13) also does not believe that one style of leadership is right for every situation.

Perhaps it is appropriate at this stage to briefly summarize the two contingency theories of Hersey and Blanchard, and Fiedler. Illustrations of the usage in school settings of these will also be the ones considered.

According to Beare, Caldwell and Millikan (1997:27), Hersey and Blanchard (1982) proposed in their situational theory that leadership behaviour should be viewed according to the maturity of subordinates or followers. The situation in this theory is thus defined by maturity with two dimensions proposed: professional maturity and psychological maturity. There are also two dimensions of leadership behaviour: task behaviour in which the leader emphasises or specifies the task and relationship behaviour in which the leader invests time in developing good interpersonal relationships within the group.

Application of the Hersey and Blanchard theory calls for a highly personalized approach to leadership behaviour. For example, in the school setting, there may be high variability among staff in terms of maturity so that different people, and in particular members of staff, may have different levels of maturity for performing different tasks. Furthermore, maturity levels will change from year to year as staff acquire professional and psychological maturity (Beare , Caldwell & Millikan, 1997 : 27).

To understand the contingency theory of leadership formulated by Fiedler, a distinction between leadership style and leadership behaviour needs to be made. To Fiedler, leadership style is an innate, relatively enduring attribute of the individual personality which provides individuals with motivation and which determines their general orientation when exercising leadership. Leadership behaviour, on the other hand, refers to particular acts which individuals can perform or not perform, if they have the knowledge and skills, and if

individuals judge them appropriately at the time (this is the sense in which leadership behaviour is used in Hersey and Blanchard's theory (Beare, Caldwell & Millikan, 1999:27)).

According to Beare, Caldwell and Millikan (1997:27-28), Fiedler found that task-motivated leaders (those whose primary driving motivation is to ensure that the task at hand is addressed) tend to be best suited to situations which are either highly favourably or highly unfavourable according to the extent to which tasks are structured. The Department of Education (DoE, 2000b:13) concurs that sometimes task-oriented leaders are needed to get the job done quickly and efficiently. For example, if the school water pipe is broken, the principal would not first stop to consult everyone on what to do about it. It therefore shows that the leadership style depends to a large extent on the situation.

Fiedler also found that relationship motivated leaders (those whose primary driving motivation is to ensure that there are good relations with and among members of the work group) are best suited to situations which are moderately favourable (Beare, Caldwell & Millikan, 1997:28). The Department of Education (DoE, 2000b:13) also agrees that, at other times, a relationship-oriented or motivated leadership style which focuses on team-building and morale building is more appropriate. For example, if a new curriculum like the inclusive education curriculum needs to be introduced, it is important that good relations with and among members be established and that people participate in the process of correctly following the curriculum.

To conclude this part of the study, Heifetz (1994:17) indicates that there is no single constellation of traits associated with leadership. The suggestion is that different situations demand different personalities, and call for different behaviours. De Beer (1995:129) takes the point of Heifetz further and indicates that no style of leadership is perfect in all situations. A good leader should have the ability to correctly sum up the situation, and to adjust his/her management accordingly.

Next to be discussed are the roles of the educational leader.

2.6 THE ROLES OF EDUCATIONAL LEADERS

The role of the leader is critical in leading and managing schools with a diversity of learners' needs. The leadership manifested and roles played by leaders determine the tone and

successful attainment of set objectives of the school. Sterling and Davidoff (2000:104) also state that, in all the stages of the visionary process, the role of a leader is crucial. The leader is responsible for bringing the vision to life. The task of a leader, therefore, is to hold that vision, while facilitating the smaller tasks and everyday activities in such a way that they contribute to fulfilling the school's vision. This process challenges the leader to use his/her leadership qualities and skills flexibly and appropriately.

Schools vary in size and complexity; the role of the SMT will vary from place to place as a result of organisational and community expectations. Nevertheless the functions that must be managed by the principal are similar, irrespective of where the position is located, or the number of students (Ubben, Hughes & Norris 2001:11).

The different roles of the SMT members regarding leading and managing schools, including inclusive schools, can be identified as follows (Van der Westhuizen, 1999:94-96):

- Interpersonal roles;
- Informative roles;
- Decision-making roles.

2.6.1 Interpersonal roles

2.6.1.1 The figurehead: Educational leaders such as the SMT members are the ceremonial heads of the schools because of their formal authority and status. This capacity allows them to sign certain documents such as the reports and various official correspondence, to speak to visitors and to make speeches at the school and other related functions (Van der Westhuizen, 1999:94).

Responsibilities in this area include all the activities seeking to influence others, and to accomplish group goals through the efforts of others. Interpersonal role or competence is a concept under which the administrative leaders' personalities, characters and interpersonal relations contribute to the performance and productivity of colleagues engaged in a common endeavour (Fincher, 1996:32). This role is crucial and requires patience and charismatic response.

2.6.1.2 The leader: The role of the SMT is to direct and motivate. MacBeath (1998:148) indicates that good school leaders are those who are able to maximise the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. They lead by managing, motivating and inspiring people. This may come through individual one-to-one work with the teachers, the learners, parents or School Management Developers (SMD), or through creating the impetus within an organisation that encourages and enables people to play an active part in school life (Van der Westhuizen 1999:94). According to Van der Westhuizen, one of their tasks is to integrate the individual needs and the organisational objectives. This integration is what Getzel, Lipham and Campbell (1968:77) refer to as the ideographic and nomothetic relationships in schools. The leadership role of the educational leaders invests them with the potential power, and their actions as leaders will determine how much of their potential power is realised. Fiedler (in Ubben, Hughes & Norris 2001:22) refers to the power inherent in the leadership position as the "power position" and it includes the means available to the leaders from those at higher administrative levels and authority. This is the extent to which the leaders possess reward, coercive and legitimate powers.

2.6.1.3 The liaison person: The liaison role refers to the network of meaningful relationships the educational leaders have with innumerable individuals and groups within and outside the school. In brief, this role links the school to its environment by, amongst other things, establishing contacts with important people and institutions outside the school (Van der Westhuizen, 1999:94).

2.6.2 Informative roles

2.6.2.1 The representative: It is the responsibility of the educational leader to transfer information to the staff, the members of the School Governing Body (SGB), teacher associations, certain interest groups in the community, and to the public at large. The outside world sees principals as leaders in matters affecting the school and as persons who are knowledgeable about the responsibilities of the school (Van der Westhuizen, 1999:94).

The Department of Education (DoE, 2000b:25) points out that it is the responsibility of the principals to check regularly on situations, and to make decisions on the basis of the information that they receive about the situation. On the other hand, it is also their responsibility to provide others with relevant information they receive in systematic and appropriate ways if they believe that it is in the school's best interest.

2.6.2.2 The monitor or evaluator: Much of the information educational leaders receive is of the hearsay type, or in the form of official papers (Van der Westhuizen, 1999:95). The Department of Education (DoE, 2000b:25) concurs and states that the SMT has access to different types of information, including informal and official sources. Some of the sources of information principals have access to are policy documents that come to the school; district and other officials who visit the school; articles in newspapers; reports on radio or television; discussions with learners; parents and other community members; meetings with colleagues from other schools and much more.

According to Van der Westhuizen (1999:95), leaders should prefer to be informed at the earliest possible opportunity about the events and, therefore, receive much of the information (particularly in the leader's liaison role) in an informal manner. The information is not only important for discrimination, but also for change and problem identification.

As the monitors, the leaders should sift through the information, determine its reliability and importance and establish which tendencies, if any, emerge (Moolman, 1978:56). Leaders should also evaluate information reaching them through official channels. This information may be distributed by means of staff meetings or circular letters.

2.6.2.3 The disseminator: Educational leaders distribute information internally or within their own schools. This role implies that the leaders have to decide who should receive which information, and ensure that the information has been received. For this purpose, effective communication channels and resources are necessary.

When dealing with distributing the message, Ubben, Hughes and Norris (2001:332; 343) suggest numerous ways to broadcast a message from the school. Cooperative endeavours involving the printed and electronic media, system developed newsletters and brochures, and even the routinely sent report card can all be put to effective use. People in the community have a right, not only to be informed about the school happenings, but also to be engaged in these happenings. If school principals do not use available means to interact with the members of the community, the school will become static and unresponsive to the changing community and societal needs. The role of the educational leaders will then be to analyse the existing public relations programme, and the community that is to be served. Modifications in the public relations programme would be based on that analysis.

2.6.3 Decision-making roles

2.6.3.1 The disturbance handler: This role focuses on the handling of unexpected changes partially or totally beyond the educational leader's control. Mintzberg (1973:83) distinguishes three types of disturbances: conflicts between subordinates (staff and learners), conflicts with other organisations or schools (liaison), and the loss or threatening loss of resources. The educational leaders, therefore, have to deal with conflict and resolve it, and also ensure that the resolution of the conflict is to everyone's satisfaction.

> *Sterling and Davidoff (2000:76) have this to say: "In your leadership capacity, you are likely to be called upon often to help resolve conflict. In this role, remember that you are a facilitator. It is not your job to force people to agree with each other. Rather, you can provide a sense of objectivity, clarity and perspective. You can help the conflicting parties to deal with their conflict themselves, in a way meaningful for them. Although conflict is often unpleasant, one should not overlook its creative potential. Use should be made of a situation of conflict to establish order at a higher level."*

Crisis management usually takes priority over most other activities, as crises have to be dealt with immediately. Since crisis decisions create precedents, they need to be regarded as strategic decisions. The conduct of the educational leader in crisis situations can have a decisive influence on his/her staff's assessment of him/her as a leader (Van der Westhuizen, 1999:95).

2.6.3.2 The negotiator: Educational leaders are sometimes asked to avail certain of their school's facilities to other organisations, or these leaders may initiate a suggestion of this kind themselves. Examples of these are the use of the school hall for meetings, and the use of sporting facilities by outside institutions (Van der Westhuizen, 1999:95). Through this role, the educational leader will constantly communicate with those whose responsibilities lie in its organisation and administration – deputy principal, guidance and counselling educators – to consult and negotiate on matters affecting the management and running of the school. At such meetings, principals will ensure that all have a say, and none will be counted as more powerful than anyone else. Where necessary, the principal will negotiate with trade union representatives, parents, and religious groups on all matters affecting the educational welfare of the school, and various aspects of the development and growth of its learners (Aspin, 1995:52).

2.6.3.3 The allocator of resources: Through this role, educational leaders have to decide which subjects or activities are to be extended or phased out, and which new projects will begin. An important aspect of this role is how the educational leaders allocate their time, which is their most important resource. This determines what will receive attention, and what will not. In addition, their staff will most likely determine their preferences by observing their conduct. As ones who allocate resources, these leaders have a responsibility towards those people or groups above them (who hold them responsible), and their staff who look to them for guidance (Van der Westhuizen, 1999:95-96).

***2.6.3.4 The entrepreneur*:** Under certain circumstances, the educational leader employs strategic manoeuvring. Strategic manoeuvring is used to influence the nature of the environment in which the school is situated and often demands that the principal uses an entrepreneurial approach or role to achieve his\her plans. Some of these entrepreneurial roles are to seek external funding from a foundation or a corporation, requiring that the school communicates its newly defined mission both to the immediate funding sources, as well as community constituents who can influence funding decisions (Golding, 2001:294).

According to Karstanje (1999:41) decentralisation of finances, buildings and facilities can serve to make school principals into small, sometimes even medium-sized entrepreneurs.

In concluding this section on the roles of the educational leaders, it should be pointed out that there are various roles educational leaders have to play. Therefore, the roles included in this study are the major ones, ensuring that the school successfully performs its daily functions.

It must be stated that different perspectives regarding leadership should be seen in the context of the changing system of education in South Africa. At this point, therefore, the relationship between leadership and change will be briefly discussed.

2.7 LEADERSHIP AND CHANGE

It is obvious that, when the new system of education is introduced, there will be some changes in the leadership and management of the school. It is therefore crucial for school leaders to be acquainted with changes that are to take place. Another responsibility of

leaders, such as principals, is to make their staff knowledgeable about changes while still keeping things in order. Havelock and Zlotolow (1995:18) point out that the responsibilities of the leadership of any organisation, including the school organisations, are twofold: maintaining the system the way it is; and changing the system, enabling it to perform more effectively.

The main change of significance in this instance is the one enabling the school organisation to perform well when inclusive education is implemented. Even though he/she is only a part-time change agent, according to Havelock and Zlotolow (1995:18-19), the leader, in changing circumstances such as in the South African educational system, should have at least six goals:

1. The leader should know about the process of change, how it takes place, and the attitudes, values and behaviours of those acting as barriers or facilitators.

2. The leader should know who within the system has resources relevant to change. For example, are there innovators available - people who have the drive and courage to adopt a new idea, and are able to carry through an innovation, sticking with it until it works? The leader should know who the opponents to change are - those who will resist any form of change. The leader should be able to sort out those different system role players, and know how to enlist them as resources to advance the change effort.

3. The leader needs to maintain a high level of awareness of new practices potentially worthy of adoption by his/her system. This does not mean an encyclopaedic grasp of all the programmes that are available, but it does mean an acquaintance based on a continued scanning of newsletters, press reports, the broader readership of educational journals and magazines, and perhaps, electronic information services.

4. The change-oriented leader tries to achieve a certain degree of change in the system; he/she builds a staff with diversity of views and approaches and encourages dialogue among them.

5. The leader should have a total systemic view of change and its effects, including (a) understanding of the social surroundings within which innovation takes place; (b)

seeing the organisation as an entity of many subparts working toward common goals, and as a sub-system in the greater stage, regional, or even national educational enterprise. As a leader he/she needs to be aware of intersystem relationships and consequences.

6. Finally, the leader needs to be working constantly in building the internal self-renewal capability of the organisation as a whole. This means recruiting and developing staff members with capabilities as process helpers, resource linkers, innovators, product champions, and evaluators, as well as providing a continuing open forum for advocates of change. One should also encourage outside linking even when the immediate benefits to the leader or the system are not obvious. What becomes obvious is that effective leaders are aware of changing situations. These leaders do not wait until changes occur; they rather prepare themselves for change. Davies and Ellison (1999:20) even suggest that, if leaders are to be effective, they have to do more than respond to immediate policy changes or current crisis. The leaders need to identify potential trends, consider possible future scenarios and, above all, build reflective learning communities that can adapt to whatever challenges or opportunities arise. This involves agreeing to and living a set of values as a benchmark, and building a set of learning skills so that opportunities can be shaped and taken rather than the school being the victim of unforeseen changes and events.

The leader will find gimmicks less useful in developing change than a climate that stimulates people to think in new ways about old procedures and practices. Strategies for specific change targets are used, but they should be employed after the organisation's health has been developed to a state conducive to accepting change as little more than a natural course. Such a climate is produced and developed by sound leadership and management (Bailey, 1980:206).

2.8 CONCLUDING REMARKS

Among significant aspects highlighted, the chapter focused on:

- leadership definitions
- management, leadership and governance

- the importance of leadership style for inclusive schools
- roles of educational leaders
- leadership and change

It becomes clear that one of the contributing factors towards the formation of a good school is its effective leadership. In the many definitions and descriptions that were mentioned, it is clear that the core aspects of a good leader, amongst other things, are leadership skills, the interaction with all the stakeholders, the ability and knowledge of decision-making, and personal growth.

The importance of leadership style and also the dominant styles in most South African schools enable the educational leaders to choose the best style appropriate for the situation. It has also been observed that knowledge and skills are not adequate if they are not being put into actions. This means that these educational leaders have certain roles to play and to fulfil. Thus, the relationship of leadership and change should also be taken into account.

Before investigating the relationship between leadership and inclusive education, the next chapter will first deal with a critical investigation into the new envisaged educational system, namely inclusive education.

CHAPTER 3
CRITICAL INVESTIGATION INTO AN INCLUSIVE EDUCATION SYSTEM

3.1 INTRODUCTION

The previous chapter paid attention to different perspectives on leadership, with only little reference to inclusive schooling. Among other things discussed were the central position school leaders have regarding the effective functioning of schools.

In this chapter, the origin of the concept, "inclusive education" will be highlighted. The current international status of inclusive education in two developed countries, namely the United States of America (USA) and New Zealand, and two developing countries, namely Brazil and India, will also be addressed. As Pijl, Meijer & Hegarty (in Dyson,1999:36) state:

> *"in recent years inclusive education has become so central to the education policies of large numbers of countries in both the developed and developing world that commentators have been able to describe it, without exaggeration, as a global agenda."*

Also to be discussed in this chapter is the South African perspective on inclusive education.

First to be considered are the origins of inclusive education.

3.2 THE ORIGINS OF INCLUSIVE EDUCATION

Currently the term "inclusion" or the phrase "inclusive education" within education evokes great interest. This term originated in western countries, particularly in North America, and a great deal has been carried out in the United Kingdom, Europe and Scandinavia where legislation, followed by fiscal support, has made it possible to demonstrate good inclusive practices (Alur, 2001:287).

Following this, the inclusive educational approach was emphasized in world conferences (Burden, 1999:18). Burden indicates that in 1990, the educational leaders of the world gathered in Jomtien, Thailand, to look collectively at the past and chart the way forward. The theme of this conference was "Education for All: Meeting Basic Learning Needs." According to Burden (1999:18), in 1993, the United Nations general Assembly adopted the so-called *Standard Rules of Equalisation for Opportunities for Persons with Disabilities.* One of these rules (rule six) states that states should recognise the principle of equal educational opportunities for children, the youth and adults with disabilities, in integrated settings. Pijl, Meijer and Hegarty (1997:1) add to this by indicating that the consequences are that regular and special education, as separate systems disappear and are replaced by a single system that includes a wide range of learners.

While an attempt is made to explain the origin of inclusive education, Lomofsky and Lazarus (2001:306) caution that, since the 1980s, in most countries there has been a movement towards integration of 'special education' into the mainstream. Misunderstandings regarding the terms 'integration,' 'mainstreaming' and 'inclusiveness' or 'inclusion' has also occurred. In clarifying these terms, Thomson (1998:8) indicates that the concept of inclusiveness is not synonymous with integration. Inclusiveness is a broader and a prior concept. The first step in inclusiveness is to determine the best possible learning environment, given the individual student and learning task. For those with learning difficulties, the resulting educational environment will often be in an integrated setting and increasingly so as the skills of teachers and the capacities of the system grow. Sometimes it will be a mixture of the integrated and discrete; other times it will be discrete provision. The author states that no apology is necessary for the paradox that the concept of inclusive education and learning is not coincidental with total integration into the mainstream.

A further clarification of these terms is given by the Education White Paper 6 which talks of 'mainstreaming' or 'integration,' and distinguishes it from 'inclusion'. The distinguishing description, according to Department of Education (DoE, 2001:17) is given below:

Table 1: Comparison between Integration and Inclusion

'Mainstreaming' or Integration	Inclusion
Mainstreaming is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system.	Inclusion is about recognising and respecting the differences among all learners and building on the similarities.

Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.	Inclusion is about supporting all learners, educators, and the system as a whole, so that the full range of learning needs can be met. The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'. Here the focus is on the learner.	Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the classroom.

In the above explanations 'inclusion' indicates more than just 'mainstreaming,' because it is regarded as a moral issue of human rights and values as embodied in the Salamanca Statement (UNESCO, 1994). The mentioned document sees inclusion as a part of the creation of an inclusive society, according to Clark, Dyson, Milliward and Skidmore (in Lomofsky & Lazarus, 2001:306).

At this point, the concept inclusive education will be highlighted.

3.3 THE CONCEPT "INCLUSIVE EDUCATION"

It should be indicated from the outset that the word "inclusion" and the phrase "inclusive education" will be used interchangeably. The researcher maintains that there are no real differences in values and practices between these two. As Lewis (2000:2) examined, in the phrase "inclusive education," people can see that the noun is 'education' while the word 'inclusive' is an adjective that indicates a particular quality of education. Lewis states that he recently has become aware of a semantic adjustment, whereby silence descends on 'education' and 'inclusive' becomes 'inclusion.'

Thomson (1998:7) points out that the concept "inclusive education" takes on various forms and rests on a range of assumptions.

Dyson (1999:36) seems to concur with Thomson, and indicates that there are also some significant ambiguities in the concept inclusion itself, such as that it makes sense to talk about different inclusions. These ambiguities, Dyson says, arise from different discourses, through which different theoretical notions of inclusion are constructed.'

According to Dyson (1999:56), of particular significance is the difference between the ethic and the rights discourse on the one hand, and the efficacy discourse on the other. The complex difference between the constructions that emerge from these discourses might be summarized as follows:

1. ***The ethics and rights discourse***, particularly when it is joined by the politics discourse, tends to operate with a concept of social justice that is based on the notion of a participatory democracy in which none are excluded or oppressed, and which celebrates difference; it is primarily interested in the ethical and political discourse of the inclusive school as a microcosm of, and pathway towards, that society, and has relatively little to say about the detail of educational structures and practices; it focuses attention on those social groups that are excluded from full social participation.

2. ***The efficacy discourse,*** particularly when it is joined by the pragmatics discourse, operates with an implicit model of social justice as equitable access to social goods; it is interested in the "educational" order of the inclusive school and has much to say, therefore, about practical matters of educational organization and practice, and it focuses attention on those groups which do not currently have effective access to social goods (Dyson, 1999:56).

The view held by Dyson (1999:56-57), therefore, is that inclusion is not a monolithic concept; there are multiple versions of inclusions, so that it makes sense to talk about inclusions, in the plural.

At its broadest level, inclusive education, according to Thomson (1998:7), may be defined as the process of educating children and young people with special educational needs in settings where they have the maximum association consistent with their interests, and with other children and young people of the same age. The starting point for inclusive education is that all children with special educational needs should have access to and receive an education. This requires recognition that, without exception, all children are capable of

being educated, and that all children have a right to appropriate education. Naicker (in Thomson, 1998:7) indicates that inclusive education is a theoretical and philosophical construction. In order to operationalise that conceptual definition, one has to give it a practical dimension. The practical dimension will vary from context to context. UNESCO Consultation Report (1999:8) supports these ideas by stating that inclusion is a policy and a process that allows all children to participate in all programmes.

Fitzgerald, Staum, McGinnity, Houghton, Toshner and Ford (1997:92) seem to concur with Thomson (1998), and state that inclusive education means that students with disabilities are active and full members of regular classes. Every effort is made to meet the individual needs of the students in the context of the regular classroom through a rich and accommodating curriculum. Support services are closely co-ordinated with regular class activities, and provided to a maximal extent within the structure. Through shared ownership and common responsibility for the education of all students, team members will foster a climate of acceptance and support within the family.

In a further attempt to explain this concept, Mittler (in Lomofsky & Lazarus, 2001:306) explains inclusive education as being based on a value system that recognises and celebrates diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement and disability. According to Mittler, this implies that all learners have the right to attend the neighbourhood school, which is important for social reasons. Inclusion, Mittler states, means that all educators are responsible for the education of all children, and the curriculum is adapted to cope with this diversity. To support the idea, Voltz, Brazil and Ford (2001:23) mention that inclusion does not refer to physical space; it refers to a condition or state of being. The concept “inclusion” implies a sense of belonging and acceptance. Hence, inclusion has more to do with how educators respond to individual differences than it has to do with specific instructional configurations.

To conclude this section of the discussion, some authors like Corbett (2001:55) explain inclusion as an active, rather than a passive process. This author suggests that inclusive education is an unabashed announcement, a public and political declaration and celebration of differences. It requires continual pro-active responsiveness to foster an inclusive educational culture. The author states that this level of ‘proactive responsiveness’ is typically found in multicultural urban schools where confronting cultural and linguistic barriers to learning is a daily challenge.

At this stage, the discussion will proceed to the next point, which is the international perspective on inclusive education. The United States of America's system of inclusive education will be attended to first, followed by New Zealand's inclusive system. Subsequently Brazil and India's inclusion systems will also be addressed. First to be highlighted regarding USA is the national history and politics concerning an inclusive system.

3.4 THE CURRENT INTERNATIONAL STATUS OF INCLUSIVE EDUCATION

3.4.1 The foundations of inclusive education in the United States of America – national history and politics

The foundations and implementation of an inclusive education system in the United States of America (USA) may be the result of their previous educational policy and practices. One may also indicate that the growing and maturing democracy in the United States of America may also have contributed to the evaluation of the institutional structures, and them undergoing inevitable educational changes. Among these educational changes, according to Meyer (2001:9), a major educational policy decision was made that children with disabilities be included in schools, communities, and work sites throughout their life-span.

One may also hold the view that the history and politics in the United States of America also necessitated the need for an inclusive education system in that country. According to Ware (1998:21), inclusion is viewed as a social movement connected to a history of social policy reform in the USA, commencing in the mid-1950s. This author states that, included among these events are the 1954 Supreme Court decision on the racial desegregation of schools, the de-institutionalisation of persons with mental illness during the late 1960s and 1970s, the passage of the Education for all Handicapped Children Act (EHA), the mid 1980s call for reform of this Act and 'mainstreaming' in particular; the passage of the Americans with Disabilities Act in the early 1990s and the various school restructuring efforts over the past decade intended to overhaul American schools.

In the late 1970s and throughout the 1980s, the belief that students with disabilities should be separated from regular classes for special instruction was the premise for mainstreaming. The instructional delivery approach followed the hard-won success of moving children with disabilities back into the public school setting. In the 1990s, in an inclusive programme, the child was presumed to belong in the regular class in her neighbourhood school he/she would

normally attend if he/she did not have a disability (Ware, 1998:21). In support of this view, Dymond (2001:54) states that the concept of inclusive education in USA for students with and without disabilities has grown over the past decade from an ideal vision to a demonstrative reality. This author points out that, although the merits of educating students in inclusive and non-inclusive settings continues to be widely debated, a number of schools have piloted inclusive school programmes, or adopted inclusive education as a service delivery model.

Perhaps the most potent statements in support of more inclusive practices in the USA, as Sage (1997:1) states, have come from organisations representing the general educational leadership. The Association for Supervision and Curriculum Development (ASCD) was one of the first to go on record as recognising the significance of the concept of inclusive schools within the entire reform and restructuring agenda. One of only six items endorsed by the ASCD Resolutions Committee in April 1992 addressed the subject of "Full Inclusion of Special Programmes." The statement noted that "Federal and State" funding for special programmes is predicated on the identification, assessment, and labelling of children with handicaps or deficits in basic skills. Increasing empirical evidence demonstrated that labelling stigmatised children tended to result in segregated services and lowered teacher expectations. It was, therefore, proposed that a non-labelling approach to special programme regulation resulted in the elimination of tracking and segregated services for children with unique needs.

Great effort has taken place in the USA to ensure that inclusive education is implemented. Sage (1997:1-2) brings to the fore that a study group on special education appointed by the National Association of State Boards of Education (NASBE) published their report entitled, "*Winners All: A Call for Inclusive Schools,"* in 1992. The report cited the shortcomings of the existing separate systems of special and general education, and urged for a reform that would result in an *inclusive* system that strived to produce better outcomes for all students. Focusing on the role of State Boards of Education, the report set out three major recommendations that would have implications for the entire education community. These recommendations, according to this author, were as follows:

Recommendation 1: State boards of education must create a new belief system and vision for education in their states that include ALL students. Once the vision is created,

boards must provide leadership by clearly articulating goals for all students and then identify changes needed to meet these goals.

Recommendation 2: State boards should encourage and foster collaborative partnerships and joint training programmes between general educators and special educators to encourage a greater capacity of both types of teachers to work with the diverse student population found in fully inclusive schools.

Recommendation 3: State boards, with state departments of education, should serve the link between funding, placement and the handicapping label. Funding requirements should not drive programming and placement decisions for students.

It can be observed that these recommendations stipulated clearly what each individual involved in the education of a child should be doing, and what is expected of him/her. The recommendations paid attention to the educators in the classroom, and to the authorities and professionals who develop educational policy.

Whatever the official positions of professional organisations for teachers, the discussion focused primarily on methods of management and instruction of students at classroom level. For administrators, the discourse tended to be related to methods of organising and managing the delivery of instructional and support services within the school site or the school system as a whole. For professional policy makers, the issue had a more political, legal and financial flavour, weighing what could be done, should be done, and must be done. For all educators, the challenge lay in the balancing of the apparently conflicting desires of society, and the expectations placed on the schools to achieve excellence (outcomes that meet the needs of an increasingly complex world), while at the same time ensuring equity (accommodating to an increasingly diverse population of students) (Sage, 1997:3).

It is proper at this point to look at the stated priorities that made the inclusive education system successful in the USA. It should also be pointed out that the implementation of the inclusive programme in that country was not without its difficulties, but as Matts and Zionts (1997:99) state, inclusion has worked for them, because they used behavioural intervention and successful academic strategies. It is, therefore, the intention of the researcher to highlight the instructional strategies that were considered to be vital for the success of inclusive programming in the USA.

3.4.1.1 Successful vital strategies of inclusive programmes in the USA

According to Keenan (1997:125-127), the instructional strategies that are significant in the success of inclusive programming include the following:

- **Co-operative learning.** The author states that this method is almost mandatory for inclusive classrooms. This is because co-operative learning allows learners to participate in group activity, based on their strengths, not on their weaknesses. It also provides the opportunity to teach social skills such as team building, leadership development, sharing, taking turns and appropriate peer interaction.

- **Peer tutoring.** Peer tutoring, cross-grade and/or cross-school tutoring are used in inclusive classrooms, because they utilise learners' strengths, and allow learners to develop positive self-esteem.

- **Related services in an inclusive model.** Speech-language pathologists, physical therapists, occupational therapists, and social work services can benefit not only students with special needs, but many learners in an inclusive classroom. Examples of a collaborative team using related services are a speech pathologist co-teaching a language arts class, and a physical therapist co-teaching a physical education class.

- **Curriculum modification.** The author states that there should be consistent curriculum modification. According to Guetzloe (in Keenan, 1997:125), the curriculum should provide for each learner's unique social, emotional, behavioural and academic needs, as well as the specific facts that cause an individual learner to be eligible for special education services.

- **Collaborative teaching.** The author emphasises that collaborative or team teaching is viewed as the cornerstone of inclusion. For example, the class teacher has knowledge of content while other (support) educators may have knowledge of instructional modification. The most important qualities each teacher should bring to a collaborative relationship are flexibility and the ability to communicate effectively.

Having noted the instructional strategies that proved to have worked in the USA inclusive programming, it seems proper, at this stage, to focus on another country that has also

implemented an inclusive education system. New Zealand is one of the many countries that have long been interested in an inclusive system of education. This discussion will now highlight the establishment of inclusive education in New Zealand, as well as the experiences of people who participated in New Zealand's inclusive education. Attention will later be given to flaws that were experienced during the implementation of this educational system in New Zealand.

3.4.2 The establishment of inclusive education in New Zealand

Ballard and McDonald (1998:69) state that, like many industrialised countries, New Zealand developed a dual system of education comprising mainstream provision for most students, and a segregated 'special' education system for many students with disabilities. In 1989, according to Purdue, Ballard and MacArthur (2001:39), many changes occurred in the educational system when attention was paid to legislation and disability.

For instance, the Education Act of 1989 (Section 8) was introduced and stated that learners who experience special needs (whether due to disability or otherwise), have the same rights to enrol and receive education at state schools as learners who do not.

It appears that the major education reform took place in 1989. Kelsey (in Ballard & McDonald, 1998:69) also supports this view and continues to mention that since 1989, the administration of education underwent radical change as part of the New Right and Monetarist policies of successive governments. These replaced a long held commitment to an egalitarian welfare state, with an ideology that emphasises the interests of the individual, and promotes the reduction of state spending on public education, health and welfare.

Along with these administrative reforms, as Ballard and McDonald (1998:69) assert, legislative and other changes have been made that are of particular significance for people with disabilities, and their inclusion in the mainstream of education. According to Sonntag and the Interagency Group (in Ballard & McDonald, 1998:69-70), amendments to the Education Act in 1989 gave every child the right to attend a state school, for which many parents of children with disabilities had struggled since the 1950s. Disability and advocacy groups promoted the right to inclusion within the mainstream, with calls for an end to the dual 'special-regular' system of education, and for all children to be in age-appropriate mainstream classrooms.

In 1995, the Minister of Education introduced new Special Education Policy Guidelines. These guidelines were consistent with the Education Act of 1989 and the Human Rights Act of 1953, which legislated against discrimination on the basis of disability. The Guidelines state that 'learners with special education needs' have access to the same range of age-appropriate education settings as other learners (Section 1.1), and that schools must 'accept and value all learners' (Section 1.4). While the Guidelines state that 'resources are to be retained in special schools and units while supported by enrolments (Section 3.3),' they would seem to clearly support the right of students to inclusion (Ballard & McDonald, 1998:70-71).

In short, that was what prompted New Zealand to establish inclusive education to date. At this stage, the discussion will proceed to include some of the views and experiences of the people who have been participating in the inclusive education system since its inception in New Zealand.

3.4.2.1 Participants' experiences of inclusive education

According to Purdue, Ballard and MacArthur (2001:45-46), the following are the views and experiences of the people who participated, and are still taking part, in the inclusive education system in New Zealand:

- Participants describe inclusion as something ordinary, rather than extraordinary, where the philosophies and practices of early childhood education are naturally extended to include all children as members of the community.

- Teachers talk about the importance of treating children with disabilities in the same way as their peers and of using ordinary techniques to include and teach.

- Educators say it is helpful to encourage a child with a disability to engage in activities by being honest, not by drawing attention to the disability, and also by not pretending there is nothing different. These educators suggest that it should always be remembered that the child is a person, not a disability.

- The participants state that a supportive and accepting relationship between professionals (including itinerant support staff), and between professionals and parents

in an inclusive education setting, is significant. Focus on collaboration also means encouraging input from family, as no one knows the child better than the parents.

- Participants' experiences show that recognition and ethical and legal responsibility to support children with disabilities, as well as their families, in which their role became that of 'an advocate for inclusion and as promoting the child's right to attend the school', are beneficial to effective inclusion.

Although it appears that the participants' views and perspectives point towards positive steps, it should be pointed out that inclusion in New Zealand has its weaknesses. At this point, some of the problems encountered will be addressed.

3.4.2.2 Inclusive education problems encountered

Purdue, Ballard and MacArthur (2001:43-44) identified the following problems:

- A lack of resources such as material or personal support;
- A lack of knowledge of disabilities by teachers;
- Schools that exclude other learners.

The weaknesses as pointed out by Corbett (2001:56) are as follows:

- Resource allocations based on historical accident rather than individual needs;
- Lack of co-ordination and sharing of provision between the educational sectors;
- Too much funding for administration and assessment; and
- An over-centralised special education system out of step with broader education reforms.

It shows, therefore, that problems may be encountered during inclusive education implementation. Every attempt should, therefore, be made to identify these problems and take corrective measures. As Mitchell (in Corbett, 2001:5) indicates, in New Zealand a new policy, 'Special Education 2000' has been introduced to address those weaknesses.

Next to be highlighted is inclusion in Brazil.

3.4.3 Inclusive education In Brazil

Brazil is one of the developing countries which, like many other developing countries, need attention. It is indicated by Alur (2001:287) that Southern countries have also evoked great interest in and a capacity for innovation in inclusion. By Southern countries, Alur refers to the developing countries, such as South American, African and Asia-Pacific nations, each with its different cultural norms and perspectives.

First to be considered with regard to Brazil, is the ambiguity in Brazilian legislation regarding inclusion and, thereafter, the reflections of the educators in Brazil regarding inclusion.

3.4.3.1 Ambiguity with regard to educational inclusion in Brazil

Dos Santos (2001:319) states that the latest and most comprehensive 1996 Law of Directives and Bases for Education of Brazil has a chapter devoted to Special Education Provision and Organisation. According to Dos Santos, this chapter is ambiguous by nature, because, on the one hand it merits attention for being the first chapter ever in Brazil legislation history which is totally devoted to the disabled population while, on the other hand, the chapter itself separates disabled people from other populations, and attributes their education to be the prime responsibility of 'special educators,' organised in "special sectors" of education.

It seems, therefore, that there are still some challenges which are facing Brazil regarding inclusion. The educators in Brazil even have some views regarding the same subject. Next to be attended to will be some of the reflections of these educators.

3.4.3.2 Views of educators regarding inclusion in Brazil

According to Dos Santos (2001:320), the following are the views, reflections and justifications of the educators in Brazil concerning inclusion:

Special educators and ordinary educators still see a major difference between themselves. The ordinary educators mostly find themselves on a "lower" position when it comes to professional competence regarding disabled or any other students who are different;

- Educators believe that the majority of teachers have no specific professional training to work with these students;

- Educators think that they need to be professionally well prepared in order to work with disabled students;

- These educators state that they have no theoretical or practical knowledge to teach disabled students;

- Disabled children need special attention, something the educators believe cannot be given in a group of 40 children.

From what is gathered from those views, it seems that teachers' attitudes are not as yet 'ready' for inclusion, partly because the competitiveness and dismantling of the teaching profession (caused by an economist fact of globalisation), seem to be affecting the creation of inclusive cultures (Dos Santos 2001:320).

Dos Santos (2001:324) cautions that, if people believe in principle ('naturally') that there are rich and poor, strong and weak, and that such conditions are only natural, people will be neglecting their responsibilities for promoting any transformation. In this sense, all education will serve only to strengthen the stronger and weaken the weaker, even when the official discourse states the opposite. Dos Santos suggests, therefore, that the issue of the educational process be seen as a means to create a society, and not as a means to allow societies to continue being dictated to by rules of exclusion.

At this point, this discussion will proceed to another developing country, namely India.

3.4.4 Inclusive education in India

In the fifty years since Indian independence, only two per cent of learners had received inclusive education. Underpinning the acute marginalisation that exists are certain cultural and social values dominating the minds of people, and standing as barriers to inclusion (Alur 2001:289). The researcher will, therefore, attend to these socio-cultural values, and also highlight the developments made with regard to inclusion in India.

3.4.4.1 Socio-cultural attitudes towards inclusion and disability in India

According to Alur (2001:290), the following are the socio-cultural attitudes to disability in India which affected policy-makers as well as the community as far as inclusion is concerned:

In the wider social fabric of India's society, the kind of message that comes through is that disability is 'not seen as something normal or natural;' it is seen as an 'evil eye'. Guilt, stigma and fear dominate families. All kinds of non–scientific explanations for disability exist.

Voluntary organizations also believe in the charity model of services.

Special schools continue to flourish, aided by the government and the voluntary sector. This kind of cultural injustice has affected policy makers as well.

Due to ill-defined policy and a lack of conceptualisation, implementation strategies of how to include children with disabilities within existing policies have not been worked out. Non-governmental agencies and their concentration on the delivery moved the issue away from the public domain, making it an individual responsibility.

Although there have been some social constructs of disability which are negative, Alur (2001:290) indicates that there have been developments in the West of India regarding inclusive education. Some of these developments will be highlighted.

3.4.4.2 Developments in India's inclusive education

Alur (2001:291) indicates that the developments regarding inclusion in India are as following:

- Disability exists within a framework of state, legal, economic and biochemical institutions. It is based on a particular political philosophy, which is elaborated through a set of laws, administrative procedures, medical diagnoses, welfare institutions, professionalism and business interests.

- In India there is no welfare state that is taking care of children with disabilities, the aged and the needy. The institution of the family and its value system emerges as the strongest agency for care. The family structure is inclusive; families are close and within a nuclear and extended joint family framework. The care of the aged and the disabled falls upon the family. This is cost-effective and community–based rather than institution-based.

Another interesting development on inclusion in India is that, because of the lack of special schools in some areas, casual integration has taken place. The child with disability does not have the choice of going to a special school or to an integrated school. The most cost–effective solution for the families is to include the child in any school that exists in the neighbourhood. Therefore, in a sense, it is a great advantage that there are not enough institutions. People do not have to worry about de–institutionalising and the closing down of segregated schools.

To conclude this section of the discussion, Alur (2001:291) indicates that she and others calling themselves "Spastics Society," have redefined their objectives to include all children who are out of the preview of services. To demonstrate inclusion, the "Spastic Society" has drawn in children from the poorest sectors of the city, and opened up centres to children without disabilities, thus demonstrating how special schools can "de-segregate" to be all inclusive.

At this stage, a South African perspective on inclusive education will be attended to.

3.5 A SOUTH AFRICAN PERSPECTIVE ON INCLUSIVE EDUCATION

It is interesting to note that South Africa is also introducing its own inclusive education system. Every effort is being made to ensure that learners experiencing barriers to learning and development are given the same rights as any child or learner without a disability. This has been evident especially since the release of the Education White Paper 6.

Burden (2000:29) also states that the principle of inclusiveness (no discrimination/no exclusion) is based on the Bill of Rights in the constitution of the Republic of South Africa (Act 108 of 1996, chapter two). Inclusiveness, in this chapter, is explained as the principle applied to accommodate/include all human beings, thus the full spectrum of diverse abilities,

with one structure/system in such a manner that all involved can be assured of successful equal and quality participation in real life experience, from birth to the grave.

According to the Department of Education (DoE, 2001:16), inclusive education and training:

- Acknowledges that all children and youth can learn, and that all children and youth need support;

- Accepts and respects the fact that all learners are different in some way, and have different learning needs which are equally valued and an ordinary part of human experience;

- Enables structures, systems and learning methods to meet the needs of all learners;

- Acknowledges and respects differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status;

- Is broader than formal schooling, and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures;

- Changes attitudes, behaviour, teaching methodologies curricula and the environment to meet the needs of all learners;

- Maximises the participation of all learners in the culture and curricula of educational institutions and, uncovers and minimises barriers to learning;

- Empowers learners by developing their individual strengths, and enables them to participate critically in the process of learning.

It is, therefore, crucial that every participant in the formation and implementation of an inclusive education system has knowledge of what this system of education means, and what it involves. It emphasises the fact that no learner should be denied the right to quality education because of his/her disability. This education system stresses the fact that diversity

be practised and lead to inclusiveness. At this point, factors contributing to inclusion in South Africa will be discussed.

3.5.1 Factors contributing to inclusion in South Africa

There are many factors that may have necessitated the introduction of inclusive education in South Africa, and some of them are stated below.

3.5.1.1 Transformation in social, political, economic and educational spheres

The major change, particularly in the South African political sphere, has necessitated a need for social, economic and educational change. According to Lomofsky and Lazarus (2001:303), since 1994 the new democratic South Africa has been in the process of social, political, economic and educational transformation, aimed at developing an egalitarian and healthy society. The general education system, which under the previous system of apartheid, instituted separate education for each of the ethnic groups (black, coloured, Indian and white) had to be re-considered, and it has now been transformed into one unitary, non-racial department. The previous system under central government control led to discriminatory practices, and all educational institutions (schools, colleges and universities) were segregated along racial lines. As Du Toit (in Lomofsky & Lazarus, 2001:303) puts it, these necessitated changes, because there was much duplication of functions in different education departments. One may also add that learners with disabilities were not fully accommodated, especially in colleges and universities.

3.5.1.2 Amendment of the South African Schools Act

The most important law pertaining to education may have prompted the need for introducing inclusive education in South Africa. The Department of Education (DoE, 2000a:12-13) asserts that the preamble or introduction of the South African Schools Act (Act No. 84 of 1996) states that the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation, and this country, therefore, requires a new national system for schools which will redress past injustices in educational provision in the following ways: provide an education of progressively high quality for all learners, and in so doing lay a strong foundation for the development of all people's talents and capabilities; advance the democratic transformation

of society; combat racism and sexism and all other forms of unfair discrimination and intolerance; contribute to the eradication of poverty and economic well-being of society; protect and advance the diverse cultures and language; uphold the rights of learners, parents and educators; and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state. This preamble suggests that diversity is one of South Africa's strengths as a country, and that schools have an obligation to recognise this and act thereon.

Lomofsky and Lazarus (2001:309) add to the above ideas by stating that Section 5(1) of the Act states that public schools "must admit learners and serve their educational requirements without unfairly discriminating in any way." In addition, School Governing Bodies (SGBs) have been introduced at each school to allow for greater autonomy in school governance and funding at a local level. The main stakeholders are the principal (ex officio), teachers, parents and community members, all of whom need to engage in capacity building programmes. The Act, according to these authors, stipulates that the rights and wishes of parents must override the admissions policy of the SGB, which gives parents of children with 'special needs' the right to a choice of placement. The Governing Body must include representation for learners with 'special educational needs.'

3.5.1.3 The re-conceptualisation of 'special educational needs' and a discourse for change

According to Lomofsky and Lazarus (2001:305), the conceptualisation of 'special educational needs' has been the subject of debate, scrutiny, definition and redefinition in and outside South Africa. Authors such as Hall and Engelbrecht (1999:230) maintain, therefore, that special education, and mainly the continued existence of special schools and the accompanying special educational needs, are the focal points of the transformation system in South Africa. The Department of Education (DoE, 2001:9) agrees with Hall and Engelbrecht, and goes further to indicate that special needs education is a sector where the ravages of apartheid remain most evident. The Department of Education further points out that in special needs education, the segregation of learners on the basis of race was extended to incorporate segregation on the basis of disability. Apartheid special schools were thus organised according to two segregating criteria, namely, race and disability. In accordance with the apartheid policy, schools that accommodated white disabled learners were extremely well resourced, while the few schools for black disabled learners were under-

resourced. This readily confirms that the area of special educational needs deserves special attention.

Adelman (1992), National Education Policy Investigation (NEPI) (1992) and Donald (in Lomofsky & Lazarus, 2001:305-306) write that, in the 1990s, a re-conceptualisation of 'special schools and educational needs' made a significant break, in that learning and behavioural problems were viewed as being the reciprocal products of an individual's predisposition and the nature of the environment. Perhaps to clarify this point further, Thomson (1998:2-3) states that the area of 'special educational needs' in common with most aspects of academic enquiry has undergone a series of *paradigm* shifts since the introduction of universal provision of education. According to Thomson, the concept of 'paradigm shift' has been attributed to one of the authors called Kuhn. In his attempt to explain the concept "paradigm shift," Kuhn (1962:62), in his influential monograph, argues that

> *"scientific revolutions are inaugurated by a growing sense that an existing paradigm has ceased to function adequately in the exploration of an aspect of nature to which that paradigm itself had previously led the way."*

In the context of South Africa's provision for special educational needs, the paradigm shift is discernible. It is the move from a deficit model of adjustment towards a systemic model of change. That is to say, problems experienced by the individual learner in accessing the curriculum lie as much within the system itself, as these problems do within the child. As a model influencing practice then, inclusive education has evolved over time (Thomson, 1998:3).

In as far as a shift in thinking about special educational needs and conceptual change is concerned, the Department of Education (DoE, 2001:3) makes it clear that special schools will be strengthened rather than abolished. It is stated by the Education department that, following the completion of the audit of special schools, investment plans to improve the quality of education across all of these schools will be developed. Learners with severe disabilities will be accommodated in these vastly improved special schools as part of an inclusive system. In this regard, the process of identifying, assessing and enrolling learners in special schools will be overhauled and replaced by structures that acknowledge the central role played by educators, lecturers and parents.

3.5.1.4 Lack of clarity regarding deaf people

Several reasons for the lack of clarity regarding the education of the deaf within the framework of special education are prominent, and may also have facilitated the introduction of inclusive education in South Africa (UNESCO Consultation Report, 1999:2). There is an ambiguous situation of the deaf with regards to disability. According to this report, deafness is universally regarded as a physical disability, and most often classified along with blindness and other physical disabilities. However, there is a sense in which deaf people regard themselves, and may be regarded by others, as members of an oppressed linguistic minority (e.g. as users of natural sign language which is not afforded the same rights as other national languages). In this sense, deaf people see themselves not as disabled, but as oppressed, marginalised and disempowered. According to this line of reasoning, if their human right to their own language was fully recognised, the deaf would cease to be disabled. Their disability, therefore, may be seen not so much as a physical one, but it may be said that they face a barrier to access on the basis of their language. On the other hand, it is clear that, without their special needs being accommodated, the deaf are a disabled group. As a result of the somewhat ambiguous nature of deaf people's relation to disability, some of the more specific implementations of the inclusion policy needed review, because the policy did not clearly and openly apply to this community.

It should be made clear that the aforementioned factors may probably be a few that necessitated the introduction of an inclusive education system. At this point in time, it is appropriate to consider the principles that encompass inclusive education from a South African perspective.

3.5.2 South Africa's principles of inclusive education

It is crucial that the principles of inclusive education be clearly outlined. This is probably due to these principles, in one way or the other, guiding the education policy in its preparation for an envisaged education system. It should be noted that the focus of attention would be on providing the principles of inclusive education, based on the NCSNET/NCESS future vision on education in South Africa. The Department of Education (DoE, 1997b:53) points to the fact that NCSNET/NCESS envisaged an education and training system that promotes education for all, and fosters the development of inclusive and support learning. This

education system will, therefore, hopefully enable learners to actively participate in the education process, enabling them to develop and extend their potential and participate as equal members of the society. Even the NEPI, according to Lomofsky and Lazarus (2001:307), was also guided by the principles of inclusive education. The Department of Education (DoE, 1997b:54) identified the principles of inclusive education as the following:

- Principles and values contained in the Constitution and in the White Paper on Education;
- Human rights and social justice for all learners;
- Participation and social integration;
- Equal access to a single, inclusive system;
- Access to the curriculum;
- Equity and redress;
- Community responsiveness;
- Cost effectiveness.

- **Principles and values contained in the Constitution and in the White Paper on Education**

According to the Department of Education, the Constitution and the principles underscoring the White Paper on Education and Training provided a basis for all the work of NCSNET/NCESS. These were used as a basis for the development of the initial formulation of the vision, principles and strategies relating to diversity and addressing barriers to learning and development in education and training. These principles include, inter alia, the right to equality, protection from discrimination, respect for human diversity, the right to equal benefit and protection from the law, redress of past inequalities faced by previously disadvantaged groups in order to create equal opportunities for all people, and an education system that is accessible and responsive to all learners. When special attention is paid to the protection from discrimination, Barrow (2001:37) is mindful of the fact that it might be said that it is morally right to discriminate, but to concede as much does not in any way invalidate the principle that, in itself, discrimination is wrong.

The principle of respect for human diversity should also be taken into account. This is because South Africa is full of diversities, such as different cultures, different races and religions. Hinders (in Voltz, Brazil & Ford, 2001:23) suggests that these differences among

learners should be seen as assets rather than liabilities. This author states that diversity should be viewed as something to be valued rather than something to be eliminated. Thus, all students should be seen as having something important to contribute – some unique knowledge, understanding or perspectives that only they can share.

- **Human rights and social justice**

This principle, according to the Department of Education, maintains that all learners should enjoy equal rights and protection of human dignity. This means that each learner has the right to quality education, and to be treated with dignity and respect. According to Lomofsky and Lazarus (2001:307), the right to basic education and quality education for all is a recent phenomenon legislated through the South African Schools Act.

- **Participation and social integration**

The Department of Education makes it clear that this principle implies that all learners should be given the opportunity to participate in their communities and be provided with the widest possible educational and social opportunities. It is said that centres for learning should support and promote social integration in these communities, thus fostering respect. Voltz, Brazil and Ford (2001:23) support the idea that active, meaningful participation of all students in general education, including students and learners with disabilities, is one critical element of inclusion. These authors point out that the concept of "inclusion" moves beyond mere physical placement of learners with disabilities in general education classes, and considers the quality and quantity of interactions with teachers and learners in these settings. Active participation, therefore, implies that learners are engaged in meaningful ways in the everyday functioning of the classroom. According to these authors, one of the most important questions to ask in terms of this aspect of participation in the inclusive classroom is: to what extent are students' educational needs and social needs being met?

The Department of Education (DoE, 1997b:55) states that, in order to ensure participation and integration of learners in all respects, all centres of learning should have the capacity to respond to diversity in the learning population. This will be achieved by providing education appropriate to the particular needs of each learner. This means that, irrespective of disability or differences in learning style or pace, or social difficulties experienced, learning programmes will accommodate the particular needs of the learner concerned. To support

the idea, the Department of Education (Doe, 2001:29-31) emphasises that existing specialised schools and settings will be converted into resource centres and integrated into district support teams, so that they can provide specialised professional support in curriculum, assessment and instruction to neighbourhood schools. The full-service schools will be provided with the necessary physical and material resources. Provision will also be made to the staff and professional development that is essential in order to accommodate the full range of learning needs of children and the youth of school-going age. The Department of Education, in collaboration with the provincial department of education and SGB, also states that full service schools will be made available to adult learners as part of adult learning programmes.

- **Equal access to a single, inclusive education system**

Appropriate and effective education, according to the Report of the Department of Education, should be organised in such a way that all learners have access to a single education system that is responsive to diversity. It is written that no learners should be prevented from participating in this system regardless of their physical, intellectual, social, emotional, language and other differences. Hall and Engelbrecht (1999:6) concur, and mention that the recent movement towards inclusive education promotes a single system of education that will be ensuring that all learners are empowered to become caring and competent citizens in an inclusive, changing and diverse society. This principle is further emphasised by Lomofsky and Lazarus (2001:307) when they indicate that South Africa is striving to develop a unitary system of education and government. All stakeholders, including parents, teachers, learners and others, should, therefore, be encouraged to become involved in the development of an inclusive education and training system, as well as structures to ensure accountability.

Barrow (2001:237-238) cautions that equal access to a single education system, or inclusion as a principle of school might, very obviously, lead to or involve unfairness or offence against the principle of impartiality. If, for example, a class is designed for learners with certain prior knowledge, skills and understanding, such that the skill and understanding in question become the relevant criteria for admission, admitting those who do not meet this criteria, clearly involves unfairness. It would mean that people are treated in the same way for no good reason, which is synonymous with treating people differently for no good reason. The principle is generally couched in terms of treating people the same, except where good

reasons can be given for differential treatment. It should be stated more clearly, in principle, that treatment of people is based upon relevant reasons.

Although the variance among the faculties in terms of area of specialisation or expertise may be present, all faculties should be responsible for nurturing the development of learners in inclusive schools. King-Sears (in Voltz, Brazil & Ford, 2001:23) talks of shared ownership among all faculties and staff for students, with and without disabilities, as an important element in the formation of a single inclusive education system.

- **Access to the curriculum**

With regards to access to the curriculum, the Department of Education maintains that all learners are entitled to participate in the common education curriculum. It is indicated that all aspects of the curriculum (including what is taught, and how it is taught and assessed, teaching and learning materials, and learning environment) should be accessible to all learners. All learners should be provided with the necessary support, enabling them to access the curriculum effectively.

The Department of Education (2000a:15) is of the opinion that deciding what educators teach, and how they teach, has far-reaching effects. Therefore, this is an area that needs special attention. The Department of Education indicates that it is mindful of the fact that it is often the available staff and resources at a school that determines the decision regarding the learning area to be offered, but the curriculum planner should answer to the widest possible range of talents and interests. Hegarty (2001:246) argues that, although curriculum or education has other values such as integrity, regard for others, generosity and inclusion, these are secondary to the core business of schooling. According to Hegarty, difficulties arise if these values are allowed to become guiding principles in the educational curriculum provision to the detriment of the core values of education. For example, this author says a mathematics teacher who is concerned primarily with social awareness, regard for others and so on, and only secondarily with mathematical learning, is missing the point. Mathematics and every learning area need to be taught in the context of values, but learners must have access to the curriculum, meaning that they must first of all be taught. Lomofsky and Lazarus (2001:307) conclude that, all in all, the unitary system of education should include the integration of all support services into the general system, and facilitate access to

the common curriculum through availability and resources to enable full participation of all learners.

- **Equity and redress**

According to the Department of Education, educational change should focus on removing past inequalities in education provision, and should ensure that all learners have equal opportunities to benefit from the education system and society as a whole. Barriers, which previously isolated particular learners from education and the general community, should be overcome, and processes should be developed to facilitate their integration into education and society as a whole.

Particular attention should be paid to improving access to lifelong learning for learners with disabilities in disadvantaged and rural areas, in particular to those excluded from education provisioning in the past and present. Lomofsky and Lazarus (2001:307) agree with the report of the Education department, and express the opinion that all learners should have the opportunity to benefit from the education system. These authors state that support services should be allocated to those mostly in need, with priority being given to marginalized youth, 'learners with special needs,' those affected by violence and those to whom quality education had previously been denied.

The Ministry of Education in South Africa believes that the key to reducing barriers to learning in all education and training lies in a strengthened education support service. It is said the strengthened education support service will have, at its centre, new district-based support teams that will comprise staff from provincial districts, regional and head offices, and special schools. The primary function of these district support teams will be to evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and training centres, colleges and higher education institutions. These institutions will address severe learning difficulties, and will also accommodate a range of learning needs. It is also stressed that the National Norms and Standards for School Funding will apply to the new Inclusive Education and Training System, and its application will be customised to ensure equity and redress (Department of Education, DoE, 2001:28-29).

- **Community responsiveness**

With these principles, the Department of Education maintains that education should be relevant and meaningful to the lives of all learners. This means that education of the learners should prepare them for both work and life. This principle includes the means of ensuring that there is successful integration of all learners into society. A community-responsive educational system is one that also facilitates optimal and effective involvement of the community in the education of learners at all levels. The development of strong links between the centre of learning and the community is, therefore, a fundamental prerequisite to ensure that all needs are addressed and appropriate support is provided. The strengths of community support already present in most of South Africa should be drawn on to achieve this.

In the educational attempt to make people prepared for life and work, Hegarty (2001:246) tends to be concerned with the hierarchy of values in education. This author states that a worrying factor is the way in which the inclusion discourse may distort this hierarchy. Education, Hegarty asserts, is a moral enterprise, defined in terms of and driven by values. At its core lies the dual objectives of developing young people's potential, and equipping them for adult life. These objectives and the values they embody, are what underwrite the central significance of education for the individual, the family and society. Parents send their children to school and governments commit resources to schools so that young people can learn and become responsible, productive members of society. Unless that emphasis is maintained, schools will miss their core objectives and run the risk of producing young people who are ethically rounded, but otherwise ill-educated and unequipped for life.

It is, therefore, critical that the Department of Education, in its endeavour to establish inclusive education, be focused on educating all learners to be independent, but, at the same time, contribute as members of the society.

- **Cost effectiveness**

The report of Department of Education clearly states that there is a need to create a system of education provision and support for all learners. It is emphasised that the system and support should be appropriate, effective, affordable, feasible and sustainable. Among the funding strategies envisaged by the education department, the Department of Education

(DoE,2001:40) indicates that for the short to medium term, that is the first five years, a three-pronged approach to funding is proposed. Funding from the line budgets of provincial education departments with donor funds constitute the chief sources of funding.

The Department of Education (DoE, 2001; 40) further explains that a funding approach that separates personnel and non-personnel resources will be adopted. The generation and distribution of personnel resources will be determined through the post-provisioning process, while the School Funding Norms will govern the generation and distribution of non-personnel resources.

It is, therefore, crucial that every individual who will be involved in the inclusive education system be knowledgeable about the principles thereof. These inclusive education principles, as previously indicated, may provide guidance, and may probably facilitate effective implementation of an inclusive curriculum. This discussion will now attend to possible obstacles that may come up in the implementation of the inclusive system.

3.5.3 Factors that may impede the goals of inclusive education

While many countries like South Africa are moving towards the philosophy of inclusive education, there are major impediments or obstacles to its implementation. According to Thomson (1998:10) the impediments/obstacles to the goals of effective inclusive education are the following:

- Large classes;
- Negative attitudes to disability;
- Examination-oriented education system;
- A lack of support services;
- Rigid teaching methods;
- Assessment dominated by a medical model;
- A lack of parental involvement;
- A lack of clear national policies.

It is, therefore, important that each of these impeding factors be considered and rectified as quickly as possible. The Department of Education (DoE, 2001:18) believes that, as will be obvious from reading of the factors contributing to the diverse range of learning needs, it is

possible to identify barriers to learning operative within the learner or education and training system.

As indicated by Lomofsky and Lazarus (2001:311-312), key barriers to learning identified by the NCSNET/NCESS commission include the following:

- Socio-economic barriers. In South Africa socio-economic disadvantage has had a negative effect on education and all aspects of social development in the majority of the population. The barriers to learning and development resulting in learning breakdown were identified in impoverished communities as poverty and underdevelopment, the lack of access to basic services and various other factors placing learners 'at risk'. Access to basic services had been denied either because educational, health or welfare provision was sparse or non-existent or because learners, in particular those with disabilities, were unable to reach the centres due to lack of transport. The effect of sustained poverty, which becomes a self-perpetuating cycle, is poor living conditions such as under-nourishment, lack of or overcrowded housing and unemployment, all of which have a deleterious impact on learners. This includes those with disabilities who are excluded from the system.

  Social, economic and political conditions that have had harmful effects on the physical and emotional well-being of children are dysfunctional families, sexual and physical child abuse, civil war, violence and crime, and chronic illnesses including HIV/AIDS. The commission highlighted the fact that these socio-economic barriers had a severe effect on those who had been marginalized in society.

- Discriminatory negative attitudes, which result in prejudice on the basis of race, class, gender, culture and language, religion and disability, become barriers when they are directed towards learners in the education system.

- An inflexible curriculum, leading to learning breakdown through a lack of relevance of the subject content, and lack of appropriate materials, resources and assistive devices, as well as inflexible styles of teaching that do not allow for variations in individual differences.

- Language and communication blocks, which can be barriers to learning when the medium of instruction is not the first language of the learners; sign language that is not provided for deaf learners, and a lack of assistive devices or alternative and augmentative communication strategies for non-speaking learners.

- Inaccessible and unsafe buildings, which could represent barriers when not adapted to the needs of learners with physical and/or sensory disabilities.

- Inappropriate and inadequate provision of support services.

- Lack of parental recognition and involvement in support of educational provision to learners.

- Lack of human resource development, including education and training of teachers and other relevant role players.

- Disabilities, including physical, neurological, psycho-neurological and sensory (blind and deaf) impairments; moderate to mild learning difficulties in reading, written language and maths, speech language and communication difficulties.

- Lack of protective legislation and policy to support the development of an inclusive education and training system.

It goes without saying that these barriers need to be fully addressed to ensure that an inclusive education and training system is effectively implemented. While this discussion is still focusing on impeding factors to inclusive education goals, it should be mentioned that Hall and Engelbrecht (1999:232) identified most of the barriers in implementing inclusion as the following:

- Emotional needs of the educators;
- The need for knowledge and skills of educators;
- The need for support.

According to Hall and Engelbrecht, the above needs of educators can be regarded as symptoms of natural resistance to change, but can provide a serious challenge to the

development of a culture of learning and education where quality inclusive education becomes a reality. A way of dealing with the needs of educators, therefore, is to extend the existing structures such as special schools, through collaboration and teamwork.

It should be mentioned that, although the principals of schools are not directly involved in class teaching, their training also needs special attention. This training of heads of schools will ensure that they manage and lead inclusive programmes effectively in their schools, make correct decisions and solve problems related to inclusive education programmes amicably.

It is, therefore, fitting at this stage to consider measures that may be taken to counteract impeding factors to inclusive goals, and ultimately ensure effective implementation thereof. Measures that may be taken to overcome impediments identified by Thomson (1998) will be the first to be attended to, followed by measures to be taken against factors identified by Lomofsky and Lazarus (2001) and finally measures that may address barriers, as indicated by Hall and Engelbrecht (1999).

3.5.4 Measures that may facilitate inclusive goals

In order to overcome the obstacles indicated, and to ensure that inclusive education advances, Thomson (1998:11) states that several paradigm shifts are required. This author postulates that there could be three paradigm shifts which merit attention. Firstly, there is a need to re-conceptualise disability and effect that paradigm shift, namely from a deficit model of adjustment to a systemic model of change. Thomson states that the international literature is replete with papers pointing towards the role of context determinants in failure. The point, therefore, is the need to recognise the importance of the interactions between individuals and their various environments. Associated with this is the need to shift away from categories of disabilities to descriptions of the educational support needs of the learners. A second paradigm shift relates to pedagogy. Here the shift is from prescriptive teaching to interactive teaching; from an emphasis on competition towards a balance between competition and co-operation. Finally, there has to be a shift in the role of assessment; a shift away from assessment being used to determine or describe individuals' position in a range of classificatory systems towards a view of assessment which provides an account of what it is a learner knows, can do or has experienced; to be less dominated by an examination system, and more conscious of the holistic needs of the learner. The author

concludes by pointing out that, for this paradigm shift to occur and allow for the development of truly inclusive systems, countries such as South Africa should give priority to developing clear and consistent national policies on inclusion, provide advice and guidance to schools and ensure high quality pre- and in-service teacher education.
The Department of Education (DoE, 1997b:85) adds to the above ideas and stresses that there should be ongoing campaigns to raise public awareness and challenge discriminatory attitudes within and outside the educational system. These should be pursued within a framework between sectors.

Lomofsky and Lazarus (2001:312-313) state that measures to be taken to facilitate inclusive education, as suggested by the NCSNET/NCESS commission, include the following:

- Within the context of a single education and training system, a range of learning contexts, offering curriculum and support interventions to address the diverse needs of the learner population, should be provided. According to the Department of Education (in Lomofsky & Lazarus, 2001:212), this includes ordinary learning contexts which could be transformed to be able to respond to the diverse needs of learners, including learners with disabilities, as well as learning contexts that provide specialised "high need" support to the small percentage of learners who require it.

- The provision of a flexible curriculum responding to the diverse needs of the learner population can be helpful. Outcomes-based education (OBE) is recognised as being a potential tool for achieving this.

- The development of a welcoming and supportive ethos or psycho-social environment for learning and teaching through institutional development strategies.

- The development of an integrated and community-based support system, aimed at building the capacity of all aspects of the system to respond to the diverse needs of the learner population. The 'integrated and community-based nature' of this support includes emphasis on the need for collaboration between sectors, with all key role players involved in providing support to centres of learning, with a special focus on the inclusion and utilisation of community resources in defining and providing that support.

- The development of a 'three-tier' support system that includes:

    1. The development of local institutionally based support teams, whose function it is to identify and address specific barriers to learning through collective problem-solving strategies;

    2. The establishment of 'district' support teams, incorporating all relevant support providers in the local institutionally based support teams, and to assess and facilitate utilisation of community resources in addressing local needs;
    3. The development of competencies in all sections of the provincial and national administrations to understand and act upon challenges in addressing barriers to learning, and participation for the purpose of promoting effective teaching and learning.

- A focus on human resources development, through various training and support programmes for all relevant role players (particularly educators), in order to develop an inclusive system.

- The provision of adequate and appropriate financial and other resources to implement this vision, including the development of a funding formula that relates to 'support need' rather than 'learner category'.

- The development and implementation of a practical plan to provide for 'transitional arrangements' required for moving towards the vision of an inclusive education and training system.

It seems as if much of the planning regarding inclusive education system has been done. The challenge that may be facing South Africans is the implementation of the envisaged system of education. At this point, attention will be paid to measures that may be taken against barriers identified by Hall and Engelbrecht (1999). It appears as if these barriers in implementing inclusion as shown by these authors, have three categories, namely needs of educators, the need for knowledge and skill for educators, and the need for support. Schechtman and Or (1996:146) concur and state that these needs are present, and they also emphasise that the emotional needs of the educators are the most important, and have to

be addressed before the need for knowledge and skill, as well as a need for support are addressed.

This discussion will, therefore, attend firstly to suggested measures to satisfy emotional needs of educators, then the need for knowledge and skills, and finally the need for support.

Emotional needs of educators

According to Hall and Engelbrecht (1999:232), the following facilitative measures for effective implementation of the inclusive education system may be taken to address the emotional needs of educators:

- opportunities should be created for all educators to deal with feelings of anxiety, ignorance, confusion, concern for personal loss of autonomy, security and job satisfaction, as well as feelings of discomfort and fear of failure;

- there should be an acknowledgement of different skills and expertise of each educator; and also

- participation in the process of transformation through a shared vision and mission.

Need for knowledge, skills and competencies

The following needs should be addressed:

- information on the motive for change to inclusive education, and the practical implementation involved;

- information on the possible role of special schools in future;

- in-service training that focuses on the learner-centred nature of academic, social and emotional support programmes for learners who are experiencing barriers to learning;

- leading strategies based on the individual's total level of functioning;

- training on collaboration and teamwork;
- information and support to bring about a new education paradigm;
- information pertaining to practical considerations in distributing certain resources; and
- insight into financial support for schools.

The need for support

Hall and Engelbrecht (1999:232) are of the opinion that the educator's need for support is related to the need to share information, experiences and problems with others in similar circumstances. The following needs, therefore, should be addressed:

- Support for collaboration among school educators, whether in teams or in consultation;
- Mutual respect for a colleague's experience and expertise in various areas;
- Strategies for collaboration, skills for consultation and teamwork, as well as sharing skills in the development of learning support strategies;
- A spirit of collaboration and a shared responsibility for learners;
- Collaboration with parents regarding the learner's progress, participation in decisions and information on educational issues;
- Community involvement to improve attitudes towards diversity and preconceived ideas about people with disabilities;
- Improved job opportunities and participation in society for all, irrespective of barriers to learning;
- Greater participation of tertiary institutions in education practices through involvement in classroom research, support to educators and learners, as well as in-service training and personnel development; and

- Greater utilisation of existing special schools as centres where learners, parents, educators and other interested persons could get advice and support.

It is clear that the implementation of inclusive programmes may not be smooth or without some hindrances. It is, therefore, crucial that problems encountered be ascertained and corrected. The responsibility of ensuring that the inclusive programme is implemented effectively, does not solely lie on the shoulders of the education authority - it relies on the involvement of all stakeholders.

3.6 SUMMARY AND CONCLUSION

Chapter three addressed the origins and the concept inclusive education as well as the international and national status of inclusion.

It has become clear that inclusive education in the developed and developing countries has arisen as a result of educational reform, although the causal factors thereof may differ. It has also become clear that there are specific factors that contributed to the development of inclusive policy and implementation in South Africa.

Principles of inclusive education in the South African context were also highlighted. Impeding factors that may be encountered regarding inclusive programmes and facilitative measures thereof, were given consideration.

In the next chapter the researcher will reflect on leadership reform within inclusive schooling.

CHAPTER 4
REFLECTIONS ON LEADERSHIP REFORM WITHIN INCLUSIVE SCHOOLING

4.1 INTRODUCTION

The preceding chapter focused on various critical aspects regarding inclusive education. Chapter four addresses both international and national school leadership reforms for inclusive education. This concurs with a view held by Mayrowetz and Weinstein (1999:423) that in the past few years, a complex view of leadership has emerged, and especially so with regards to inclusive education.

The contents of this chapter will also cover the development of inclusive schools in South Africa, and the functions of the leaders in such schools. First to be highlighted is current school leadership reform for inclusion.

4.2 CURRENT SCHOOL LEADERSHIP REFORM FOR INCLUSIVE EDUCATION

This section of the study first attends to the international perspective on school leadership reform for inclusive education. The South African views on school leadership reform regarding the same subject is subsequently to be addressed.

4.2.1 International perspective on school leadership reform for inclusive education

Barnett and Monda-Amaya (in Daane, Beirne-Smith & Latham, 2000:332) indicate that the movement towards inclusion of learners with disabilities in general education classrooms has raised numerous questions about the roles and responsibilities of school leadership or personnel in providing appropriate education for all learners enrolled in public schools. More specifically, recent literature on the inclusion of learners with disabilities in the educational setting has focused on the preparedness of school leaders and educators to develop and implement inclusive models of education. According to Barnett and Monda Amaya, these models should strive to address the needs of all learners served in the general education classroom.

According to Crockett (2002:158), the question of whether school leadership reforms are effective for all learners, drives the need to prepare school leaders who are responsive to diversity. For example, Katsiyannis (1994:6) describes the importance of the principal's role in addressing learners who experience barriers to learning in inclusive schools as follows:

> *"School principals are responsible for ensuring the appropriate education of all learners, including those with disabilities. They must provide the leadership to develop the knowledge base, and must have the competence to ensure compliance."*

Gameros and Bang (in Daane, Beirne-Smith & Latham, 2000:332), support the ideas of Katsiyannis, and suggest that the attitudes of school leaders and administrators towards learners with disabilities should be changed positively. This is because the attitudes are critical for inclusion to succeed, due to the administrators' leadership role in developing and operating educational programmes in their schools. It is also stated by Gameros and Bang that building support for school leaders is positively related to educators' use of instructional strategies that resulted in successful inclusion of learners with moderate and severe disabilities in the general education classroom.

In order to prepare contemporary school leaders for inclusive schooling, Crockett (2002:158) suggests that the field of what was, or is, known as special education has an opportunity, if not an imperative, to provide direction. Daane, Beirne-Smith and Latham (2000:232) also hold a view that inclusion requires the collaboration between general and special education. These authors suggest that researchers should, therefore, analyse the phenomenon of classroom teachers, and build the perception of leaders and administrators on the inclusion of learners with disabilities in general education.

It, therefore, seems proper to state that the international view regarding leadership is that special education has a role in preparing knowledgeable and skilful leaders for inclusive schools that strive to serve a wide range of learners. Special education and educational leadership should, therefore, intersect. The analysis should proceed from the perspective that special education may add value to educational leadership preparation. This may be achieved by articulating and communicating not only its legal requirements, but the core principles guiding the meaningful education of learners with exceptionalities. The scheme derived from this analysis is intended to facilitate dialogue at the interface of both fields, so that school leaders might be well prepared to respond to the academic and social learning

needs of a wide range of learners (Crockett, 2002:157-158). According to Voltz, Brazil and Ford (2001:29), it is critical that general and special educators routinely meet to engage in collaborative problem solving around issues that may emerge in the inclusion process.

It becomes clear that the international view on leadership reform for inclusion emphasises the collaboration between what were previously known as special and general education. To take this point even further, the Interstate School Leaders Licensure Consortium (ISLLC, 1996:7) indicates that all educators should be afforded opportunities to participate in leadership positions, and also acknowledges that different roles foster corresponding differences in leadership. The underlying assumption of the ISLLC standards is that "the central aspects of the role are the same for all school leadership positions." Roach (in Smith, 1998:43) also adds and points out that successful planning models ensure that all educators, paraprofessionals and related service personnel are included in the process of inclusion.

To further show that the international view on leadership for inclusive schooling requires the participation of all in leadership positions, McNulty, Brian and Connolly (1996:161) believe that, to put an inclusive education policy into action, requires leadership exercised by multiple individuals at all levels. These authors further assert that, in order to effect change, all people should be actively involved in the change process. Greene and Rankin (as cited in Daane, Bernie-Smith & Latham, 2000:332), believe that the school personnel or leadership is what makes change occur.

The emergent perspectives on leadership are likely to be relevant to the study of inclusion. Skrtic (in Mayrowetz & Weinstein, 1999:423-424) proposes that schools implementing inclusion should shift from organizations akin to professional bureaucracies to those that resemble "adhocracies." An opinion expressed by Mintzberg (in Mayrowetz & Weinstein, 1999:424) is that in such schools, the formal authority of principals might decrease in importance as educators work within uncertain role definitions, and engage in more collaborative practices.

Smith (1998:38) takes the point of Mintzberg further and states that leadership roles and collaborative practices of educators of successful inclusive settings include the following elements:

- Successful classroom management;

- Effective instructional techniques;
- Appropriate accommodative practices;
- Instructional flexibility.

Thousand, Villa, Paulucci-Whitcomb and Nevin (in Voltz, Brazil & Ford, 2001:29) add to the above ideas, and indicate that the interaction should maintain a collaborative tone, such that the relationship between educators involved is collegial, with no one teacher consistently expected to play the role of the expert who is responsible for coming up with all the solutions to the problem that needs to be addressed.

To conclude, Heller and Firestone (1995:67) hold the view that, if inclusion requires an adhocratic structure, the organizational roles of individuals implementing the reform are probably of little consequence. Instead, what may be required to institutionalise the reform is the effective performance of a set of tasks or to "change leadership functions."

Before this discussion attends to leadership functions, a South African view on leadership reform regarding inclusive education, and the development of inclusive schools in South Africa will first be addressed.

4.2.2 The South African view of school leadership reform for inclusive schooling

The Department of Education (DoE, 2000b:1) states that South Africa has a new system of education that emphasizes equal access and improving quality. Managers and leaders will, in future, be judged by the quality of education their schools deliver. An appropriate management system and leadership style for education has to be developed from the beginning, allowing educators and learners to shape it according to their needs (cf. 3.5.4). The Department of Education (DoE, 2000b:2) further indicates that it is no longer good enough for a principal to be a good administrator. She/he should be a pro-active leader and manager. However, in the new definition of leadership and management, the principal is expected to form a SMT made up of senior level staff. The SMT is responsible for the day-to-day running of the school, and for putting the school's policies into practice, while the SGB determines the policies (cf. 2.3).

When addressing the school leadership for inclusive schools, the view of the Department of Education (DoE, 2002:51) is that the principal should recognize his/her role in setting the

tone for the transformation process and ensure that decisions are made, challenges met and processes supported in line with the philosophy of inclusion. The principal needs to be firm in addressing various challenges arising in the process. The Department of Education further elaborates by stating that leadership is needed to ensure that educators and learners are supported in teaching and learning, e.g. through skills development, mentoring, material provisioning and occasionally, if needed, through external services.

While there is a view to provide strong leadership for inclusive schooling, Lazarus, Daniels and Engelbrecht (1999:62) caution that there may be some barriers to inclusion. It is suggested that an attempt should be made to identify these. In order to identify these factors inhibiting school leadership development for inclusive schooling, Lazarus, Daniels and Engelbrecht (1999:64) suggest that a systemic assessment should be conducted.

According to Section 3 on District-based Support Teams (in Department of Education, DoE, 2002:81), systemic assessment means that, when attempting to "uncover" the challenge, there is a need to consider a range of factors. Among the factors to be considered and analysed is the situation. The Department of Education (DoE, 2002:51), therefore, maintains that the situational analysis could be carried out by using School Development Assessment. The school could also find out about the perceptions of learners and their families about the school in order to gain a clearer picture about what the situation really is.

Authors like Lazarus, Daniels and Engelbrecht (1999: 64, 66) postulate that it is crucial that school leadership be developed. These authors indicate that, in this instance, the following questions regarding leadership and management for inclusive schooling could be asked:

- Do the school governing body and the school management team (principal, heads of departments and educators in leadership position in the school) have the competencies to know how to accommodate diversity and address barriers to learning and development?

- If not, are attempts being made to develop these competencies?

- Are the SGB and SMT members giving direction and managing the process of building an inclusive school?

- Does the basic management approach adopted at the school facilitate the development of an inclusive and supportive teaching and learning environment?

The Department of Education (DoE, 2000a:31) answers the above by indicating that it provides the broad policy frameworks to guide SMT members in their work. The task of the provincial Departments of Education will then be to turn these broad policy frameworks into more specific frameworks and regulations.

It seems, from the perspective of the national Department of Education regarding school leadership for inclusive schooling, that it "expects" support from the provincial Department of Education. It is stated clearly by the national Department of Education (DoE, 2000a:31) that Circuit/District Offices should keep the SMT members and educators informed about any changes to national policy related to diversity, equity and equality. The Circuit/District Office should also be able to share what other schools in the district are doing about similar challenges. The departmental officials, including those at the district level, need to actively affirm SMT members and educators, and try by any means to facilitate contact among schools that promote equity and inclusion.

It, therefore, becomes obvious that a model for effective leadership for inclusion not only focuses on principals, but on all stakeholders including educators as classroom leaders. According to the Department of Education (DoE, 2000a:33), the educators of the school are perhaps the most important partners in supporting and promoting diversity and inclusion. Hall and Engelbrecht (1999:231) concur with the Department of Education, and state that educators are the most important resources in education due to their skills and experience. The opinion of the researcher in this instance is that educators should also be thoroughly prepared for leadership roles in inclusive environments.

In order to equip educators with knowledge, and prepare them for leadership roles in inclusive settings, the Department of Education (DoE, 2001:18) indicates that staff development at the school and district level will be critical to putting in place successful integrated educational practices. It means, therefore, that there will be ongoing assessment of educators' needs through developmental appraisal, followed by structured programmes to meet their needs. It has emerged that educators' needs (cf. 3.5.4) would make a critical contribution to inclusion and effective leadership thereof.

According to the Department of Education (DoE, 2002:51), for attaining the practices identified in the Education White Paper no 6 (2001) – such as staff development and developmental appraisal – a committed leadership is needed. It would have to be leadership that ensures that the various stakeholders are collaborating, focused on the same purpose. This does not mean that different opinions should be ignored or rejected; rather, different opinions should stimulate critical reflection that is crucial for development to take place. However, leadership needs to direct different opinions towards constructive critique, and should discourage factions that might jeopardize the process.

Burden (2000:37) takes the above point further, and indicates that inclusive education has implications for the new and changed roles played by the various role players (principal, control personnel, educators and learners) in various sectors (Health, Welfare, Labour and Education), and levels in management (government, provincial, district, centres of learning and the classroom). To ensure that role players become effective in their new roles, the Department of Education (2001:18-19) mentions the following:

- In mainstream education, priorities will include multi-level classroom instruction, enabling educators to prepare main lessons with variations responsive to individual learner needs. Co-operative learning, curriculum enrichment and dealing with learners with behavioural problems will feature.

- In special schools/resource centres, priorities will include orientation to new roles within district support services, supporting neighbourhood schools; new approaches focusing on problem solving and development of learners' strengths and competencies, rather than only focusing on their shortcomings only.

- In full-service schools, priorities will include orientation to, and training in, new roles, focusing on multi-level classroom instruction, co-operative learning, problem solving and the development of learners' strengths and competencies, rather than focusing on their shortcomings only.

- Education support personnel within district support services will be orientated and trained in their new roles of providing support to all educators. Training will focus on supporting all learners, educators and the system as a whole, in order for the full range of learning needs to be met. The focus will be on teaching and learning factors,

and the emphasis will be placed on the development of good teaching strategies beneficial to all learners; overcoming barriers in the system that prevent the system from meeting the full range of learning needs, as well as adaptation of and support for systems available in the classroom.

- Management and governance development programmes will be revised to incorporate orientation and training in the management and governance implications of each of the categories of the "new" inclusive organizations. These implications will have consequences in special, full-service and mainstream schools. Training will focus on how to identify and address barriers to learning.

Linked to the above, but of separate concern, are leadership and management which reflect the principles (cf. 3.5.2) identified. This is a major challenge to the principals, but also to the SGB's, the parents, all educators and leadership within the learner body (Lazarus, Daniels & Engelbrecht, 1999:45). According to Burden (2000:36), of great importance regarding this challenge is making all participants in the act of learning aware of the issue at stake, and providing these leaders (principals, SMT members, educators) with relevant training and reliable information, so as to combat ignorance and misconceptions.

A view held by Burden (2000:36) is thus that a learner-friendly environment has to be created by those in leadership positions in order to change policies, attitudes and behaviours, by combating ignorance through educating all participants, and by transforming management structures. To do these, the Department of Education (DoE, 2000a:19-21) suggests five steps aimed at developing a strategy for promoting and managing inclusion and diversity:

Step 1: Examine the conditions and needs in the school. This will answer questions on school population, relationships, quality of learning, teaching and management, participation of parents, discipline and security, as well as policies.

Step 2: Get people to agree on the need for diversity and an inclusion strategy in the school. In this step, stakeholders could propose different interest groups for working on diversity and inclusion in the school.

Step 3: Set up a diversity and inclusion work group. This group should have representatives from all the different interest groups, and should see itself as being responsible for taking the strategy forward.

Step 4: Draw up a diversity and inclusion code of conduct. This should set down the basic standards of behaviour, language and so on, ensuring that there is respect for everyone's differences.

Step 5: Set goals for change. It means that there should be visible signs or ways of measuring how the school is managing inclusion and diversity.

It is, therefore, crucial that school leadership becomes acquainted with these steps, because in one way or the other, they provide direction.

When attention is given to training of school and classroom leaders, all role players involved with the facilitation of learning, including those from the so-called special schools, have to undergo in-service training, and be empowered to assist learners to learn effectively in an inclusive educational system (Burden, 2000:37). According to Hall and Engelbrecht (1999:233), the view of Burden may, therefore, mean that collaboration is needed. This type of collaboration will also include aspects of training and support in consultation with various role players. It means that special schools should be available for training and support of educators and other support personnel. Training could include visits to special schools, rotation of personnel or exchange schemes and possible internship participation in multi-disciplinary teams.

Friend and Cook (1996:239) and Lipsky and Gartner (1997:138) state that the collaborative roles of special and mainstream school educators include planning for skills transfer across settings, team teaching, directing small group instruction in mainstream schools, special education settings and peer tutors. Crockett (2002:157) seems to concur, and holds the view that special education could add value to education leadership preparation.

To conclude, Hall and Engelbrecht (1999:233) state that professional development of all educators and support personnel on their new roles and expectations, as part of normal work activity, would be appropriate. Support, advice and training should therefore be provided for administrators, parents and other stakeholders.

It, therefore, becomes apparent that much cognisance is being given to significant leadership aspects, ensuring that inclusive education is implemented successfully. Burden (2000:36) also points out that all new policy documents in South Africa are based on an inclusive point of departure. It, therefore, seems appropriate, at this stage, to pay attention to the development of inclusive schools in South Africa. The elements of inclusive schools will, therefore, also be highlighted.

4.3 DEVELOPING INCLUSIVE SCHOOLS

4.3.1 The South African perspective

According to Lazarus, Daniels and Engelbrecht (1999:46), the NCSNET/NCESS report and emerging policy paper (1998/9) express a commitment to the development of inclusive sites of learning. These authors assert that the development of inclusive sites of learning is in the context of a commitment to integrating learners who have been excluded from "ordinary" schools (e.g. learners with disabilities), and fostering inclusion of all learners within schools, with the emphasis on accommodating the diverse needs of the learner population.

The Department of Education (DoE, 2001:42-43) clearly stipulates that the time frame for the development and implementation of a single, inclusive system of education is set for 20 years. According to the Department of Education, the implementation plan to build inclusive schools is broken down as follows into immediate to short-term steps, medium-term steps and long-term steps:

- **Immediate to short-term steps**: (Steps will commence from the year 2001 to 2003). The Department of Education (DoE, 2001:42) indicates that the necessary steps during this period will, among other things, include designating, planning and implementing the conversion of 30 special schools to special/resource centres in 30 designated school districts. To clarify this point even further, the Department of Education (DoE, 2002:37-38) indicates that, in the short-term, the national Department of Education, in collaboration with provincial Departments of Education, will designate 30 primary schools to become full-service schools in the 30 districts that are part of the national district development programme. Thirty special schools will also be converted into resource centres providing support for full-service schools and ordinary primary schools, as a part of the district-based support teams.

- **Medium-term steps**: (The period is from 2004 to 2008). According to the Department of Education (DoE, 2001:43), the major steps to be taken include the expansion of the number of special schools/resource centres, full-service and district support teams. The Department of Education (DoE, 2002:38) concurs and holds the view that in the medium-term, the conversion of special schools to become resource centres will continue, in line with the lessons learnt from the pilot phase experiences and also based on resources available.

- **Long-term steps**: (The time frame for these steps is 2009 – 2021). Here the Department of Education (DoE, 2001:43; 2002:38) stipulates that the long-term steps will be aiming at reaching the target of converting the existing 380 special schools into resource centres, the establishment of 500 full-service schools, colleges and district-based support teams in each district, and at providing access to the estimated 280 000 out-of-school children and youths with disabilities.

It has become evident (cf. 4.3.1) that different types of inclusive schools will be developed. Although types of inclusive schools will emerge, it should be mentioned that they all have a common goal of educating all learners.

It is also crucial that organizational or institutional development involves developing all aspects of the school as an environment where learning, and therefore, development takes place. Furthermore, organizational or institutional development is holistic, and could include aspects of strategic planning, monitoring and evaluation, leadership and change management, structures and cultures of the school, staff development, technical support and assistance and other mechanisms to support change (DoE, 2002:47).

While attention is still on developing aspects of inclusive schools, it is useful to consider the development of these schools in relation to elements that are supposed to be present. Subsequently, a concrete way to support the development of such schools will be discussed.

4.3.2 Elements of an inclusive school

There are many elements for creating inclusive and effective school communities, and some of them as mentioned by Schaffner and Buswell (in Stainback & Stainback, 1996:49-67) are as follows:

- ***Developing a common philosophy and strategic plan***. This would mean developing a philosophy based on democratic, egalitarian, principles of inclusion and quality education that focuses on needs of learners in their entirety. Strategic planning might include a school mission statement and an outline of how material and human resources may be utilized.

- ***Providing strong leadership***. This would include the provision of school leaders who recognize their responsibilities. It includes leaders who ensure that decisions are made, challenges are met, interaction and processes are supported and effective inclusion for all learners is achieved. Roles of leaders such as providing support, making personal connections and caring about the community as a whole are some of the responsibilities that will make inclusive schooling efforts successful.

- ***Promoting school-wide and classroom culture that welcome, appreciate and accommodate diversity***. It means that schools should provide environments, and be a place in which diverse groups of people get along with each other. Structures, teaching practices and curricula should also reflect and model the values and basic rights described in the Constitution. Schools should become caring communities where all learners feel valued, safe and cared for in order for school reform to succeed.

- ***Developing a support network***. This would have to include support services to educators who will be new to an inclusive system. Particular emphasis should be placed on a support team and inclusion support facilitators who will help to brainstorm, solve problems, exchange ideas, methods, techniques and activities, in order to assist learners and educators requiring support in their roles.

- ***Using deliberate processes to ensure accountability***. This step would include pro-active processes to ensure effective ongoing action planning and monitoring for learners. These planning processes will also help support teams to develop clear focus

on who the learner is, what is important for the learner, learners' strengths and also how the team will work. Regular meetings are necessary to monitor progress.

- ***Developing organized and ongoing technical assistance***. For the school, it would mean the provision of support, information and training for educators who are supposed to implement an inclusive system. A major role of the task force responsible for developing and implementing a school's or district's inclusive education policy is to establish a plan for providing technical assistance for all individuals involved. Participation in this task force by key school-district staff development is advisable. Regular needs assessments should also be conducted to identify types and content of technical assistance activities which are most needed.

- ***Maintaining flexibility***. This would include a commitment to make inclusive schooling work, spontaneity, flexibility as well as courage to take risks. School leaders need to cultivate an environment in which individuals are encouraged to do creative thinking rather than reactive thinking. A problem-solving approach is recommended. Flexibility may also be developed by using team building.

- ***Examine and adapt an effective teaching approach***. It would mean using teaching strategies that promote active rather than passive learning, co-operation instead of competition and critical thinking in lieu of rote learning. It would also mean a school environment where educators are afforded opportunities for learning and trying varied instructional approaches.

- ***Celebrate success and learn from challenges***. Success and learning from challenges will include the following framework for continuous renewal enumerated by Oakley and Krug (in Schaffner & Buswell, 1996:46-49). The school would:

  - Celebrate the small successes it achieves.
  - Research extensively what it is doing to achieve success.
  - Continually re-clarify in great detail its specific objectives.
  - Help all parties understand the benefits of achieving the objectives.
  - Continually search for what it could be doing more of, better, or differently in order to move closer to its objectives.

- True reform and successful innovation should become pervasive elements of the school's culture.

- ***Be knowledgeable about the change process, but do not allow it to paralyse the school***. Sensitivity to the reactions of individuals and organizations that are experiencing change is important. However, it is critical that the change process theory not be used by individuals who are responsible for educating learners as an excuse to keep them from making changes. Organizational change theories indicate that a lack of top management support is one of the most frequent causes of implementation failure.

Schaffner and Buswell (in Stainback & Stainback, 1996:49) indicate that the above elements are interdependent parts of successfully creating a dynamic, caring, learning community rather than discrete, unrelated components.

According to Lazarus, Daniels and Engelbrecht (1999:67), schools in South Africa are currently faced with enormous challenges with regard to their development. Furthermore, these schools are faced with diverse learning and development needs in one way or another, and need to find concrete ways in which to address these needs. The researcher thinks that the 'index for inclusion' may be very helpful to assist in addressing these challenges. It seems, therefore, helpful to highlight what the 'index for inclusion' is, as well as the components thereof.

4.3.3 An index for inclusion

Booth, Ainscow, Black-Hawkins, Vaughan and Shaw (2000:2) explain an index for inclusion as a set of materials to support schools in a process of inclusive development. These authors accentuate that the UNESCO index is about building supportive school communities which foster higher achievement for all learners.

The index deals with a carefully planned step-by-step process of change. It is also concerned with changes in cultures and values which may enable staff and learners to adopt inclusive practices and, with appropriate support, the index process could add a fresh impetus to the school development cycle (Booth et al., 2000:8). The index for inclusion

process as summarised by Booth and Black-Hawkins (2001:5), consists of five phases which are mentioned in Table2 below:

Table 2: The five phases of the Index for Inclusion

Phase 1	**:**	Establishing a co-ordinating group
Phase 2	**:**	Consulting about the school
Phase 3	**:**	Producing a school development plan
Phase 4	**:**	Implementing priorities
Phase 5	**:**	Reviewing the index process

Booth et al., (2000:8) explain each phase and elucidate that, in the first phase, the School Development Planning Team (SDPT) establishes a co-ordinating group. The members of this group inform themselves and all staff members about the index concepts, materials and methods for gathering knowledge about the school from all members of the school's communities. In the second phase, knowledge of the co-ordinating group and materials of the index are used as the basis for a detailed exploration of the school. Priorities for development are also identified. The third phase involves the modification of a school development plan to make it reflect inclusive aims, as well as particular priorities identified in the second phase. Developments are implemented and supported in the fourth phase. In the fifth phase, the whole process is reviewed.

The index structures the exploration of schools, the development and the implementation of plans. Developments in schools are considered along three dimensions, viz. Dimension A, Creating an inclusive culture; Dimension B, Producing inclusive policies and Dimension C, Evolving inclusive practices. Each dimension is then divided into two sections. Dimensions and sections, as show in Table 3, provide a planning template to shape the exploration of the areas of activity within a centre of learning to which attention should be paid to write an inclusion plan (Booth & Black-Hawkins, 2001:3).

Table 3: Dimensions and sections of the Index for Inclusion

Dimension A:		**Creating an inclusive culture**
	1.	Building a community
	2.	Establishing inclusive values

Dimension B:		**Producing inclusive policies**
	1.	Developing a school for all
	2.	Organizing support for diversity
Dimension C:		**Evolving inclusive practices**
	1.	Orchestrating learning
	2.	Mobilising resources

A brief description of each dimension is given by Booth et al., (2000:9) as follows:

Dimension A: Creating inclusive cultures

This dimension is about creating a secure, accepting, collaborating and stimulating community in which everyone is valued as the foundation for the highest achievement of all learners. It is concerned with developing inclusive values shared between all concerned with the education of all learners. This dimension also ensures that these inclusive values are conveyed to all members of the school. The principles derived within inclusive school cultures guide decisions about policies and every practice, so that the learning of all is supported through a continuous process of school development.

Dimension B: Producing inclusive policies

Dimension B is about securing inclusion at the heart of school development. This dimension permeates all policies, and enables learning and participation of all students to be increased. Support, which is considered as activities which increase the capacity of a school to respond to student diversity, is critical (cf. 3.5.2). All forms of support are brought together within a single framework. These forms of support are viewed from the perspective of learners and their developments, rather than the school or local education authority administrative structures.

Dimension C: Evolving inclusive practices

In this dimension, the focus is on making school practices reflect the inclusive cultures and policies of the school. The dimension is concerned with ensuring that classroom and extracurricular activities encourage the participation of all learners and draws on their

knowledge and experience outside the school. During the development of inclusive practices, teaching and support are integrated together in the orchestration of learning, and barriers to learning and participation are overcome. Staff also mobilise resources within the school and the local communities to sustain active learning for all.

According to Booth and Black-Hawkins (2001:5), during the index process, additional indicators and questions of particular relevance to the learning centre, may be added to the dimensions. Table 4 shows the dimensions, sections as well as the indicators.

Table 4: Dimensions, sections and indicators

Table 4.1: Dimension A

DIMENSION A:	**CREATING INCLUSIVE CULTURES**	
1.	**Building community**	
Indicator	1.	Everyone is made to feel welcome
	2.	Students help each other
	3.	Staff collaborate with each other
	4.	Staff and students treat one another with respect
	5.	There is a partnership between staff and parents/carers
	6.	Staff and governors work well together
	7.	All local communities are involved in the school
2.	**Establishing inclusive values**	
Indicator	1.	There are high expectations for all students
	2.	Staff, governors, students and parents/carers share a philosophy of inclusion
	3.	Students are equally valued
	4.	Staff and students are treated as human beings as well as occupants of a 'role'
	5.	Staff seek to remove all barriers to learning and participation in school
	6.	The school strives to minimise discriminatory practices

Table 4.2 Dimension B

DIMENSION B:	**PRODUCING INCLUSIVE POLICIES**	
1.	**Developing a school for all**	
Indicator	1.	Staff appointments and promotions are fair
	2.	All new staff are helped to settle into the school
	3.	The school seeks to admit all students from its locality
	4.	The school makes its buildings physically accessible to all people
	5.	All students new to the school are helped to feel settled
	6.	The school arranges teaching groups so that all students are valued
2.	**Organising support for diversity**	
Indicator	1.	All forms of support are co-ordinated
	2.	Staff development activities help staff to respond to student diversity
	3.	'Special needs' policies are inclusion policies
	4.	The Code of Practice is used to reduce the barriers to learning and participation of all students
	5.	Support for those learning English as an additional language is co-ordinated with learning support
	6.	Pastoral and behavioural support policies are linked to curriculum development and learning support policies
	7.	Pressures for disciplinary exclusion are decreased
	8.	Barriers to attendance are reduced
	9.	Bullying is minimized

Table 4.3 Dimension C

DIMENSION C:	**EVOLVING INCLUSIVE PRACTICES**	
1.	**Orchestrating learning**	
Indicator	1.	Lessons are responsive to student diversity
	2.	Lessons are made accessible to all students
	3.	Lessons develop an understanding of difference
	4.	Students are actively involved in their own learning
	5.	Students learn collaboratively
	6.	Assessment encourages the achievements of all students
	7.	Classroom discipline is based on mutual respect
	8.	Teachers plan, review and teach in partnership
	9.	Teachers are concerned with support for the learning and participation of all students
	10.	Learning support assistants are concerned with support for the learning and participation of all students
	11.	Homework contributes to the learning of all
	12.	All students take part in activities outside the classroom
2.	**Mobilising resources**	
Indicator	1.	School resources are distributed fairly to support inclusion
	2.	Community resources are known and drawn upon
	3.	Staff expertise is fully utilised
	4.	Student difference is used as a resource for teaching and learning
	5.	Staff develop resources to support learning and participation

Booth et al. (2000:10) indicate that each section contains up to twelve indicators and the meaning of each indicator is clarified by a series of questions. The dimensions, sections, indicators and questions provide a progressively more detailed map to guide the exploration of the current position of a school and to plot future possibilities. In Table 5 below, Dimension A, one section and one indicator together with its corresponding questions are shown. It should be noted that Dimensions B and C also have their sections and a number of questions that explain each indicator.

Table 5: Dimensions, sections, indicators and questions

DIMENSION A:	**CREATING INCLUSIVE CULTURES**
1.	**Building community**
Indicator 1	**Everyone is made to feel welcome**
	(i) Is the first contact that people have with the school friendly and welcoming?
	(ii) Does the school welcome all students, including students with impairments and transient students such as travellers?
	(iii) Does the school welcome all parents/carers and other members of its local communities?
	(iv) Is information about the school accessible to all, irrespective of home language or impairment (e.g. brailled, taped, large print, when necessary)?
	(v) Are sign language and other first language interpreters available as necessary?
	(vi) Is it clear from the school brochure that responding to the full diversity of students and their backgrounds is part of school routine?
	(vii) Does the entrance hall reflect all members of the school community?
	(viii) Does the school celebrate local cultures and communities by means of signs, and displays?

(ix) Are there positive rituals for welcoming new students and new staff and marking their leaving?

(x) Do students feel ownership of their classrooms or tutor rooms?

(xi) Do students, parents/carers, staff, governors and community members all feel ownership of the school?

For possible questions that may be asked under each indicator, please refer to Addendum A.

A consideration of the elements of inclusive schools (cf. 4.3.2), and the attention paid to the Index for Inclusion (cf. 4.3.3), are possibly crucial aspects in developing effective inclusive schooling. It is, therefore, also significant that these schools be led by strong and efficient leaders to maintain sustainability. It is probably also necessary that inclusive schools be managed by leaders who accept and recognize their responsibilities.

Against this background, the functions of inclusive school leaders will subsequently be attended to. It must be clearly noted that these functions relate very closely to the six sections (of the three Dimensions) of the Index for Inclusion.

4.4 FUNCTIONS OF LEADERSHIP FOR INCLUSIVE EDUCATION

The conceptualisation of leadership articulated by Heller and Firestone (in Mayrowetz & Weinstein, 1999:424) challenges the notion of key or heroic leaders in school reform, arguing instead that the following leadership functions should be performed to institutionalise change:

- Providing and selling a vision.
- Obtaining resources.
- Adapting standard operating procedures.
- Monitoring the improvement effort.
- Handling conflict (disturbances).

4.4.1 Providing and selling a vision

It should be noted that the primary concept regarding this function of leaders in inclusive settings is *vision*. According to Senge (1995:229), among certain basic functions common to

leadership in all organizational settings, there are important questions. There are questions such as "How do people establish a direction?"; "How do people establish an aim?" The author indicates that, probably, the oldest idea associated with these questions of leadership is vision. Senge states that it is interesting that "vision" has returned to popularity and has become a bit of a fad, but that the term has a very rich history, as exemplified by the Biblical phrase "where there is no vision, the people will perish."

Starratt (1993:6) asserts that authors such as Warren Benis and Burt Nanus have brought the term "vision" onto centre stage in the leadership literature. This is because these authors culled major themes, and found that leaders focus their own attention and attention of others on a vision. Starratt says that leaders communicate their vision through symbols, and put into action the meanings embedded in their vision. Leaders also position themselves strategically within the field of competition to maximize the organization's strengths through vision. As leaders they also embody in their own person the quest for the vision through their competence and persistence.

At this stage, it is appropriate to explain what the term "vision" means and entails. A vision is what motivates a leader to be a genuine player in the organization, and is a call to greatness as well. A vision is likewise what enables a leader to articulate the major themes of the organization in his/her role as the principal. The vision is what enables the leader to see the unity within various scenes and sub-plots in the drama, and to call the various actors to express, in their own roles, these over-arching themes. Having a vision enables the leader to praise an exemplary performance, or to call the organization's attention to how far short of the ideal performance this might be. Finally, it is the vision that allows the leader to play a significant part in the larger social drama and to call the organization to its responsible part in the drama (Starratt, 1993:145). Bennis and Nanus (in McNulty, Brian & Connolly, 1996:162) summarize an explanation given by Starratt and state that "a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists."

According to Woyach (1993:29), a vision is an image of a future towards which a group strives. In a very real sense, a group's vision is its soul, it is the cement that holds the group together, and makes it what it is. A vision sums up what a group is striving to attain. It gives the group a reason for being. Without a vision, no group will survive for very long.

The process of creating, maintaining, providing and selling a group's vision, therefore, may well be the most important challenge of leadership.

It could be noted, from explanations of vision given above, that a vision is supposed to be held by leaders (SMT members) and the group (all staff members). According to Senge (1995:229), of much concern is the way in which people progress from the vision of a few to a large number operating with a common conviction and with shared images of the future. To answer this question, Senge states that building a shared vision is not about people surrendering their individual visions. It is about deepening each person's unique sense of vision, and establishing harmony among diverse visions, enabling people to move forward together. It does not require surrendering individual uniqueness. If anything, it requires more, not less individual uniqueness.

Woyach (1993:29-30) is mindful of the fact that, over time, even the most successful groups can fail to maintain their visions for one reason or another. In fact, the larger the number of staff members, and the more diverse they are, the easier it is for members to become caught up in daily activities, and lose sight of their common vision. The author, therefore, states that leaders should routinely check the state of their group's vision. The election of a new leader for a specific role or other times of change, such as during the implementation of an inclusive curriculum, may be a good opportunity for maintaining the group's vision. According to Woyach, there is no wrong time, nor are there wrong leaders. Even new members may exercise leadership in times of change by checking the state of the group's vision.

While vision is still looked at from the point of view of change, attention should be given to the provision and selling of this vision. According to Mayrowetz and Weinstein (1999:424), providing and selling a vision should be provided in both conceptual and operational terms, i.e., every individual in the change effort should understand why he or she is participating, and what each one's role is. These concrete activities could ground and comfort people engaged in the psychologically challenging change process. Caldwell (1993:168) seems to concur, and indicates that a smooth transition and commitment to new roles is aided, as it is, in all fields of endeavour, by leaders who, from the outset, provide a vision of what is intended, and then successfully communicate and gain commitment to that vision.

To elaborate the above point even further, McNulty and Connolly (1996:162) are of the opinion that the essential element of leadership is defining the vision. According to McNulty and Connolly, this element should clearly address "where people are going," define what the components of the model will be, and specifically what "inclusive" schools should look like. The belief is that the vision should be inspiring enough to motivate people to act. The vision should define the "dream", and represent great personal and organizational effort.

It becomes clear that vision may refer to change, especially in the restructuring effort. According to Codding (1997:178-179), there are generalisable lessons from the restructuring effort that involves vision. These would include the following points:

- Having a comprehensive learner-centred vision that focuses on results. The vision, in this case, serves as a broad guideline rather than a specific road map for reform, but covers major elements of a powerful learning experience for learners. The results provide the necessary destination.

- A strong and visionary principal helps tremendously. Most principals, including the SMT members, know that they need a vision, but it is the comprehensive vision and the experience of working on comprehensive reform that is crucial. Closely linked to the vision is a sense of 'inventing the means, but staying clear about the ends.'

Mayrowetz and Weinstein (1999:432) cite examples of how school leaders may sell the vision. The school principal, for example, may share tales of successful inclusion moments, how a child with physical disabilities may participate in a kickball game at a school, how an autistic child and non-disabled classmate may play on a slide together or how a first-grade girl may assist a child in a wheelchair with or without being told. The SMT members may also play a crucial role in selling the vision by ensuring that inclusion appears in most of the staff meetings.

Thousand and Villa (in Mayrowetz & Weinstein, 1999:424) conclude by suggesting that vision is one of the variables essential to successful inclusion.

4.4.2 Obtaining resources

Obtaining resources is another leadership function suggested by Heller and Firestone (in Mayrowetz & Weinstein, 1999:424) – the literature on inclusion echoes this function as well. Most researchers such as Thousand and Villa (in Mayrowetz & Weinstein, 1999:429) emphasize the critical importance of material resources such as equipment, organizational resources such as time and human resources. The Department of Education (DoE, 2000b:27) elaborates and states that obtaining resources is crucial because, when the school has to carry out its plans to reach its goals such as effective implementation of an inclusive educational system, the school usually needs human resources (other people) and material resources (equipment, books and other teaching and learning materials). Burden (2000:37) also adds that material and human resources are of the utmost importance, as the lack thereof can constrain the implementation of even the best policies.

According to the Department of Education (DoE, 2000b:27), the SMT members' function in this regard will be to find out where to obtain these resources. Questions such as: Is the Department of Education responsible for giving out the particular resources needed? Is it the parents? Do the schools have to provide the resources out of school funds? These questions would have to be answered.

When attention is paid specifically to material resources, the Department of Education (DoE, 2001:33) makes it clear that materials and equipment such as hearing aids and wheelchairs will be made progressively accessible to those learners who cannot gain access to learning because of a lack of appropriate resources. This idea is supported by Slee (2001:115) who mentions that, in an inclusive system, many children require additional resources to enable them to gain access to and mastery over the classroom tasks. These may be resources to assist mobility or to provide access to the dominant language or different forms of information and instruction. According to the Department of Education (DoE, 2000b: 27), the function of the school leadership in this instance would be to decide how to obtain these resources, how these materials get used and who will look after them. This function, therefore, calls for another area that the SMT members need to manage, which is the setting up of procedures. This means that rules and regulations (procedures), ensuring that the school's structure works properly, need to be put in place. For example, a Staff Development Committee needs to agree on rules of how the committee would make

decisions regarding the obtaining and usage of material resources, and how information would be shared between staff members and all involved.

It seems obvious that the leadership of the school has to establish a good relationship with the Department of Education. More specifically, ongoing contact with the provincial education department may have to be present. This will ensure that the SMT members become knowledgeable about available material resources. While attention is still focused on knowledge of school leaders and other educators regarding resources, Mayrowetz and Weinstein (1999:34) speak about the importance of knowledge, and opportunities to acquire that knowledge as a resource essential for successful inclusion. These authors indicate that two types of knowledge are needed. Firstly, individuals require an understanding about inclusion in general. As noted in chapter three, the Department of Education plays a role in providing the relevant information. Secondly, according to Mayrowetz and Weinstein, individuals need to understand the nature of specific disabilities. Some of this knowledge may be gained from seminars and workshops, but more often educators and parents serve as resources for one another. This point compels this discussion to briefly highlight human resources.

Human resources is a technical term to describe the school's most valuable resource: the human beings who make up the school. When the people who make up the staff team feel motivated, secure, inspired and fulfilled, there will be a sense of commitment and creativity in the school (Sterling & Davidoff, 2000:48). The Department of Education (DoE, 2000b:22) also emphasizes that people are the key to the overall success of the school. The function of the SMT members, therefore, is to recruit and select the right people.

In respect of the right staffing, it is indicated that the objective of the post-provisioning strategy is to allocate posts in accordance with the actual educational support needs of the learners concerned, and not on the basis of category of disability. The revised resourcing model will create a dedicated pool of posts for the education support system. Such a revision will focus on the development of an appropriate post-distribution mechanism, guidelines for the post utilization, and on structural and organizational arrangement to ensure flexibility in the deployment. Attention will be given to optimising the expertise of specialist support personnel such as therapists, psychologists, remedial educators and health professionals (DoE, 2001:40-41).

The function of the SMT members as school leaders, including the SGB members, will, therefore, be to ensure that posts that will be allocated to all schools in terms of the existing post distribution are filled appropriately. In filling these posts, SMT members are obliged to ensure that learners who "generated" the posts are adequately catered for through appropriate and effective educational programmes (DoE, 2001:41). The researcher believes that when posts are filled in the way described, school leadership will be fulfilling its function of obtaining human resources. This is because precautionary measures will have been taken to ensure that the right people are employed for the right work.

4.4.3 Adapting standard operating procedures

According to Mayrowetz and Weinstein (1999:425 and 430), adapting standard operating procedures (SOPs) as a function of school leaders, recognizes that rules, regulations and requirements based on old structures may constrain reform efforts. Performing these functions means changing the formal structures, policies and procedures that govern daily life in school. This, therefore, means making alterations to accommodate inclusion at both the programmatic and individual levels.

It appears to be useful from the outset to explain what SOP's are. West-Burnham (1997:59), in his explanation, indicates that operating procedures in schools imply the curriculum and Outcome-based Education (previously known as syllabi and schemes of work). Van Wyk (1996:181) expands on this explanation further by stating that the operating procedures are activities which entail maintaining good order, lawful action, harmonious co-operation, efficient use of time and effective education. Most of the procedures, as Van Wyk states, are developed by the department of education concerned.

There is, therefore, no doubt that the emphasis regarding this function is changing formal structures to enable appropriate inclusion. Perhaps one way of converting formal structures may be to set up participatory structures. According to the Department of Education (DoE, 2000b:27), school leaders need to set up structures that will help them toward schools' inclusive goals. To shed more light on this matter, the Department of Education states that structures are the way different people and departments in the school fit together.

The Department of Education (DoE, 2000b:27) asserts further that in the past, most schools were structured hierarchically, with the principal at the top, the deputies just under them,

educators under them and learners at the bottom. There were usually no structures for educators and learners to play an active part in managing and leading the school. The new policy framework calls for structures that allow all stakeholders to play a role, and adapt to standard operating procedures. Some structures (such as the SGB and the Finance Committee) should already be in place at schools. Others, such as a Staff Development Committee are also required by law to be in place at schools. The SMT members could, therefore, assist the school in creating other structures for achieving certain specific goals. For example, some schools might have a sub-committee for dealing with learners who experience barriers to learning. The Department of Education also points out that the SMT is responsible for agreeing on rules and procedures of new assessment methods and assigning tasks to educators. The most important thing to remember in this regard is that procedures should be fair.

According to Lipsky, Gartner and Salisbury (in Mayrowetz & Weinstein, 1999:425), adaptation of SOP's is implicit in the writing of inclusionists when they advocate that the SMT members should encourage team building and collaboration among educators and special educators. The leadership, it is stressed, should also ensure that a modified curriculum, instructions and assessments are implemented according to the inclusive model. Each of these factors, viz collaboration, curriculum and assessment will be briefly highlighted.

When attention is paid to team teaching and collaboration, it emerges from the literature study (cf. 4.2.1) that collaboration among educators is crucial. A view held by Smith (1998:106) is that collaboration has become an important job responsibility for all educators, and is especially important in educating learners who experience barriers to learning. Collaboration, as Smith defines it, is the style professionals use in interacting with others, and it includes key characteristics such as voluntary participation, parity, shared goals, responsibility, accountability, resources and the emergence of a collaborative belief system. The function of school leadership, in this instance, is to identify and clarify each individual personal belief about collaboration, refining of leaders' interactive skills and contributing to a supportive environment.

With regard to the curriculum, the Department of Education (DoE, 2002:74, 78) points out that Curriculum 2005 is a powerful tool in developing practices for inclusion in its Outcome-based approach. According to the Department of Education, Curriculum 2005 sets the same

Specific Outcomes (SO's) for all learners. This means that the school leadership has the following functions:

- It has to organize teaching and learning in school in such a way that learners could attain the outcomes.

- Any barrier to the learning and development needs to be identified and understood, so that learning and assessment could be appropriately adapted, modified and supported. No intervention should be based simply on traditional categories of disability or learning difficulty. For example, not all learners who are blind or deaf, or learners with physical or intellectual disabilities, experience the same barriers.

- Support should be provided by the school leadership, and be seen as an integral part of teaching and learning process in all schools.

Last, but not the least, regarding the function of adapting SOP's, is the assessment. According to the Department of Education (DoE, 2002:158), each school leadership should establish an assessment team. Some SMT members should be part of the assessment team, and their responsibilities should, among other things, be the following:

- To determine which learners should have access to adaptive methods of assessment;

- To complete and submit the necessary application forms to the District Support Team (DST), with all relevant documentation attached;

- To determine the materials needed and practical arrangements to be made;

- To monitor and report the process;

- To ensure that all decisions made by SMT regarding adaptive methods of assessment are included in the learner profiles which accompany them throughout their school careers.

It, therefore, becomes crystal clear that school leaders have the mammoth yet achievable task of ensuring that procedures are followed. It is absolutely necessary that staff members

become acquainted with new procedures, and be constantly reminded of rules and regulations governing an inclusive educational system. In this way, school leaders will be fulfilling their roles of making sure that staff members adapt to standard operating procedures.

4.4.4 Monitoring the improvement effort

According to Mayrowetz and Weinstein (1999:425), monitoring the improvement effort as a task of school leaders has three major functions. Firstly, this task ensures that implementers of inclusive education and school leaders stay true to the goals of inclusion. Secondly, this task ensures that school leaders remain committed to the reform process. Thirdly, the task enables school leaders to gather information that can ultimately lead to necessary modifications.

Monitoring is vital for school success. Monitoring, as defined by the Department of Education (DoE, 1997a:64), is the process of checking and asking questions about what is happening while it is happening. It is a process of collecting information. The Department of Education (DoE, 2000a:22), therefore, maintains that school leaders should decide how they will monitor and report on progress. It is suggested that, as leaders, they should measure progress through the goals or indicators they have set themselves. For example, if the SMT members have agreed that an indicator of good practice of inclusion for the school is that parents from all the main language groups represented in the learner population serve on the SGB, then SMT members should check at least once a year to ensure that broad representation is really being practised. This is because as SMT members, they cannot make everything change overnight.

The Department of Education (DoE, 2002:60) takes the above matter further, and indicates that the strategic plan of the school needs to incorporate clear results for monitoring and verifying that progress is being made. According to the Department of Education, it is useful to include references to persons or groups who are responsible for carrying out certain tasks so that 'everybody's business' will not become 'nobody's business.' Ongoing monitoring can also indicate that the process of effective inclusion is not unfolding as anticipated and, therefore, this might result in revising or revisiting the plan. One might add that, while monitoring takes place, every endeavour should be made to praise a job well done.

Experience suggests that regular meetings of educators and support teams ensure that progress is continuous and possible shortcomings are identified. If challenging situations arise, plans can be modified in a timely, efficient way. However, it is important to focus on strengths of the organization, educators, and learners and give accolades to improvement efforts so as to identify factors for success. The focus on the strengths will also assist in keeping up the momentum (Department of Education, DoE, 2002:60).

According to the Department of Education (DoE, 2000b:28), monitoring is important because it:

- Helps people realize that they should take responsibility for what they have pledged to do. People often make promises, but then fail to follow through on these. If people know that their actions will be monitored, they are more likely to follow through on their promises.

- Could help with future planning. By monitoring whether or not a plan is actually helping to reach a goal, school leaders could decide how they should plan for the future.

- Helps a school to learn, develop and grow, not because it judges individuals, but instead consult as many people as possible in preparing its framework.

It is suggested that there needs to be a general agreement about who and what will be monitored, and about when and where it will be done and by whom. It is also important to involve people in analysing the effects of monitoring procedures by asking questions such as:

- Is the staff better motivated now?
- Are the learners' results improving?
- Is the staff working as a team?
- Are the relationships between staff and the SMT as sound as the relationships between SGB and the SMT?

It becomes clear that monitoring is one of the tasks that help the school to evaluate itself. Monitoring becomes crucial when it acknowledges the improvement that may be taking

place. This task may also be effective when it involves all stakeholders involved in the education of learners.

4.4.5 Handling conflict (disturbances)

The last of the leadership functions for inclusion is handling conflicts and other disturbances from both inside and outside the school organization (Mayrowetz & Weinstein, 1999:429). The question that may, therefore, be asked is: What is the meaning of conflict? To answer the question, the Department of Education (DoE, 2000a:26) defines conflict as an expression of difference between people or groups of people. Tidwell (1998:31) concurs and states that conflict is a phenomenon that occurs when one or more parties perceive incompatible goals, and then equally perceive interferences from the other in their desire to obtain their goals. Tidwell (1998:30) cautions that conflict is a term used to mean a variety of things in an assortment of contexts. It should, therefore, be mentioned that the conflict that is to be discussed, refers to that which may occur in school when changes and implementation of inclusion take place.

According to Dittenhofer (1997:24), along with change, conflict is a frequent characteristic of the process. As Heller and Firestone (in Mayrowetz & Weinstein, 1999:29) also observe, change requires stability. The demands of change can often cause resentment, misunderstanding and disagreement among school personnel, parents or other community members. Inevitably, some unanticipated consequences follow reform. School leaders should, therefore, take action to deal with conflicts or disturbances.

A view held by Sterling and Davidoff (2000:75) is that conflict is a normal part of any organizational life, including the school. In fact, according to these authors, conflict can be a sign of a healthy organization, since problems and differences are being brought out into the open. Sandole (1993:6) contends that conflict is an essential creative element in human relationships. It is the means to change, the means by which people's social values of welfare, security, justice and opportunities for personal development could be achieved. The existence of a flow of conflict is the only guarantee that the aspiration of society will be attained. Indeed, conflict is to be enjoyed. Grobler (1999:20) also supports the above ideas, and indicates that most recent research argues that some conflict is absolutely necessary for a group to perform.

Although there are positive aspects attached to conflict and, although inclusionists stress the importance of vision, support and collaboration, they fail to consider what should be done when opposition and conflict arise after inclusion has entered the implementation phase (Mayrowetz & Weinstein, 1999:29).

To enable the school leaders to deal with the abovementioned situations, the Department of Education (DoE, 2000a:29-30) gives the following guidelines for dealing with conflict:

- Look for early warning signals that tell that there is an underlying cause requiring attention, identify the real cause and address it. Sometimes people experience personal or interpersonal conflict, and all they need is understanding and support. At other times, resentments and fears might need to be brought out into the open, because they really concern a wider group or even the whole school.

- Try to keep the focus on a common vision. This means focusing on the interests of everyone, rather than on fixed positions that aggravate the conflict. Support those who want to find solutions. Try to make those who are aggravating the situation understand that their behaviour is not beneficial to their cause. Make sure that, as a leader, you contribute as a moderator and not an aggravator.

- It is better to resolve conflict in its early stages. However, one need not rush into anything, thus ending up compromising important principles, such as supporting and promoting inclusion and diversity in the school. Rather, accept that there is conflict, and that everyone should deal with it openly and honestly.

- If the conflict grows, a school leader needs to analyse, at every stage, whether it calls for improved understanding, mediation, negotiation or the educational leader making a decision. The educational leader has to find out whether the conflict emerged because the parties involved are not clear about what is expected of them, because they are struggling with the practical problems of transformation or because those involved refuse to respect diversity and policies aimed at achieving inclusion. Sometimes it is possible to resolve these conflicts internally, but sometimes the principal may need to involve an independent mediator whom all the parties trust.

In concluding this part of the study, it should be mentioned that the leadership functions highlighted are but a crucial few expected of the educational leaders in inclusion.

4.5 SUMMARY AND CONCLUSION

Chapter four has paid attention to a variety of aspects regarding inclusive education that included, among other things, international and national school leadership reforms for inclusion in schools. Consideration has also been given to the development of inclusive schools via the ten elements of inclusive schools, an index for inclusion that indicates a possible route for progressing towards inclusion, as well as the vital functions of leaders in those schools.

In conclusion, it seems as if all stakeholders involved in the education of learners should be well conversant with leadership reform regarding successful implementation of an inclusive system.

In the next chapter, attention will be focused on the research methodologies utilized in the empirical study.

CHAPTER 5
RESEARCH METHODOLOGY

5.1 INTRODUCTION

This chapter focuses on the research methodology that was employed in this investigation. Attention is paid to research design, sampling of subjects/participants, data collection and data analysis. Among other things to be highlighted in this chapter are also the status, role and objectivity of the researcher, as well as reliability and validity of the research.

5.2 RESEARCH DESIGN

As indicated in chapter 1 (cf. 1.5.1), the two main paradigms or research methodologies that have been prominent in educational research for a number of years are quantitative and qualitative research methodologies. For the purpose of this study, the researcher utilized an integrated approach by using both research methodologies in the form of survey research. Brown and Dowling (1998:83) express the opinion that there is a tendency for some researchers to employ either of these approaches to hide behind the method, and ignore the crucial area of theoretical development. The naïve use of quantitative methods imagines that statistical techniques themselves will guarantee the value of the work. Correspondingly, naïve qualitative research tends to substitute narrative for analysis. Brown and Dowling, therefore, maintain that the adoption of a dual approach involving both quantitative and qualitative techniques may help in overcoming tendencies such as what they might refer to as naïve empiricism. It should be made clear that the researcher used an approach which favours the quantitative approach with elements of qualitative research. At this stage, each research methodology will be considered. Characteristics and the value of each methodology will also be considered, after which the combined approach in the form of survey research will be described.

5.2.1 Quantitative research

Quantitative research is virtually synonymous with positivist research. The emphasis in this type of research is on the development of knowledge by collecting numerical data on observable behaviours of samples, and then subjecting these data to numerical analysis

(Gall, Borg & Gall, 1996:28). Quantitative research asserts that things are only meaningful if they are observable and verifiable. The quantitative method originated in the physical sciences and was then adopted by educational psychologists who dominated the field of educational research for most of the 20th century. The approach is, therefore, inherently quantitative, emphasizing measurement of behaviour and prediction of future measurements. The underlying assumption of this method is that mathematical models exist and need to be uncovered, and any limitations are a result of faulty measurement, imperfect models or an inability to control extraneous variables (Anderson & Arsenault, 2000:4-5).

McMillan and Schumacher (2001:15-16) suggest that the quantitative research method is based on different assumptions about the world, the research purpose, research methods, prototypical studies, researcher role and the importance of context in the study. Each of these orientations will be briefly highlighted.

- **Assumptions about the world.** Quantitative research is usually based on some form of "logical positivism" which assumes that there are stable, social facts with a single reality, separated from the feelings and beliefs of individuals.

- **Research purpose.** Quantitative research seeks to establish relationships, and also explains causes of changes in measured social facts.

- **Research methods and process.** In quantitative studies there is an established set of procedures and steps that help to guide the researcher. The researcher is also permitted to choose methods as part of a pre-established design before data is collected.

- **Prototypical studies.** Quantitative research usually seeks to reduce error, bias and extraneous variables by employing experimental or correlational designs.

- **Research role.** The ideal quantitative researcher is detached from the study to avoid bias. Objectivity is valued.

- **Importance of the context in the study.** Most quantitative research studies attempt to establish universal context-free generalizations.

The researcher believes that quantitative research moves along the lines of the social and natural order. To shed more light on quantitative research, it is appropriate to pay attention to the characteristics of quantitative research methodology.

5.2.1.1 Characteristics of quantitative research

Quantitative research is usually concerned with discovering, verifying or identifying causal relationships among concepts that derive from a priority theoretical scheme. The assignment of subjects are of concern, and efforts are generally taken to use either random assignment of subjects, or other related sampling methods and techniques to minimize intervening variables, which could impact on the results of the research. Data are collected via established procedures such as questionnaires and/or interviews. These are designed to capture subject responses to predetermined questions with established response options. Statistical procedures of varying complexities are employed to analyze this information (Filstead, 1979:37). To further clarify statistical procedures regarding quantitative research, Durrheim (1999:96) explains that statistical procedures are used to analyze quantitative data. Once the researcher has measured the relevant variables, the scores (observations) on these variables (i.e. data) are usually transformed statistically to help the researcher describe the data most succinctly, and make inferences about the characteristics of populations on the basis of data of samples.

According to Reid and Smith (in De Vos, 2000:71), the following characteristics of the quantitative approach can be added:

- Quantitative studies are focused on relatively specific research questions or hypotheses;
- Questions and hypotheses remain constant throughout the investigation;
- Data collection procedures and types of measurement are constructed in advance of the study, and applied in a standardized manner;
- Data collectors are to avoid adding their impressions or interpretations;
- Measurement is focused on specific variables that are quantified through rating scales and other means;
- Analysis proceeds by obtaining the statistical breakdown of the distribution of variables;

- Statistical methods are used to determine associations (or differences between variables);
- The researcher's role is that of an *objective observer*.

The characteristics identified in this paragraph include those that are most commonly found in quantitative research. Next to be discussed is the value of quantitative research.

5.2.1.2 The value of quantitative research

De Vos (2000:242) describes the value of quantitative research as follows:

- Because the research method uses a deductive form of reasoning, it means that it enables researchers to collect data to assess preconceived models, hypotheses and theories.

- The meaning of inquiry is determined by the researcher, because the researcher uses an ethic method.

- Quantitative research is nomothetic, meaning that it aims to objectively measure the social world, to test hypotheses and to predict and control human behaviour.

It is, therefore, crucial that one becomes knowledgeable about what quantitative research encompasses before one employs it. Its value and characteristics are also of great significance. Qualitative research, including its characteristics and its value, are subsequently discussed.

5.2.2 Qualitative research

Qualitative research is an umbrella concept covering several forms of inquiry that help people understand and explain the meaning of social phenomena. Other terms often used interchangeably with qualitative research are naturalistic inquiry, interpretive research, field study, participant observation, inductive research, case study research and ethnography (Merriam, 1998:5). Norman, Denzin and Lincoln (in Gall, Borg & Gall, 1996:28) concur that qualitative research is multi-method in its focus, and it involves an interpretive and naturalistic approach in its subject matter. This means that qualitative research studies

things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.

Qualitative research accepts values and perspectives as important considerations in its search for knowledge. What one sees is dependent on one's perspective, and what one is looking for. Qualitative (also referred to as post-positivist research) is inclined to work in a naturalistic setting rather than under experimental conditions. The approach is holistic rather than controlling, and it relies on the researcher rather than on precise measurement instruments as the means of gathering data. It emphasizes qualitative rather than quantitative measurement where the approach emerges according to opportunity. Qualitative research has many elements of insightful observation, and, in its best manifestations, it is grounded in theory (Anderson & Arsenault, 2000:5).

Qualitative research is based on different assumptions. With regard to assumptions about the world, qualitative research is based more on "construction," which assumes that multiple realities are socially constructed through individual and collective perceptions or views of the same situation. When addressing the assumption of qualitative research regarding research purpose, this research method is more concerned with understanding the social phenomenon from the participants' perspectives. This occurs through the researcher's participation, to some degree, in the life of those persons while in a research role. Qualitative researcher's assumption concerning research methods and process is that the researcher uses an emergent design, and revises decisions about data collection strategies during the study. With regard to prototypical studies, the qualitative researcher seeks to take into account subjectivity in data analysis and interpretation. The ideal qualitative researcher's role is assumed to become immersed in the situation and the phenomenon being studied. The qualitative researcher believes that human actions are strongly influenced by the settings in which they occur and, therefore, this research develops through context-bound generalization (McMillan & Schumacher, 2001:15-16).

5.2.2.1 Characteristics of qualitative research

Miles and Huberman (1994:5-7) describe the characteristics of qualitative research as follows:

- Qualitative research is conducted through an intense and/or prolonged contact with the 'field' or life situation. These situations are typically 'banal' or normal ones, reflective of the everyday life of individuals, groups, societies and organizations.

- The researcher's role is to gain a "holistic" (systematic, encompassing, integrated) overview of the context under study; its logic, its arrangements, its explicit and its implicit rules.

- Data are captured on the perceptions of local actors "from the inside" through the process of deep attentiveness, of empathetic understanding (*verstehen*) and of suspending or "bracketing" preconceptions about the topic under discussion.

- Reading through materials of qualitative research enables the researcher to isolate certain themes and expressions that can be viewed with informant, but materials should be maintained in their original forms throughout the study.

- A main task in this research method is to explicate the ways people in particular settings come to understand, account for, take action and otherwise manage their day-to-day situations.

- Many interpretations of research materials/documents are possible, but some are more compelling for theoretical reasons or on the grounds of internal consistency.

- From the outset, relatively little standardized instrumentation is used. The researcher is essentially the main "measurement device" in the study.

- Most of the analyses are done with words. The words can be assembled, sub-clustered and/or broken down into semiotic segments. Words can be organized to permit the researcher to contrast, compare, analyze and bestow patterns upon them.

5.2.2.2 The value of qualitative research

The value of qualitative research, as identified by De Vos (2000:242), is as follows:

- The research enables the researcher to develop concepts, insights and understanding from patterns in the data, because it uses an inductive form of reasoning.

- Qualitative research permits the researcher to derive meaning from the subject's perspective because it uses an emic perspective of inquiry.

- Qualitative research is ideographic, thus it aims to understand the meaning that people attach to everyday life.

The values of qualitative research, as described above, include only a few of its most crucial advantages identified.

Next to be discussed is the combinational methodology utilized in this investigation, in the form of survey research.

5.2.3 The combination of quantitative and qualitative research methodology in the form of survey research

The researcher opted for the use of an integrated approach. The integrated approach simply means that quantitative and qualitative methodologies are employed simultaneously. Major distinguishing characteristics between these approaches have been highlighted. The application of the two research methodologies, therefore, assisted in covering weaknesses that were found in either of the methodologies.

The utilization of an integrated approach is also useful in the sense that both approaches complement each other. Brown and Dowling (1998:83) indicate that qualitative imagination, on the one hand, tends to demand that quantitative analysis explains itself in terms of the non-statistical concepts that it is claiming to measure. The quantitative imagination, on the other, demands a degree of precision in definition from which qualitative work may slide. The best option then will always be for a dialogical use of a combination of qualitative and quantitative methodologies.

Gay (1992:219) indicates that there are several major types of self-report research studies. The most well known, and most often used, is survey research, which utilizes questionnaires and/or interviews to collect data. Gay states that, in survey research an attempt is made to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Gay further asserts that the population may be broadly defined such as e.g. the South African voting public, or narrowly defined, such as School Management Team members.

Survey research is a popular research method, and is frequently an appropriate means of collecting information in quantitative and/or qualitative mode (Weisberg, Krosnick & Bowen, 1996:25 and 27). The researcher has, therefore, collected quantitative and qualitative information from SMT members and educators by employing school survey research. Gay (1992:21) indicates that one type of survey unique to education is the school survey, which may involve the study of an individual school or all of the schools in a particular system. School surveys are generally conducted for the purpose of assessment and projection of needs, and are usually conducted as a co-operative effort between local school personnel and a researcher or institution. School survey research can, therefore, provide necessary and valuable information to schools studied.

The fact that the researcher employed survey research, made it necessary to consider strengths and weaknesses of survey research. Johnson (1994:17-18) identifies three strong points and three weak points of survey research - as follows:

Strengths of survey research

- **Breadth of coverage**

The research tool is standardized and, therefore, it is usually possible to approach a relatively large number of respondents.

- **Generalisability/Comparability**

Survey findings can be generalised to a wider population, if probability sampling has been employed.

- **Descriptive power**

Surveys typically produce a large amount of factual information which can be cross-tabulated in many ways to provide a wealth of description. This can give a basis for further research with a more explanatory aim.

Weaknesses of survey research

- **Shallow coverage**

Because of the standardized approach, surveys often do not give the opportunity to explore a topic in depth. Questions asked must be unequivocal in meaning. The opportunity to respond in a qualitative manner, may help to alleviate this problem.

- **Unsuitable for sensitive issues**

Respondents may need encouragement and a sense of rapport with the researcher and the research, if they are to provide information or opinion on 'sensitive' issues.

- **Scope of bias**

If the sample is flawed in some way (i.e. it is not in fact representative of the identified population) then generalizing from the survey findings can produce seriously biased statements.

It is therefore critical that resources needed for survey research such as interviews and questionnaires, be properly designed to minimize identified drawbacks.

The researcher took the mentioned strengths and weaknesses of survey research into detailed consideration when the data collection instrument, namely a questionnaire was developed. This is further discussed under 5.6.

5.3 PROCESS OF RESEARCH

A thorough literature review from different sources such as books, journals, research essays, dissertations, theses etc. regarding the problem statement and aims/objectives mentioned in the previous paragraphs was undertaken.

As stated in 1.5.2, a survey on the knowledge, skills and opinions of SMT members in the management of inclusive schools was initially conducted. The developed questionnaire was distributed on a random basis to 100 primary and secondary schools in the five Free State Province education districts. After various follow-up efforts, a response rate of 50% was attained.

On preliminary analysis of the results, it was sensed that SMT members may have responded in a false positive manner, i.e. presenting a picture of their schools that may be better than the factual situation.

It was therefore decided to triangulate the initial data by distributing a further batch of questionnaires to educators – a survey of knowledge, skills and opinions of the same issues as mentioned was thus conducted, where 45 responses were received.

This was followed by a detailed analysis of literature and empirical data, in order to develop a suggested programme for facilitating effective leadership within inclusive schools.

5.4 SAMPLING

De Vos (2000:193) points out that two major groups of sampling procedures exist. The first is probability sampling that is based on randomisation, while the second is non-probability sampling that is done without randomisation. McMillan and Schumacher (2001:170,174) indicate that, in probability sampling, subjects are drawn from a larger population in such a way that there is a probability of selecting each member of the population, though probabilities are not necessarily equal. This type of sampling is conducted to efficiently provide estimates of what is true for a population from a smaller group of subjects (sample). In non-probability sampling, the researcher uses subjects who happen to be accessible, or who may represent certain types of characteristics.

5.4.1 Random sampling

Kerlinger (in De Vos, 2000:13) succinctly states that random sampling is that method of drawing a portion – or sample – of a population so that each member of the population has an equal chance of being selected. He points out, however, that this definition, although it is easily understood, is limited. A better definition is as follows: Random sampling is that method of drawing sample of a population, so that all possible samples of a fixed size have the same probability of being selected. In the case of the initial survey of SMT members via a questionnaire, random sampling was preferred, because primary and secondary schools were chosen randomly in the survey of knowledge, skills and opinions.

The researcher obtained a comprehensive list of primary, secondary and combined schools from the Free State Department of Education. Special and agricultural schools were not included. Schools were randomly selected from the five districts, on the following basis:

- it was decided to send 20 questionnaires to each district;
- questionnaires were evenly distributed to primary and secondary (including combined) schools, i.e. 10 primary and 10 secondary schools per district;
- schools were selected per district in the following way – the number of schools was totalled, and divided into the number of schools to be selected. In line with this, every fifth or sixth (or ninth) school was selected.

Questionnaires were posted to the 100 schools of the five education districts during the second term of 2003. Only 34 questionnaires were returned by the final date indicated in the letter that accompanied the questionnaire. Follow-up was done during the third term. The researcher phoned 70 schools. Some schools did indicate that the questionnaires were completed and posted back. Some of the SMT members indicated that they forgot, misplaced, and even lost the questionnaires. The researcher re-posted the questionnaires and eventually the response rate of 50% was reached.

5.4.2 Convenience sampling

The second stage of the empirical research involved convenience sampling. After scrutinizing the questionnaires of the SMT members of the first stage, it was realized that educators' opinions would also have to be obtained, as the initial results pointed in the

direction of a false positive – presenting information in such a manner that the factual situation may be eschewed.

In their explanation of convenience sampling, McMillan & Schumacher (2000: 175) state that a convenience sample is a group of subjects selected on the basis of being accessible or expedient.

It was decided to obtain the opinions of approximately the same number of educators as was obtained of SMT members, namely 50. Against the background of time and financial constraints, the researcher personally distributed 50 questionnaires to schools in the Motheo and Lejweleputswa education districts, as they are in close proximity to the researcher's house. Of these, 46 were returned of which 45 were usable. No specific selection of schools was followed – those in closest proximity were approached.

5.5 DATA COLLECTION

Various data collection instruments are utilized in quantitative and qualitative research, such as questionnaires, interviews, observation, etc. The researcher decided to use questionnaires, as this instrument is probably the best suited to conduct survey research that is of a quantitative and qualitative nature.

5.5.1 The questionnaire as a data collection instrument

Questionnaires were selected to obtain data from SMT members and educators, because they permit respondents adequate time to complete the questions. There is always time to add second thoughts should these arise. Questionnaires can also reach out to people who are far away, in this instance across a province such as the Free State.

A questionnaire can be defined as a group of written questions or statements used to gather information from respondents. It is regarded as one of the commonest tools for gathering data. A questionnaire usually consists of a number of measurement scales, open-ended items, as well as close-ended items (Kanjee, 1999:293).

Questionnaires can be used in both qualitative and quantitative research methodologies. It should be mentioned that *closed-ended questions* are specifically designed for the

quantitative approach. Kanjee (1999:295) indicates that closed-ended questions do not allow the respondent to provide answers in their own words, but force the respondent to select one or more choices from a fixed list of answers provided. Closed-ended questions have the advantage of eliciting a standardised set of responses from all respondents, and thus allow for easier quantitative comparative data analysis.

The researcher had quite a difficult task to decide on an appropriate questionnaire – should an existing questionnaire be utilized or should an own, customized questionnaire be developed? Eventually it was decided to develop a customized questionnaire, based on the literature review. A few basic models on which to base an own questionnaire, were prominent. The ten elements of an inclusive school, as described by Scaffner and Buswell (in Stainback & Stainback, 1996) were an option (cf. 4.3.2); the functions of leadership of Heller and Firestone (in Mayrowetz & Weinstein, 1999) for inclusive education was also a possibility on which to base the questionnaire (cf 4.4). Eventually, it was decided to utilize the Index for Inclusion, as described in paragraph 4.3.3 as the basis for developing an own focused questionnaire.

The Index for Inclusion was chosen, because it provided a focused structure of dimensions, sections, indicators and questions on which to base statements that could provide the researcher with insights into the knowledge, skills and opinions of SMT's and educators regarding leadership within an inclusive school setting. All indicators of the three dimensions of the Index were evaluated for their appropriateness in terms of the topic and problem statement. Eventually 34 of the indicators were utilized as statements – some were slightly adapted to suit the South African situation, as well as the initial focus on SMT members.

Next, the researcher scrutinized the ten elements of an inclusive school as, well as the functions for leadership for inclusive schooling, and compared it with the 34 statements selected from the Index for Inclusion. It was found that the ten elements of an inclusive school were adequately covered in the 34 statements, but that five leadership functions were not yet adequately addressed – these were included as statements 42 to 46 of the questionnaire.

Biographical details were included as statements 1 to 6 of the questionnaire – the statements of the Index and leadership functions stretch from 7 to 46. PLEASE REFER TO ADDENDUM B FOR THE FULL QUESTIONNAIRE.

For quantitative purposes, respondents had to mark each statement according to the Likert scale. Anderson (1990:211) writes that the Likert scale is one of the most useful questionnaire formats. The scale is named after Rensis Likert, who developed the format to agree or disagree on a three, five or seven point scale. In the Likert scale, questions are not asked; rather clear statements are made, and the respondent is asked to indicate whether the statement reflects his/her views. Bell (2002:186) adds to the explanation of Anderson, and asserts that Likert scales ask respondents to indicate strength of agreement or disagreement with a given statement or series of statements on a five or seven point range. Answers are then scored, generally from 1 (strongly disagree) to 5 (strongly agree) and a measure of the respondents' feelings/opinions can be produced. The researcher thought of a five point scale to be appropriate for this study.

For qualitative purposes, *open-ended questions*, in the form of comments on, were utilized in this investigation. According to Kanjee (1999:295), open-ended questions allow respondents to communicate their experiences or opinions about a specific issue in their own words, without any restriction. Responses can vary from a couple of lines to an essay. For example, to assess educators' attitudes towards inclusion in school, an open-ended question like "What are your views about the value of including physically challenged with non-disabled learners in one classroom?" may be posed, and respondents may be expected to give a short written response. Anderson (1990:210), agrees that providing opportunity for comments on any type of question can be viewed as open-ended questions themselves.

It should be mentioned that an informal piloting of the questionnaire was done. The researcher requested one educator and the deputy principal (both from the school where the researcher is employed) to complete the questionnaire. Both participants indicated that the questionnaire took 50 minutes to complete and that no serious interpretational problems were encountered with the statements.

Since questionnaires are written down on paper, and there is little personal interaction when they are answered, Mahlangu (in Tshiki, 1994:83-84) enumerates the advantages and disadvantages of questionnaires as follows:

5.5.1.1 Advantages of questionnaires

- Questionnaires permit a wide range of responses at a minimum expense of time and money;
- They reach people who are difficult to contact;
- They can lend themselves well to the collection of data that can be obtained in no other way;
- They are useful when it is impossible to interview individuals personally;
- The wider coverage obtained by means of questionnaires increases the validity in the results by promoting the selection of a larger and more representative sample;
- Due to the impersonal nature of questionnaires, they may elicit more candid and objective replies and, therefore, more responses;
- Questionnaires permit well-considered and more thoughtful answers;
- They enhance progress in many areas of educational research, and bring to light much information that would otherwise be lost;
- They obviate the influence that the interviewer might have on the respondent;
- A well compiled questionnaire can be assessed without much loss of time;
- Questionnaires allow for uniformity, and ensure that answers are comparable.

5.5.1.2 Disadvantages of questionnaires

- Due to their apparent simplicity, questionnaires appeal to the amateur investigator, and can even be abused;
- Members of lower intellectual and lower educational groups are usually the ones who answer questionnaires and, if they do, they usually introduce an element of invalidity by their inability to interpret questions and to express their responses clearly;
- A respondent may have little interest in a particular problem and, therefore, may answer the questions indiscriminately;
- Questions may be misinterpreted, and such misinterpretation may be almost impossible to detect;
- The completion of a long questionnaire is usually time-consuming.

The researcher opted for questionnaires, as a province-wide survey was selected to be the best option to research knowledge, skills and opinions of SMT members and educators regarding leadership within inclusive schooling.

5.6 DATA ANALYSIS

Data of the quantitative and qualitative sections of the questionnaire were analysed.

For the quantitative approach, data were summarised by using basic descriptive statistics. The major type of descriptive statistics employed were measures of central tendency. According to Gay (1992:390), measures of central tendency give the researcher a convenient way of describing a set of data with a single number. The number resulting from computation of a measure of central tendency represents the average or typical score attained by a group of subjects. Gay writes that the three most frequently encountered indices of central tendency are the mode, the median and the mean. Each of these indices is appropriate for a different scale of measurement. For the purpose of this study, the researcher used the mean for ratio or interval data. Gay (1992:390) also agrees that, since most measurements in education research represent an interval scale, the mean is the most frequently used measure of central tendency.

It was later decided to also combine some of the categories of the Likert scale to enrich the basic descriptive deductions. Numbers 1 and 2 were combined to indicate disagreement, whereas numbers 4 and 5 were combined to indicate agreement to the statement:

1	**Strongly disagree**	**-**	It refers to strong disagreement to the statement.
2	**Disagree**	**-**	It refers to disagreement to the statement.
3	**Neutral**	**-**	It refers to a neutral or undecided stance to the statement.
4	**Agree**	**-**	It refers to agreement to the statement.
5	**Strongly agree**	**-**	It refers to strong agreement to the statement.

As stated in chapter 1 (cf. 1.5.5), the researcher utilized the constant-comparative method within the qualitative section of the questionnaire. According to Merriam (1998:18), the constant-comparative method involves comparing one segment of data with another to determine similarities and differences. This dimension is tentatively given a name; it then

becomes a category. The overall objective of this analysis is to seek patterns in data. These patterns are arranged in relationship to each other in the building of a grounded theory. It should also be pointed out that comments on or open type questions were utilized for the qualitative approach. Anderson (1990:210) indicates that this type of question attempts to elicit extensive comments.

5.7 THE STATUS, ROLE, OBJECTIVITY AND TRUSTWORTHINESS OF THE RESEARCHER

At the time of this study, the researcher was thirty eight years old. The researcher is a male, married and has two children. At the time of the investigation, the researcher was a Head of Department (H.O.D.) in a mainstream school. The learning Areas that the researcher were heading were Mathematics, Natural Science and Technology. Although the researcher had been appointed as an H.O.D. for six years, the experience gained in this position has given him insight into management position and leadership in schools.

The researcher's role included the posting and distribution of questionnaires. During random sampling, only SMT members had to complete the questionnaire. The researcher was unable to be present because SMT members throughout the Free State province (five education district in the Free State) took part in the investigation. During the convenience sampling, he was an observer while questionnaires were completed, as it was decided to administer and collect the questionnaires personally in view of time constraints.

Before the questionnaire was distributed to schools, the researcher first asked for permission from the Department of Education (Free State) to carry out the research. Permission was granted (see addendum C). The letter to the principals and SMT members also accompanied the questionnaire (see addendum D).

It was also vital that objectivity and trustworthiness be maintained. According to Kvale (1996:64-65), there are key meanings of objectivity. Firstly, as free from bias, objectivity refers to reliable knowledge, checked, controlled and undistorted by personal bias. Secondly, as intersubjectivity, it refers to repeated observations of the same phenomenon by different observers that should give the same data. Thirdly, as reflecting the nature of the object investigated, objectivity refers to letting the object speak. The researcher, therefore, attempted, by all means possible, to be sensitive to the nature of the topic studied.

Participants were ensured that questionnaires would be treated confidentially. The researcher also tried to remain as objective and acknowledgeable as possible to the social conditions of the participants.

5.8 RELIABILITY AND VALIDITY OF THE RESEARCH

Whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid (within the quantitative paradigm) and trustworthy (within the qualitative paradigm).

Reliability, according to Bell (2002:103) is the extent to which a test or procedure produces similar results under constant conditions on all occasions. Anderson and Arsenault (2000:12) refer to reliability as consistency in measurement. In common terms, the reliability of a test is the extent to which subsequent administrations would give similar results.

The extent to which data relate to objective criteria will improve reliability. When data are based on personal impressions, these tend not to be so reliable. However, when data relate to counts or physical measurements or the number of correct responses, data are generally reliable. The data used in educational research must be reliable for the analysis to have any meaning. If researchers do not have reliable measurement tools, people cannot have much confidence in research results (Anderson & Arsenault, 2000:12-13).

The fact that a questionnaire containing closed-ended questions was constructed and was based on the Index for Inclusion, could be used as an argument regarding the reliability of this research investigation. Cognizance should also be taken that the Index for Inclusion has in the past been utilized and endorsed by UNESCO (cf. 4.3.3).

The responses/data of the SMTs were compared with that of the educators although two sampling methods were utilized. This is because the SMT members were randomly selected. The researcher could not employ random sampling again for the educators because of time and financial constraints and instead opted for convenience sampling. This could have influenced the reliability of the research negatively. The emphasis on anonymity of respondents in the survey, however, assisted participants to feel free, and to take the research seriously. Moreover, the questionnaire was pilot-tested beforehand. This could have increased the reliability of the research.

Validity in its broadest sense refers to the degree to which the research conclusions are sound. To evaluate the validity of the research, one should think about one's anticipated findings and conclusions and ask oneself: "How could I be wrong?" There are many different areas of research where validity may be threatened. Although all these types of validity are important in research, their relative emphasis may vary, depending on the nature of the research questions. Explanatory research typically values internal over external validity, whereas descriptive surveys value representativeness and generalisability of the findings (Durrheim, 1999:62). This research study employed an integrated survey approach (cf. 5.2.3), and, therefore, internal and external validity and threats thereof were attended to.

The internal validity of a study is a judgement that is made concerning the confidence with which plausible rival hypotheses can be ruled out as explanations for the results. It involves a deductive process in which the investigators must systematically examine each of the threats to internal validity, which constitute rival alternative hypotheses that may have influenced the results (McMillan & Schumacher, 2001:327). Through careful design, it is usually possible to reduce the threats to internal validity that would otherwise render results worthless (Tredoux, 1999:324).

The threats to internal validity are summarized as follows: The threat of history is described as the unplanned or extraneous events that can occur during, and can affect the result; the threat to selection which means that differences between the subjects in the groups may result in outcomes being different, because of group participation; threat of statistical regression refers to scores of groups of subjects taking on values closer to the mean, due to respondents being identified on the basis of extremely high or low scores; threat of pre-testing occurs when the act responding to a questionnaire prior to the treatment affects the subject; threat of instrumentation means differences in results due to unreliability, changes in the measuring instruments or in observers; maturation threat occurs when an effect is due to maturational or natural changes in the subject; threat of diffusion of treatment takes place when subjects in one group learn about conditions for different groups; the threat of the experimenter effects occurs when there are unintended or deliberate effects of the researcher on responses of subjects, and threat to statistical conclusion happens when there is a violation of assumptions or misuse of statistical tests (McMillan & Schumacher, 2001:327).

The researcher came across two of the threats to internal validity, namely, threat of history and the threat to selection. The threat of history, (unplanned or extraneous events that can occur during the research, and can affect the results) such as the respondents having been absent for a long period due to illness, and the respondents having to attend workshops and courses being organised by the Department of Education, were counteracted by the re-distribution of the questionnaires. The respondents were also given extended time in which to complete the questionnaire. The threats to selection, in this case, were male and female educators who had to complete the questionnaire in one room. This was counteracted by the presence of the researcher who had to be an observer and, in certain instances, had to offer assistance.

External validity is the extent to which generalising from the data and context of the research study to the broader populations and settings is possible (Durrheim, 1999:62). According to McMillan and Schumacher (2001:328), there are factors that influence external validity negatively or threats. These authors divided these threats into threats of population (viz. selection of subjects, characteristics of subjects and subject-treatment interaction), and ecological threats (viz. description of variables, multiple-treatment inference, setting-treatment interference, time of measurement-treatment interaction, pre-test – post-test sensitisation and novelty or disruption effect.

These threats to external validity (especially as far as experimental research is concerned) include the following: Selection of population – here generalization is limited to the characteristics of the population, e.g. socio-economic status, age etc; Subject-treatment interaction – in this threat, generalization may be limited because of the interaction between the subjects and treatment; The threat of description of variables - here generalization is limited to the operational definitions of the independent and dependent variables; Multiple-treatment interference - in experiments in which subjects receive more than one treatment, the ability to generalize is limited to similar multiple treatment situations, because of the first treatment on subsequent treatment; Setting-treatment interaction - in this threat, generalization is limited to the setting in which the study is conducted; time of measurement-results may be limited to the time frame in which the data were obtained; Pre-test/post-test sensitisation - the pre-test may interact with the treatment, so that similar results are obtained only when the same testing conditions are present; The description of novelty or disruption threat - subjects may respond differently because of change in

routine, and generalization may be limited to situations that involve similar novelty or disruption (McMillan & Schumacher, 2001:328).

Some of these threats to external validity, such as the threats of population selection (viz. selection of subjects and characteristics of subjects), came to the fore during this investigation. Selection of subjects was counteracted by randomly selecting every fifth or sixth or (ninth) school from a list of the Free State Department of Education. Each education district was considered when schools were selected at random. The characteristics of subjects threat was counteracted by random selection (i.e. irrespective of whether the school was under-resourced or well-resourced, and did not consider whether the school had been in existence two decades ago, or had been newly built).

5.9 TRUSTWORTHINESS

Trustworthiness is a concept that is used within the qualitative paradigm and is considered here because of the qualitative elements present in the questionnaire survey that was employed. Whitt (in Page, DiGregorio, & Farriington, 1997:4) states that trustworthiness helps qualitative researchers to answer the question, “Are the findings of an inquiry worth paying attention to?” According to Page, DiGregorio and Farrington 1997:4 a standard for trustworthiness has been forwarded by Guba and Lincoln (1985) who identify four necessary components of trustworthiness as follows:

- credibility (the researcher’s interpretations are credible to the respondents)
- transferability (the study may be useful in another context)
- dependability (changes over time are taken into account)
- comfirmability (the data can be confirmed by someone other than the researcher).

According to Maykut & Morehouse (1994:156), in order to increase trustworthiness of their work, researchers are encouraged to be transparent in the discussion of methodologies, revealing in essential details what they did and why. The researcher has, therefore, taken all the aspects related to trustworthiness into consideration. The researcher explained in detail the research methodologies that were employed, the process of research, and the researcher remained as open as possible.

The component of credibility was catered for by means of data and method triangulation. Triangulation means asking different questions, seeking different sources, and using different methods (Mouton & Babbie, 2001:6). Two sets of data, one obtained from the SMTs and another obtained from the educators, were used. Furthermore, the questionnaire included closed as well as open-ended questions. This forced the researcher to apply both quantitative and qualitative analyses of the data obtained.

According to Lincoln and Guba (in Mouton & Babbie, 2001:7), since there can be no credibility without dependability, a demonstration of the former is sufficient to establish the existence of the latter. The credibility of the research argued in the former paragraph should therefore be sufficient to accept that the research findings in this investigation are also dependable.

Confirmability of qualitative data point at the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher. According to Lincoln and Guba (in Mouton & Babbie, 2001:7) one needs to leave an audit trail that will enable an auditor to determine if the conclusions, interpretations and recommendations can be traced to their sources and if they are supported by the inquiry. In this regard, all the completed questionnaires are available for audit purposes.

As far as transferability is concerned, the results are not provided by means of thick descriptions as is usually done in qualitative research (cf. Lincoln and Guba in Mouton & Babbie, 2001:7). However, the sampling employed for the SMT respondents was random, making these results generalisable (that is, externally valid), and therefore also transferable. On the other hand, the educator data were obtained by means of convenience sampling, making their transferability questionable.

The argumentation above should be sufficient to conclude that the qualitative data obtained by means of open-ended questions in the questionnaire are relatively trustworthy.

5.10 ETHICAL CONSIDERATIONS

Anderson and Arsenault (2000:18) state that all people involved with research, the participants, governments and the public share certain common concerns. These concerns raise several general considerations which must be addressed. The specific consideration

and acceptable standards for ethical research, according to Anderson and Arsenault, are as follows:

- Those risks to participants are minimized by research procedures that do not unnecessarily expose them to risks;
- Those risks to participants are outweighed by the anticipated benefits of the research;
- That the rights and welfare of participants are adequately protected;
- That the research will be periodically reviewed; and
- That informed consent has been obtained and appropriately documented.

It is crucial that confidentiality and trustworthiness be maintained. Anderson (1990:24) indicates that confidentiality involves a clear understanding between the researcher and the participant concerning the use to be made of the data provided. Confidential information implies that the identity of the individual will remain anonymous. It also assumes that the researcher cannot identify the individuals. It is generally agreed that reports on behaviour of persons in public office performing the role of their job can be disclosed, but their personal lives should be protected.

Above all, the researcher should have personal integrity. The reader of a research report should be able to believe that what the researcher says happened, really happened, otherwise it is all for nothing. Falsifying data to make findings agree with research question is unprofessional, unethical and unforgivable (Gay, 1992:97). It should, therefore, be stressed that confidentiality, trustworthiness and personal integrity prevail.

5.11 SUMMARY AND CONCLUSION

This chapter paid attention to the main differentiating features and values of quantitative and qualitative research, and how the researcher applied this in survey research.

In the next chapter, the results will be presented, analyzed and interpreted.

CHAPTER 6
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

6.1 INTRODUCTION

In the preceding chapter, attention was given to the research design and methodology. In this chapter the responses given by the respondents to the questions/statements put in the questionnaire will be presented, collated, analyzed and interpreted.

Two research methodologies, namely quantitative and qualitative (cf. 5.2 and 5.3) were used in the questionnaire to obtain data from the respondents.

Analysis of results will enable the researcher to draft a programme and make recommendations in the forthcoming chapter of this study.

6.2 SAMPLE

Fifty SMT members and forty-five educators, males and females, from primary and secondary schools of different education districts in the Free State took part in answering the questionnaire.

6.3 RESULTS

Results of questions one to seven of the questionnaire are summarised in a table. A summary of responses from statements seven to forty six of the questionnaire will be dealt with as follows:

- Quantitative interpretation and mean percentages found will be presented in two columns – for the SMT's and educators respectively
- Qualitative interpretation and trends identified will follow
- Summative interpretation will then be attended to
- A combined interpretation of all interpretations from both groups of respondents will conclude the initial analysis

6.4 RESPONSES TO BIOGRAPHICAL INFORMATION

(Questions 1 – 6 of the Questionnaire)

1. Gender of respondents

SMTs

Male	Female	Total
37	13	50

In question 1, a respondent had to indicate his/her gender. It is evident that 74% are males while 26% are females. This may be an indication that females are still under-represented in SMTs.

EDUCATORS

Male	Female	Total
22	23	45

In question 1, the respondents were requested to indicate their gender. It is worthwhile to note that 48.9% of the educators are men and 51.1% are female educators. This is probably an indication that questionnaires were equally distributed among educators.

2. Age group of respondents

SMT'

21-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	61 yrs and older	Total
3	21	18	7	1	50

The respondents were requested to indicate to which age group they belong. The table reveals that 6% of the respondents were in the age group 21 – 30 years, 92% of the respondents were above the age of 30 but below 61 years. Only 2% of the responses were in the retirement age bracket. It might have been caused by retirement which comes into effect at the age of 60.

EDUCATORS

21-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	61 yrs and older	Total
3	26	13	3	-	45

In the above table, respondents had to indicate the age group they belong to. It is evident that the 21–30 years age group had 7% of the respondents, 93% of the respondents were between the ages of 30 and 60. It would therefore appear that no educator was in the retirement age bracket.

3. Rank of respondents

SMTs					EDUCATORS				
Educator					HOD				
Edu-cator	HOD	Deputy Principal	Principal	Total	Educator	HOD	Deputy Principal	Principal	Total
4	24	9	13	50	39	6	-	-	45

This question was designed in such a way that the respondents had to indicate the rank they were occupying when this study was done. The table shows that 8% are educators acting as SMT members and 92% are appointed SMT members. This is possibly an indication that some post level one educators are still involved in the daily management of schools.

Respondents had to indicate the rank they were in when this investigation was done. This table shows that 86.6% are educators and only 13.3% are HOD's. This is probably due to the fact that when the researcher went to fetch the questionnaires, some of the educators were absent due to various reasons, so HOD's completed the questionnaires as substitutes.

4. Education district of respondents

SMTs						EDUCATORS					
Motheo						Xhariep					
Mo-theo	Xha-riep	Lejwele-putswa	Thabo Mofut-sany-Ane	Nor-thern Free State	Total	Mo-theo	Xha-riep	Le-jwele-putsw a	Thabo Mofut-sany-ane	Nor-thern Free State	Total
19	8	11	5	7	50	41	-	4	-	-	45

Here information was requested regarding the district of the school that participated in the investigation. It is evident that the majority of schools with a percentage of 38 are in the Motheo district. This is due to the fact that the researcher had to re-distribute the questionnaires to Motheo district schools because the initial response rate was low.

This question was designed in such a way that the respondents had to indicate the district of the school that took part in the investigation. It is shown in the table that 91,1% of the schools are in the Motheo district. This was caused by the fact that the researcher had to distribute the questionnaires to schools where he had access.

5. Type of school of respondents

SMTs				EDUCATORS			
Primary	Secondary	Combined	Total	Primary	Secondary	Combined	Total
24	17	9	50	32	8	5	45

This question gathered information on the type of school that participated in the study. The table reveals that 48% were primary schools and 52% were secondary/combined schools. An almost evenly balanced number of primary and secondary/ combined schools is caused by action taken after the first response rate was low (cf. question 4). The researcher chose to re-distribute the questionnaires to secondary/primary schools

Question 5 sought out information on the type of school that participated in this investigation. It is evident that 71.1% are primary schools. This high number of primary schools was a result of the proximity and accessibility of the researcher to those schools.

in an attempt to strike a balance between primary and secondary schools.

6. Number of deputy principals per school

SMTs						EDUCATORS					
No deputy principal	One	Two	Three	Four	Total	**No deputy principal**	One	Two	Three	Four	Total
8	21	21	-	-	50	-	24	21	-	-	45

Respondents were requested to indicate number of deputy principals in their schools. The table shows that 16% of the schools do not have deputy principals.

Schools that have no deputy principals probably do not qualify as a result of a small total number of learners.

The question was designed in such a way that it brings forward the information on number of deputy principals in a school. The table reveals that a 53,3% of the schools have one deputy principal.

This is indicative of the fact that some schools have a high number of learners, hence, two deputy principals. The schools where the educators had to complete the questionnaires had either one or two deputy principal(s).

6.5 RESPONSES TO STATEMENTS
(Statements 7 – 46 of the questionnaire)

In this section of the questionnaire, statements were provided from questions 7 to 46 with a 1 – 5 point Likert scale. Respondents were requested to mark the appropriate number by referring to the scale and elaborate on their responses in spaces provided.

Table 6 below gives a summary of indicators and mean ratings of SMTs and educators.

Table 6: Indicators and mean rating

	INDICATORS	MEAN FOR SMT	MEAN FOR EDUCATORS
7.	The SMT creates conditions where all stakeholders are made to feel welcome	3.98	3.37
8.	In our school, learners help each other	4.04	3.66
9.	School staff collaborates with each other	4.06	3.57
10.	SMT creates conditions for staff and learners to treat one another with respect	4.28	3.66
11.	There is a procedure instituted by SMT that ensures partnership between staff and parents	4.02	3.73
12.	Staff and the SGB work well together	3.92	3.51
13.	There are communication structures set by the SMT ensuring that all local communities are involved in the school	3.72	2.97
14.	The school environment overseen by the SMT, fosters high expectations for all learners	4.22	3.51
15.	The SMT, staff, SGB, learners and parents have a philosophy of inclusion	3.7	3.24
16.	A policy drawn up by the school leadership emphasises the equal treatment of all learners	4.32	3.08
17.	Staff seeks to remove all barriers to learning and participation in the school	4.14	4.17
18.	The SMT strives to minimize discriminatory practices	4.42	3.57
19.	A school policy drafted jointly by SMT and staff ensures that staff appointments and promotions are fair.	3.98	3.15
20.	The SMT has an induction programme that helps new staff to settle into the school.	3.96	3.08
21.	The school leadership has a policy that seeks to admit all learners from the school's locality	4.26	4.06
22.	The school makes its building physically accessible to all people	3.82	3.08
23.	There is an induction programme for learners that assist new learners to feel settled	2.9	2.55
24.	Grouping practices in classes are conducted in such a way that all learners are involved	4.12	3.75
25.	A support policy drafted by the SMT coordinates all forms of support	3.56	3.06
26.	The SMT documented policy encourages staff to respond to learner diversity	3.42	3.26
27.	Special needs' policies at the school are emphasizing inclusion	3.24	2.82
28.	The leadership of the school has a policy that minimizes pressures of disciplinary exclusion	3.52	3.53
29.	The SMT has established a reporting system that ensures that barriers to attendance are reduced	3.92	3.44
30.	SMT members are creating conditions where bullying is minimized	4.4	3.51

	INDICATORS	MEAN SMT	RATINGS EDUCATORS
31.	The SMT instituted a procedure to ensure that lessons are as responsive as possible to learner diversity	3.96	3.26
32.	The SMT has guidelines that provide information about how learners can actively be involved in their own learning	4.06	3.15
33.	There are established guidelines set by the SMT to ascertain that learners learn collaboratively	3.78	3.15
34.	Monitoring system by the SMT in respect of assessment encourages the achievement of all learners	4.06	3.57
35.	The SMT has a documented encouraging classroom discipline based on mutual respect	3.98	3.35
36.	The SMT plays a coordinating role in ensuring that educators plan, review and teach in partnership	4.3	3.53
37.	The SMT has a plan of action to check that educators are concerned with supporting the learning and participation of all learners	4.04	3.48
38.	All learners take part in activities outside the classroom	3.78	3.08
39.	The school leadership arranges regular meetings with the community members to draw upon community resources	3.24	2.93
40.	The school leadership creates the environment where staff expertise is fully utilised	4.22	3.11
41.	Learner differences is used as a resource for teaching and learning	3.66	3.13
42.	The principal and SMT sell the vision of the school by ensuring that the policy on inclusion is addressed in most staff meetings	3.68	2.8
43.	The SMT encourages the optimal attainment of resources for inclusive education	3.68	2.06
44.	Standard operating procedures at the school in respect of inclusion are continuously updated	3.06	1.93
45.	The SMT has a procedure of monitoring the progress made with regard to inclusive education	3	1.86
46.	The SMT has a procedure in place to handle conflict arising from inclusion		

The researcher shall present the results by first writing the statement and then following the mentioned procedure (cf. 6.3).

7. THE SMT CREATES CONDITIONS WHERE ALL STAKEHOLDERS ARE MADE TO FEEL WELCOME

SMTs	EDUCATORS
(a) Quantitative interpretation	**(a) Quantitative interpretation**
Mean:	**Mean:**
3.98	3.37
The mean indicates responses lying between neutral and agree.	A calculated mean shows responses that lie between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	43	86
NEUTRAL	5	10
STRONGLY DISAGREE	2	4
	N = 50	100

A substantial high percentage of the respondents (86%) agree that conditions created by the SMTs at schools welcome everybody. The 14% that are neutral and disagree indicate that conditions have to be improved regarding this statement.

(b) Qualitative interpretation

Trends:

- Regular meetings and democratic decision-making create inviting and welcoming environments for all.
- An open door system is applied to interested parties.

Interpretation:

The environment seems to be welcoming in a majority of schools.

(c) Summative interpretation

A large majority of respondents agree that conditions at their respective schools are welcoming to all stakeholders. This indicates that the school environments are mostly conducive for the implementation of inclusive education.

VAUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	27	60
NEUTRAL	8	17,8
STRONGLY DISAGREE	10	22,2
	N = 45	100

A fairly high percentage of respondents (60%) agree that the environment in schools welcomes all stakeholders. However, this is not the view of the 40% that hold a neutral view and who disagree. This shows that a reasonable percentage of the educators are not convinced that conditions at schools welcome everybody.

(b) Qualitative interpretation

Trends:

- Most schools prefer quarterly meetings with parents and interested parties.
- Autocratic decisions by the SMT sometimes cause some educators to be unsettled and to feel unwelcome.

Interpretation:

The conditions seem to be welcoming to stake-holders outside the school but, according to the educators, conditions still need to be improved in many schools.

(c) Summative interpretation

Conditions appear to be conducive to the community members in most instances. Nevertheless, a substantial number of educators feel that conditions to welcome all stakeholders, can be improved.

Combined interpretation:

There is an overwhelming agreement by SMT members that conditions created at schools welcome all stakeholders. A substantial percentage of educators, however, raised some concerns for matters to be improved regarding welcoming conditions at schools.

8. IN OUR SCHOOL, LEARNERS HELP EACH OTHER

SMTs

(a) Quantitative interpretation

Mean:
4.04

The mean indicates responses lying between agree and

EDUCATORS

(a) Quantitative interpretation

Mean:
3.66

The mean reflects responses that lie between neutral and

strongly agree.

VALUE	No OF RESPON-DENTS	PERCENTAGE
STRONGLY AGREE/AGREE	42	84
NEUTRAL	7	14
STRONGLY DISAGREE/DIS-AGREE	1	2
	N = 50	100

The breakdown of responses indicates that 84% of respondents agree with the statement, while only 2% disagree. 14% of the respondents are undecided or neutral. This, therefore, implies that a large majority of the respondents agree that learners help each other in school.

(b) Qualitative interpretation

Trends:

- To a large extent, group work is utilized.
- Outcomes-based education emphasizes that cooperative learning occurs.
- Group work practiced in classrooms leads to collaboration in matters outside the classroom.
- Working in groups is not effective when lazy learners copy the work of hard workers.

Interpretation:

Group work is essential for learners in the learning process and is utilized, according to the respondents.

(c) Summative interpretation

A large number of respondents who agree with the statement indicate that learners have skills, particularly in cooperative learning.

agree.

VALUE	No OF RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	32	71,1
NEUTRAL	8	17,8
STRONGLY DISAGREE/DIS-AGREE	5	11,1
	N = 45	100

A high percentage of the respondents (71.1%) agree that learners assist each other while 11.1% disagree with the statement and 17.8% are neutral. This is indicative of the fact that the majority of educators see progress with regard to learners helping each other. The approximately 29% who do not agree, is however indicative that there is room for improvement.

(b) Qualitative interpretation

Trends:

- Cooperative learning strategies, methods and techniques are employed by the educators.
- In some instances group work is not effective, because of educators' lack of supervisory skills.

Interpretation:

Different teaching and learning methods that stimulate learners to work together are utilized, although approximately a third of the educators hold a different view.

(c) Summative interpretation

A substantial number of educators indicate that learners are equipped with skills to enhance cooperative learning.

Combined interpretation:

There appears to be a general agreement between SMT & educators that learners indeed help each other. This indicates a positive step towards the implementation of an inclusive environment. A number of the educators who are neutral and who disagree, attract attention, and shows that cooperative learning among learners needs to be improved.

9. SCHOOL STAFF COLLABORATE WITH EACH OTHER

SMTs

(a) Quantitative interpretation

Mean:

4.06

A calculated mean shows responses between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	39	78
NEUTRAL	6	12
STRONGLY DISAGREE/DIS-AGREE	5	10
	N = 50	100

78% percent of the respondents agree with the statement that there is cooperation amongst staff members. Only 2% of the SMT members disagree with the statement, and 14% of the respondents are neutral. The implication is that a reasonable percentage of SMT members are convinced that school staff collaborate with each other.

(b) Qualitative interpretation

Trends:

- Learning Area Committees are formed, and in most cases facilitate fruitful interaction.
- Regular staff meetings also provide a platform for staff members to voice their views.
- An issue of cliques is still observable because some educators say that they believe in autonomy and independent thinking.

Interpretation:

Various opportunities created, such as staff meetings and Learning Area committees facilitate interaction among staff. Only a small percentage of respondents believe in autonomous work.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.57

The mean indicates responses that are between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	34	75,6
NEUTRAL	5	11,1
STRONLY DISAGREE/DIS-AGREE	6	13,3
	N = 45	100

75.6% of the respondents agree while 13.3% disagree with the statement. This implies that a substantial number of respondents agree that staff members collaborate with each other. The 24.4% that are neutral and disagreeing, indicates a concern that all has not been well in terms of the staff collaborating with each other.

(b) Qualitative interpretation

Trends:

- In most cases, there is collaboration among staff members, especially when resolving matters pertaining to teaching and learning.
- Subject Committees enhance collaboration.
- Some educators appear not to be communicating enough.

Interpretation:

Mechanisms to compel the staff to interact and work together are taking place in school. A small number of educators believes in working alone most of the time.

(c) Summative interpretation

The respondents display the highest regard for working conditions guided by collaboration. However, a certain percentage does not collaborate. This might be indicative of a lack of knowledge of effectively working together on the part of those particular educators.

(c) Summative interpretation

The indication is that there is cooperation among staff members, although not all are on board. This implies that an environment that allows cooperation and co-existence needs to be improved in schools.

Combined interpretation:

The SMT members and educators seem to agree/strongly agree that cooperation amongst staff exists. However, the majority of the respondents need to improve their interpersonal relationships, especially on the part of educators.

10. SMT CREATES CONDITIONS FOR STAFF AND LEARNERS TO TREAT ONE ANOTHER WITH RESPECT

SMTs

(a) Quantitative interpretation

Mean:

4.28

The mean reflects responses that lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	44	88
NEUTRAL	5	10
STRONGLY DISAGREE/DIS-AGREE	1	2
	N = 50	100

It is worthwhile to note that 88% of the respondents agree/strongly agree with the statement that SMT creates conditions at schools that allow all to treat each other with respect. Only two percent of respondents disagree with the statement while 10% of the respondents were not sure or neutral. It can, therefore, be deduced that a large number of SMT members encourages respect from learners and staff. The 10% that disagreed shows dissatisfaction with the statement.

(b) Qualitative interpretation

Trends:

⁂ A documented 'code of conduct' for learners and

EDUCATORS

(a) Quantitative interpretation

Mean:

3.66

A calculated mean shows responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	32	71,1
NEUTRAL	5	11,1
STRONGLY DISAGREE/DIS-AGREE	8	17,8
	N = 45	100

The breakdown of responses indicates that a high percentage of the respondents (71.1%) agree that the SMT creates conditions where learners treat each other with respect. However, how small the percentage seems (17.8%) of those who disagree, it shows that conditions need to be improved with regard to this statement.

(b) Qualitative interpretation

Trends:

⁂ Teachers and learners' codes of conduct are

for educators ensures that respect is brought about.

- Morning devotions and discussions in various subjects that address moral development help to maintain respect.
- Self-respect displayed by educators facilitates respect among learners.
- The establishment of Representative Council of Learners (RCL) and disciplinary committees ensure that the desired conduct and respect are observed.

Interpretation:

Moral ethics is continually addressed in morning devotions through role models. A 'code of conduct' provides guidance regarding this issue. Lack of respect is attended forthwith.

adhered to.

- In some cases, respect is lost among staff when educators in senior positions become authoritative.

Interpretation:

Codes of conduct are present in most schools. There is a room for improvement with regards to educators' treatment of each other.

(c) Summative interpretation

The indication is that there is a strong tendency for the creation of conditions where staff and learners treat each other with respect. Many SMT members show the potential to treat one another with respect.

(c) Summative interpretation

A large number agree that staff and learners treat one another with respect. Nearly 30% of the educators who disagree and are neutral, experience trouble with immediate supervisors. This may indicate that school leaders have to create a friendly atmosphere for all educators to treat one another with respect.

Combined interpretation:

Many respondents agree that there is an adherence to a 'code of conduct' that ensures that everybody treats one another with respect. One may notice that nearly 30% of educators disagree and are neutral as compared with SMTs; this indicates that educators are not yet satisfied with some conditions as far as treating one another with respect is concerned.

11. THERE IS A PROCEDURE INSTITUTED BY THE SMT THAT ENSURES A PARTNERSHIP BETWEEN STAFF AND PARENTS

SMTs

(a) Quantitative interpretation

Mean:

4.02

The mean indicates responses lying between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY	39	78

EDUCATORS

(a) Quantitative interpretation

Mean:

3.73

The mean reflects responses that are between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY	34	75,6

AGREE/AGREE		
NEUTAL	10	20
STRONGLY DISAGREE/DIS-AGREE	1	2
	N = 50	100

78% of respondents strongly agree with the statement that the procedure instituted by SMT is available to ensure a working relationship between parents and staff. Only 2% of the respondents disagree, while 20% are neutral regarding the statement. From this, it can be deducted that respondents are mostly convinced that SMT procedures ensure partnerships between staff and parents.

(b) Qualitative interpretation

Trends:

- Organized parental and grade meetings are indicative of an emphasis on collaboration. They make it possible for educators and parents to share ideas about learners' progress and problems.

(c) Summative interpretation

An agreement by respondents that a partnership between parents and educators is present is indicative of the effort made by the SMT to establish a working relationship between staff and parents.

AGREE/AGREE		
NETRAL	3	6,7
STRONGLY DISAGREE/DIS-AGREE	8	17,7
	N = 45	100

The breakdown of responses show that a substantial high percentage of the respondents agree that there is a partnership between staff and parents. However, this is not shared by 17.7%. This indicates that some educators are dissatisfied by SMT efforts to ensure that partnerships between staff and parents are maintained.

(b) Qualitative interpretation

Trends:

- Parents and SGB meetings ensure that educators and parents interact.

(c) Summative interpretation

A common agreement by educators that there is a working relationship with parents is indicative of an efficient environment for inclusion. However, 24.3% of the educators who disagree and who are neutral, is a cause for concern, and indicates that improved conditions are necessary regarding this statement.

Combined interpretation:

The respondents agree that efforts are taken to ascertain that a working relationship is maintained between staff and parents. The responses, especially the mean, however show that educators are not convinced that partnerships are as it is supposed to be. This area, therefore, needs to be attended to for the creation of a truly inclusive atmosphere.

12. STAFF AND THE SGB WORK WELL TOGETHER

SMTs

(a) Quantitative interpretation

Mean:

3.92

The mean indicates a response lying between neutral and agree.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.51

A calculated mean shows responses that are between neutral and agree.

VALUE	No of RESPONSES	PERCENTAGE
STRONGLY AGREE/AGREE	36	72
NEUTRAL	12	24
STRONGLY DISAGREE	2	4
	N = 50	100

The breakdown of responses indicates that 72% of the respondents strongly agree with the statement that a working relationship does exist between staff and SGBs. Only 4% of respondents strongly disagree/disagree whilst 24% of the respondents were neutral. This implies that a relatively high numbers of respondents approve that staff work well together.

(b) Qualitative interpretation

Trends:

- There is healthy communication as staff representatives in the SGB give feedback to the staff.
- Regular meetings between staff and the SGB keep a healthy relationship going.
- SGB and staff share the same vision and mission of the school, thus working collectively towards the realization thereof.
- In some instances, the SGB is not capacitated to deal with some of the issues.

Interpretation:

SGB possibly supports the educators' daily activities by maintaining good governance of the school. There is a perception that some SGB members need training regarding certain related issues.

(c) Summative interpretation

Although a large number agree that the SGB works well with the staff, a comprehensive knowledge is indicated to be lacking in some SGB members regarding working together, when consideration is given to a substantial number of respondents who are neutral.

VALUE	No of RESPONSES	PERCENTAGE
STRONGLY AGREE/AGREE	27	60
NEUTRAL	12	26,7
STRONGLY DISAGREE	6	13,3
	N = 45	100

A relatively large percentage of educators (60%) agree that staff and the SGB work well together. The 13.3% who disagree and 26.7% who have a neutral view, might have noticed little cooperation in some instances.

(b) Qualitative interpretation

Trends:

- Staff members are represented in the SGB, so there is most certainly a two-way communication and feedback.
- Both parties work together in projects that are beneficial to the school. Sometimes educators are not invited.

Interpretation:

There seems to be a healthy relationship between staff and SGB's. In most cases the SGB works with the same staff members all the time.

(c) Summative interpretation

More than half of the respondents agree that staff and the SGB work together. However, 39.9% of the respondents are neutral and disagree with the statement. This is indicative of some dissatisfaction with this statement.

Combined interpretation:

Most SMTs and staff agree that SGBs and educators work well together - it therefore appears that a reasonably good relationship exists between school governors and educators. However, especially a substantial number of educators

are of the opinion that cooperation needs to be improved.

13. THERE ARE COMMUNICATION STRUCTURES SET BY THE SMT ENSURING THAT ALL LOCAL COMMUNITIES ARE INVOLVED IN THE SCHOOL

SMTs

(a) Quantitative interpretation

Mean:

3.72

The indication given by the mean, shows a response that lies between neutral and agreement.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	33	66
EUTRAL	9	18
STRONGLY DISAGREE/DIS-AGREE	8	16
	N=50	100

The breakdown of responses shows that 66% of respondents strongly agree/agree with the statement that communication structures set by the SMT ensure the involvement of local communities in matters affecting schools. 16% of respondents strongly disagree/agree with the statement, while 18% of respondents are neutral. This shows that two thirds of respondents are convinced that communication structures set by the SMT ensure the involvement of all local communities in school.

(b) Qualitative interpretation

Trends:

- Newsletters are utilized in most schools.
- Churches are preferred for communicating with stakeholders in the surrounding areas.
- Organization of parent-educator meetings are effective.
- Communication may be through radio announcements, notices and giving learners the messages.

Interpretation:

Various communication media are possibly utilized for

EDUCATORS

(a) Quantitative interpretation

Mean:

2.97

A calculated mean reveals responses lying between disagree and strongly disagree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	23	51,1
NEUTRAL	12	26,7
STRONGLY DISAGREE/DIS-AGREE	10	22,2
	N=45	100

There is a fairly high number of the respondents that disagree that communication structures are set by the SMT to ensure that all local communities are involved in the school. This shows that various of means of communicating with the local community have not been set and exploited fully by the SMTs.

(b) Qualitative interpretation

Trends:

- The community is minimally involved.
- Communication structures are, in most cases, not functional.

Interpretation:

There is an insufficient communication structure to

interacting and communicating with all stakeholders – and the majority believe that communication structures are effectively used.

(c) Summative interpretation

It is indicated by the respondents that open communication takes place between schools and local communities. This indicates that a relatively high number of respondents regard the involvement of communities as essential for inclusive schooling.

involve communities.

(c) Summative interpretation

This fairly high number that disagree that communication structures are adequate, indicates that various communication means are not utilized. This shows a setback for truly inclusive atmosphere.

Combined interpretation:

Although the SMT members agree that communication with community members is present, the educators counteract by stating that not all communication channels at their disposal are utilized. This shows that this area needs to be improved to ensure effective communication with community members. The relatively low mean (of educators) might have been caused by the job description of the educators which requires minimal communication with the parents as compared to the SMTs.

14. THE SCHOOL ENVIRONMENT OVERSEEN BY THE SMT, FOSTERS HIGH EXPECTATIONS FOR ALL LEARNERS

SMTs

(a) Quantitative interpretation

Mean:

4.22

It is indicated by the mean that the responses lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	47	94
NEUTRAL	2	4
STRONGLY DISAGREE/DIS-AGRREE	1	2
	N=50	100

A breakdown of responses shows that 94% of respondents the agrees/strongly agrees that the school environment overseen by SMT, fosters high expectations for all learners. Only 4% of respondents are neutral regarding the statement and 2% of the respondents strongly disagrees/disagrees. This implies that an overwhelming high number of SMT members approves that the conditions at schools foster high expectations for

EDUCATORS

(a) Quantitative interpretation

Mean:

3.51

The mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	28	62,2
NEUTRAL	11	24,4
STRONGLY DISAGREE/DIS-AGREE	6	13,4
	N=45	100

It is worthwhile to note that a reasonably high number of respondents agree with the statement that the school environment fosters high expectations for all learners. There is 13.4% of the respondents that disagree and 24.4% that are neutral regarding the statement. This indicates that a reasonable number of educators are not convinced regarding this statement.

all learners.

(b) Qualitative interpretation

Trends:

- Extrinsic reinforcement - at the end of the year - are given to the learners who perform well.
- SMT planned programmes at the beginning of each year encourage learners to be competent in their work.
- All learners are exposed to the same activities, despite their backgrounds. Various activities are planned throughout the year to keep learners happy and interested. Team coaches and convenors expose and unearth the learners' talents.
- Although high but achievable standards for learners are set, some of them seem not to be having expectations.

Interpretation:

The indication is that pre-planned activities and extrinsic reinforcements for good performance keep learners interested and competent. This shows that a few learners seem to have a low self-esteem.

(c) Summative interpretation

A large number of respondents indicate that they agree that conditions at their schools strongly encourage learners to perform at their best. This is indicative of a school environment that assists all learners to use their talents, therefore, conducive to inclusive schooling.

(b) Qualitative interpretation

Trends:

- The environment is stimulating to a certain extent.
- Lack of resources such as libraries and trained educators in inclusion are the prohibiting factors.

Interpretation:

There are impeding factors in school regarding the attainment of goals set out in the statement.

(c) Summative interpretation

Although a substantial number of educators agree that the school environment fosters high expectations for learners, there are a few indicated aspects that could be improved. This probably shows that there is still a lot to be done regarding the fostering of high expectations for learners.

Combined interpretation:

An overwhelmingly high number of SMT members agree that the atmosphere in schools fosters a climate for learners to perform at their best. However, a reasonable percentage of respondents, especially educators, identified lack of resources as an impeding factor with regards to meeting the needs of learners. High expectations may thus be compromised.

15. THE SMT, STAFF, SGB, LEARNERS AND PARENTS HAVE A PHILOSOPHY OF INCLUSION

SMTs

(a) Quantitative interpretation

Mean:

3.7

The mean indicates a response lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	32	64
NEUTRAL	12	24
STRONGLY DISAGREE/DIS-AGREE	6	12
	N=50	100

It is indicated by the breakdown of responses that 64% of the respondents strongly agree/ agree with the statement that all stakeholders have a philosophy of inclusion. 24% of the respondents are neutral, while 12% of the respondents strongly disagree. From this, it can be deducted that a relatively high number of SMT members are not convinced that all stakeholders have a philosophy of inclusion.

(b) Qualitative interpretation

Trends:

- Not all stakeholders have a clear understanding of the philosophy.
- Some forms of discrimination in terms of socio-economic background, religious denomination and ethnicity have been eliminated in schools.
- There is an ongoing communication among all stakeholders regarding the subject.
- It is supposed to be, but not all stakeholders welcome the philosophy.

Interpretation:

Different stakeholders have different views regarding inclusion, because not all of them understand the philosophy. Nevertheless, visible forms of discrimination

EDUCATORS

(a) Quantitative interpretation

Mean:

3.24

The indication given by the mean, is a response that lies between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	12	26,7
NEUTRAL	20	44,4
STRONGLY DISAGREE/DIS-AGREE	13	28,9
	N=45	100

The responses show that the majority of the respondents disagree and are neutral that all stakeholders know inclusive education. This indicates that not enough advocacy regarding the topic has taken place.

(b) Qualitative interpretation

Trends:

- All stakeholders need information, necessary skills, values and attitudes as far as inclusion is concerned.
- Adequate advocacy has not been done with regard to inclusion.

Interpretation:

The results show that there is a need for training and knowledge of inclusion philosophy.

in schools have apparently been eradicated.

(c) Summative interpretation

A fair number of respondents agree with the statement that all stakeholders have a philosophy of inclusion. However, one third of the respondents hold a different view regarding the statement. This is perhaps an indication that knowledge regarding the subject has not been conveyed appropriately to all interested parties.

(c) Summative interpretation

A relatively large number that disagree that all stakeholders have a philosophy of inclusion, may indicate that not all stakeholders may be conversant regarding the concept inclusion.

Combined interpretation:

A fair number of SMTs and staff agree that they have knowledge about the inclusive education philosophy. There appears to be a relatively high number of respondents who pointed out that not all stakeholders, especially SGB members and learners, even staff members, are conversant with the concept of inclusion. This indicates that much more advocacy regarding the subject needs to be done.

16. A POLICY DRAWN UP BY THE SCHOOL LEADERSHIP EMPHASIZES THE EQUAL TREATMENT OF ALL LEARNERS

SMTs

(a) Quantitative interpretation

Mean:

4.32

Responses as it is indicated by the mean, lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	44	88
NEUTRAL	5	10
STRONGLY DIAGREE/DIS-AGREE	1	2
	N=50	100

The breakdown of responses shows that an overwhelmingly high percentage of the respondents (88%) agree/strongly agree that the school policy drawn up by the school leadership stresses the equal treatment of all learners. Only 2% of respondents strongly disagree/agree with the statement while 10% of respondents are neutral. This is indicative of a common consensus by the SMT members concerning equal treatment of all learners.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.08

The mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	33	73,3
NEUTRAL	8	17,8
STRONGLY DISAGREE/DIS-AGREE	4	8,9
	N=45	100

A substantial high percentage of respondents (73.3%) agree that school policies drawn up by the SMT, emphasize the equal treatment of learners. Approximately a quarter of the respondents who disagree, might not have seen a documented policy related to this statement.

(b) Qualitative interpretation

Trends:

- Equal treatment of all learners is enshrined in the school policy.
- School policy that emphasizes respect and dignity of other, is drawn within the framework of the RSA constitution.
- No school can exist nor can be effective if such a document does not exist, because it explicitly elevates learners to the same status which implies equal opportunities, rights and treatment.

Interpretation:

School policies are drawn within the constitution of the country which emphasizes equal treatment and opportunities for all.

(c) Summative interpretation

A large number of respondents commonly agree that a policy that stresses equal treatment for all learners is available at their schools. This is an indication that one of the most important principles of inclusion, namely equal treatment for all, is present.

(b) Qualitative interpretation

Trends:

- The majority of respondents emphasize that they adhere to the constitution of the country and the code of conduct.
- The school uniform assists in treating all learners fairly and equally, although the SMT has no drawn-up policy related to this statement.

Interpretation:

Schools are guided by the constitution which stipulates that learners be equally valued. In many instances, the school does not stick to the constitution.

(c) Summative interpretation

The majority of the respondents say that a policy exists which encourages equal value of all learners. However, about one quarter do not agree. This indicates a possible negative sign as far as inclusive education is concerned.

Combined interpretation:

There is an agreement by SMT members that the policies at schools emphasize the equal treatment of all learners, but 26.7% of the educators are either disagreeing or neutral. The downward trend shown by the mean of the educators is indicative of the fact that not all schools abide by the constitution of the country, which emphasizes the equal value of all. It shows that there are some forms of hidden unequal treatment of learners.

17. STAFF SEEKS TO REMOVE ALL BARRIERS TO LEARNING AND PARTICIPATION IN THE SCHOOL

SMTs

(a) Quantitative interpretation

Mean:

4.14

The mean indicates response lying between agree and strongly agree.

VALUE	NO OF RESPONDENTS	PERCENTAGE

EDUCATORS

(a) Quantitative interpretation

Mean:

4.17

The responses as indicated by the mean lies between agree and strongly agree.

VALUE	NO OF RESPONDENTS	PERCENTAGE

STRONGLY AGREE/AGREE	43	86
NEUTRAL	5	10
STRONGLY DISAGREE/DIS-AGREE	2	4
	N=50	100

It becomes evident that 86% of the respondents agree/strongly agree that all barriers to learning and participation are continuously being removed by the staff. The breakdown of responses shows that only 4% of respondents strongly disagree/disagree while 10% of the respondents are neutral. This shows that a relatively high number of respondents are convinced that staff seeks to remove all barriers to learning and participation in school.

(b) Qualitative interpretation

Trends:

- Hindrances to effective learning are being eliminated by offering didactic assistance.
- Afternoon classes are also taking place for those who stay behind during teaching time.

Interpretation:

Didactic assistance and remedial work are possibly done to learners experiencing barriers to learning.

(c) Summative interpretation

An overwhelming high number of respondents agree/strongly agree that all efforts to remove learning barriers in the schools are taken. This is an indication that SMTs are knowledgeable as far as the creation of an inclusive environment is concerned.

STRONGLY AGREE/AGREE	28	62,2
NEUTRAL	7	15,6
STRONGLY DISAGREE/DIS-AGREE	10	22,2
	N=45	100

A substantial high percentage (22.2%) of the respondents disagree/ strongly disagree that staff seeks to remove barriers to learning in the school. This indicates that a large percentage of the respondents is not satisfied that enough is done regarding this statement.

(b) Qualitative interpretation

Trends:

- Staff seeks to promote opportunities for success and high achievement of all learners, but negative contextual factors are still present.
- Sometimes the leadership style of the school appears to be a negative contextual factor.

Interpretation:

Opportunities are created for learners to achieve, but are in most cases without success.

(c) Summative interpretation

Certain factors, such as remedial work and availability of resources, need to be improved, according to a large number of educators that disagree that learners are given chances to showcase their ability. This is an indication of an inclusive environment not totally suitable for all learners with different potentials. Nevertheless, a reasonable number of the respondents agree with the statement.

Combined interpretation:

An overwhelming high number of SMTs concur that staff aims to eliminate all barriers to learning in schools. This implies that a large number of SMT members are satisfied with this statement. Educators who are neutral and in disagreement, see huge barriers such as the curriculum and the medium of instruction. Some attention thus to this area is thus needed.

18. THE SMT STRIVES TO MINIMIZE DISCRIMINATORY PRACTICES

SMTs

(a) Quantitative interpretation

Mean:

4.42

The responses as indicated by the mean, shows the mean lying between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	47	94
NEUTRAL	1	2
STRONGLY DISAGREE/DIS-AGREE	2	4
	N=50	100

There is an overwhelming 94% of the respondents who agree/strongly that agree that the SMT strives to minimize discriminatory practices. The response also shows that 4% of respondents strongly disagree/disagree while 2% of the respondents are neutral. This is indicative of the fact that SMT members commonly agree, and believe that school leaderships strive to eliminate discriminatory practices.

(b) Qualitative interpretation

Trends:

- A major deterrent to discrimination is the school policy.
- Many schools are multicultural, multiracial as well as multilingual.
- The Employment Equity Act is strongly observed.
- Little is done to make learners with chronic illnesses, learning problems and poverty-related problems to feel welcome.

Interpretation:

Admission policy for learners is no longer determined by race and mother-tongue. Employment Equity Act is observed for educators. There is still work to be done to learners with chronic diseases and learning problems.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.57

The mean indicates responses lying between neutral and agree.

VALUE	No OF RESPONDENTS	PERCENTGE
STRONGLY AGREE/AGREE	30	66,7
NEUTRAL	9	20
STRONGLY DISAGREE/DIS-AGREE	6	13,3
	N=45	100

The responses show that a relatively high number of respondents agree that the SMT minimize discriminatory practices. However, 33.3% of those who are neutral and disagree indicate that there is room for improvement with regard to this statement.

(b) Qualitative interpretation

Trends:

- No discrimination that can be seen, is evident in both educators and learners.
- Many schools are governed by policies that disallow discrimination in any sense.

Interpretation:

Discrimination is not tolerated and allowed in schools.

(c) Summative interpretation

There are a high number of respondents who agree that discriminatory practices are eradicated in schools. This indicates that discriminatory practices that seem visible at face value are being eliminated. Some forms of hidden discrimination, according to the respondents who disagree, are still present, particularly to the physically challenged learners.

(c) Summative interpretation

A high percentage that agrees that the SMT strives to minimize discriminatory practices that are visible, is an indication that observable discrimination is dealt with. However, a substantial number of the educators believe that the SMT can do more to prevent discriminatory practices.

Combined interpretation:

Apparently there is an agreement by the SMTs that discriminatory practices are not tolerated. Quite a substantial number of educators indicate that some forms of discriminatory practices such as those towards the learners who experience barriers to learning e.g. physically disabled learners, need to be addressed.

19. A SCHOOL POLICY DRAFTED JOINTLY BY SMT AND STAFF ENSURES THAT STAFF APPOINTMENTS AND PROMOTIONS IS FAIR

SMTs

(a) Quantitative interpretation

Mean:

3.98

The mean indicates a response lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	36	72
NEUTRAL	9	18
STRONLY DISAGREE/DIS-AGREE	5	10
	N=50	100

72% of the respondents agree that a jointly drafted policy ensures that appointments and promotions are fair. About 18% of the respondents display a neutral view as far as this statement is concerned. However, 10% of the respondents do not usually observe joint policy drafting to ensure fair staff appointments and promotion. This might be indicative of some lack of fairness when appointing staff members.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.15

A calculated mean shows responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	23	51,2
NEUTRAL	11	24,4
STRONGLY DISAGREE/DIS-AGREE	11	24,4
	N=45	100

A number of respondents, who agree that a policy drafted jointly by the SMT and staff ensures that staff appointments and promotions are fair, is almost equal to the respondents who are neutral and disagree. This shows a number of the educators are dissatisfied regarding this statement.

(b) Qualitative interpretation

Trends:

- There is strong adherence to Education Department guidelines when appointing and promoting educators.
- Such a policy does not exist in the majority of schools.

Interpretation:

Although schools have no policy regarding appointments and promotions, the Department of Education provides guidelines for these.

(c) Summative interpretation

A relatively high number of respondents who agree that a fair policy on promotions and appointments is collectively drafted, indicates that skilled and knowledgeable staff have a greater chance of being placed correctly according to their expertise.

(b) Qualitative interpretation

Trends:

- Drafted procedures by the Department of Education are sometimes followed when drafting promotion and appointment policy.
- Needs of the school are given priority.
- At times there are signs of favouritism.

Interpretation:

Some schools have a policy related to the statement, but some subjectivity does affect fair appointments and promotions.

(c) Summative interpretation

A fairly high number of respondents agree that the school policy ensures that staff appointments and promotions are fair. The majority of the educators that disagrees may indicate that there are still some signs of subjectivity when coming to this issue.

Combined interpretation:

A relatively high number of SMTs agree that appointments and promotions of staff are fair. A reasonably high number of educators indicate that certain negative attitudes and favouritism on the part of the SMT inhibit progress. This implies that certain issues regarding appointment and promotions of staff need to be worked out so that people with expertise are employed.

20. THE SMT HAS AN INDUCTION PROGRAMME THAT HELPS NEW STAFF TO SETTLE INTO THE SCHOOL

SMTs

(a) Quantitative interpretation

Mean:

3.96

The mean indicates that responses to this statement are between neutral agreement

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	38	76
NEUTRAL	7	14
STRONGLY DISAGREE/DIS-AGREE	5	10
	N=50	100

EDUCATORS

(a) Quantitative interpretation

Mean:

3.08

A calculated mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	20	44.4
NEUTRAL	10	22.3
STRONGLY DISAGREE/DIS-AGREE	15	33.3
	N=45	100

It is noted that 76% of the respondents agree that the SMT has an induction programmes that helps new staff to settle into the school. About 14% of the respondents have a neutral perspective regarding this statement. However, note must be taken of the 10% of respondents who disagree/strongly disagree with the statement, thus indicating a lack of induction programmes that helps new staff to settle into the new school. These respondents may be representative of SMT members who will probably not maximize their potentials to help new staff with their teaching duties.

(b) Qualitative interpretation

Trends:

- Induction is most likely done by the HOD of the Learning Area a new appointee is coming to offer.
- In a number of schools, a formal structure or programmes is not in place.

Interpretation:

Schools do not have a formal induction programmes, instead, in most instances, a departmental head inducts a new member.

(c) Summative interpretation

A relative high number of respondents agree that their schools have an induction programmes for new appointees. It would seem that the leadership of schools has realized the importance of making everyone feel that schools belong to them.

Respondents slightly agree that the SMT has an induction programme for new educators to settle into the school. It is interesting to note that 55.6% of the educators either disagree or are neutral to the statement. This indicates that a lot has to be done by the SMTs to develop a programme that helps new staff to settle into the school.

(b) Qualitative interpretation

Trends:

- No written programme exists. Many educators seem not to have been properly inducted.
- Normally the induction is done by the HOD concerned.

Interpretation:

There appears to be a deficiency in effective induction programme for educators that orientates them to the work.

(c) Summative interpretation

44.4% agree that there is an induction programmes for new educators. The majority of the educators who disagree may show that new educators are given little direction to acclimatize.

Combined interpretation:

Although a high percentage of SMTs agree that new staff undergo induction programmes, a fairly high number of educators counteract, hence the drop of the mean. This is an indication that many educators were not assisted to acclimatize properly in their schools and that many schools do not have a policy related to the induction of the new staff.

21. THE SCHOOL LEADERSHIP HAS A POLICY THAT SEEKS TO ADMIT ALL LEARNERS FROM THE SCHOOL'S LOCALITY

SMTs

(a) Quantitative interpretation

Mean:

4.26

The calculation of the mean indicates a response lying between agree and strongly agree.

VALUE	No of FREPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	45	90
NEUTRAL	4	8
STRONGLY DISAGREE/DIS-AGREE	1	2
	N=50	100

90% of the respondents agree/strongly agree that learners from a school's locality receive preference. Only 8% are neutral to this statement while 2% disagree/ strongly disagree. Thus a very strong tendency by the responses to include all learners from the school's locality is indicated.

(b) Qualitative interpretation

Trends:

- Preference is given to learners staying around the school.
- Schools' admission policy is informed by the South African School Act.
- Medium of instruction is considered when admitting learners.

Interpretation:

South African Schools Act probably informs schools about admission policy. It appears as if a high number of SMT members adhere to the Act. According to the respondents, factors such as school fees and school uniforms are taken seriously by schools when admitting learners.

EDUCATORS

(a) Quantitative interpretation

Mean:

4.06

The mean indicates responses that lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	37	82,2
NEUTRAL	7	15,6
STRONGLY DISAGREE/DIS-AGREE	1	2,2
	N=45	100

A high number of respondents agree/strongly agree that there is a policy that seeks to admit all learners from the school's locality. The majority of the respondents express satisfaction with this statement.

(b) Qualitative interpretation

Trends:

- All learners from the surrounding areas are possibly admitted.
- Admission policies are seemingly fair and deny no learner the right for admission.

Interpretation:

Schools are admitting all learners from the surrounding areas.

(c) Summative interpretation

A positive response regarding admission policy is accepted as displaying a strong tendency of effective leaders for inclusive education.

(c) Summative interpretation

A relatively high number of respondents who agree/ strongly agree that a policy for admission of learners is fair, indicates that schools welcome every learner as long as admission requirements are met by the learner.

Combined interpretation:

There is an overwhelmingly high number of SMTs and educators who strongly agree to the presence of policy in schools that accentuates admission of all learners from the locality. This is in line with the establishment of inclusive schools which should accommodate all learners from a neighbourhood.

22. THE SCHOOL MAKES ITS BUILDINGS PHYSICALLY ACCESSIBLE TO ALL PEOPLE

SMTs

(a) Quantitative interpretation

Mean:

3.82

The calculated mean indicates responses that lie between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	36	72
NEUTRAL	6	12
STRONGLY DISAGREE/DIS-AGREE	8	16
	N=50	100

There is a relatively high percentage of 72% of respondents who feel that physical buildings of the school are accessible to all people. It can be also noticed that 12% of the respondents hold a neutral view regarding this statement. However, this is not the case with the 16% who disagree/strongly disagree with the statement. Thus, according to the responses, there is a marked number of SMT members who are not convinced that the school makes its buildings accessible to all people.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.08

The mean shows responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	25	55,6
NEUTRAL	9	20
STRONGLY DISAGRR/DIS-AGREE	11	24,4
	N=45	100

Responses suggest that quite a neutral view is held by respondents that school buildings are accessible to all people. 44.4% of the respondents who are neutral and who disagree, counteract the view held by those who agree. This indicates that the many educators need improved conditions regarding this statement.

(b) Qualitative interpretation

Trends:

- The school premises and infrastructure are inaccessible to the physically challenged learners.

(b) Qualitative interpretation

Trends:

- Schools are not physically accessible to physically disabled e.g. no ramps for wheelchair users.

- The buildings of the school are made accessible to the activities/ functions that are of significant benefit to the community or are of any educational value.

Interpretation:

Inaccessibility is still experienced by the physically challenged. The community seems to be having access to school buildings provided prior to agreements being reached.

(c) Summative interpretation

A relative high number of respondents agree that the school makes its physical buildings accessible to all. This indicates that the community members are welcomed to use school buildings for purposes that are beneficial for all.

- Most schools have a procedure to be followed before community members gain access to the buildings.

Interpretation:

Schools are accessible to the learners who are not physically challenged.

(c) Summative interpretation

A neutral view held by the respondents regarding accessibility of all people in school buildings, indicates that some upgrading has to be done in schools to be really inclusive to all.

Combined interpretation:

An agreement by SMT members that physical buildings of the schools are accessible for all learners, is counteracted by a neutral view of the educators. There is a claim by educators that schools are not accessible to all learners such as wheelchair users. This shows that many school buildings have to be re-constructed to accommodate all learners.

23. THERE IS AN INDUCTION PROGRAMME FOR LEARNERS THAT ASSIST NEW LEARNERS TO FEEL SETTLED

SMTs

(a) Quantitative interpretation

Mean:

2.9

The mean indicates that responses to this statement lie between strongly disagree and disagree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	24	48
NEUTRAL	9	18
STRONGLY DISAGREE/DIS-AGREE	17	34
	N=50	100

This state of affair is elucidated by the percentage. 48% of the respondents agree/strongly agree with the

EDUCATORS

(a) Quantitative interpretation

Mean:

2.55

The calculated mean indicates responses lying between strongly disagree and disagree with the particular statement.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	10	22,2
NEUTRAL	13	28,9
STRONGLY DISAGREE/DIS-AGREE	22	48,9
	N=45	100

The breakdown of responses indicates that 22.2% of the respondents agree/strongly agree with the statement

statement while 34% disagree/strongly disagree and 18% of the respondents hold a neutral view. As such the responses to the statement that the SMTs have induction programmes for new learners at schools, display disagreement from the respondents. This indicates a lack of effective leadership as far as induction programmes are concerned.

(b) Qualitative interpretation

Trends:

- Such a programme is non-existent.
- Senior learners and class leaders inform new learners to feel settled. This may, therefore, suggest that the school leadership may not be effective with regard to inducting new learners into inclusive schools.

Interpretation:

Senior learners often help new learners to feel at home, but no formal programmes are present.

(c) Summative interpretation

Reactions to the presence of induction programmes at school for new learners to feel settled, indicate that school leaders do not to have programmes to make new learners feel settled. This, therefore, suggests that school leaderships have to improve with regard to the induction of new learners.

whilst 48.9% disagree/strongly disagree and 28.9% are neutral or uncertain. Thus, the responses to the statement that induction for learners is done, indicates that the majority of the educators disagree. Thus, a valid conclusion can be drawn that the leadership of schools is not effective regarding the induction programmes of new learners.

(b) Qualitative interpretation

Trends:

- There are no programmes for inducting learners to settle into the school.
- In most schools learners help themselves. Sometimes class leaders play a major role.

Interpretation:

There is an absence of induction programmes for new learners in schools.

(c) Summative interpretation

Respondents disagree that there is an induction programme for new learners at schools. This may indicate that schools need to create an inviting and inclusive setting for learners from the outset. Therefore, there is room for improvement regarding this statement.

Combined interpretation:

It has been indicated that there is a disagreement by the majority of the respondents that new learners are inducted into the schools, and that there is a programme for this in place. This shows a lack of knowledge and appropriate skills regarding the significance of helping new learners to settle into the schools.

24. GROUPING PRACTICES IN CLASSES ARE CONDUCTED IN SUCH A WAY THAT ALL LEARNERS ARE INVOLVED

SMTs

(a) Quantitative interpretation

Mean:

4.12

The mean indicates responses found between agree and strongly agree.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.75

The calculated mean show responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	42	84
NEUTRAL	6	12
STRONGLY DISAGREE/DIS-AGREE	2	4
	N=50	100

A large number of SMT members, 84% agree/strongly agree that grouping practices in classes are done in such a way that all learners are involved. Only 4% of the respondents disagree/strongly disagree while 12% are neutral. Thus, a large percentage of respondents indicates a strong believe that grouping practices in classrooms are conducted in a manner that all learners are involved.

(b) Qualitative interpretation

Trends:

- Grouping is done according to OBE teaching methodology, i.e. grouping emphasizes cooperative learning, not competition.
- Not always. Grouping is voluntary. Sometimes friends find it easier to choose friends.

Interpretation:

Grouping in classes emphasizes the involvement of all learners. Sometimes grouping appears to be non-effective when there is a strong dependency on friends.

(c) Summative interpretation

Recognition of the significance of group work by the respondents indicates that school leaders possess skills to lead inclusive schools. However, it seems that a small percentage of SMT members and educators identified disadvantages of group work.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	33	73,3
NEUTRAL	8	17,8
STRONGLY DISAGREE/DIS-AGREE	4	8,9
	N=45	100

Breakdown of responses indicate that 73.3% of the respondents agree/strongly agree that grouping class practices are done and ensure the involvement of all learners. 17.8% of the respondents are neutral to the statement. However, 8.9% of the respondents disagree/strongly disagree. This might be indicative of a lack of guidance and training by the SMT for some educators.

(b) Qualitative interpretation

Trends:

- Heterogeneous grouping methods are applied as required by OBE.
- Some schools still have learners who are referred to as needing "special attention" therefore taught in separate and special classes.

Interpretation:

Although various grouping are taking place, some learners who experience barriers to learning are still taught separately.

(c) Summative interpretation

The majority of the respondents that agree that grouping practices are effective, indicates that educators are realizing the significance of learners working together and the value of inclusion in all respect.

Combined interpretation:

A relatively high number of respondents agree that grouping practices in classes ensure the involvement of all learners. This might be facilitated by OBE teaching and learning system that emphasizes cooperative and not competitive learning. Effective grouping practices in classes may also prove to be fruitful during inclusive education system. A significant number of educators indicated that they need guidance and leadership as far as grouping practices in classes is concerned.

25. A SUPPORT POLICY DRAFTED BY THE SMT COORDINATES ALL FORMS OF SUPPORT

SMTs

(a) Quantitative interpretation

Mean:

3.56

The calculated mean show responses that are between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	32	64
NEUTRAL	10	20
STRNGLY DISAGREE/DIS-AGREE	8	16
	N=50	100

According to the percentages, 64% of the respondents agree that support is given to learners, although a drafted support policy is not available in most schools. The 16% who disagree/strongly disagree and 20% who are undecided or neutral surely indicate some leadership problems when coming to supportive policy, and the coordination of all forms of support given to learners.

(b) Qualitative interpretation

Trends:

- No written support policy in existence; nevertheless remedial support is given to learners.
- Schools also strive to give support to infected and affected learners.

Interpretation:

Documented support policy seems to be available in some of the schools. Remedial and emotional support is given.

(c) Summative interpretation

The 64% that agree that all forms of support are offered and the policy thereof has been drafted by the SMT, may represent leadership that facilitates effective inclusion. A significant number that disagree with the statement is

EDUCATORS

(a) Quantitative interpretation

Mean:

3.06

The mean indicates a neutral view.

VALUE	No of RESOONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	21	46,7
NEUTRAL	12	26,6
STRONGLY DISAGREE/DIS-AGREE	12	26,6
	N=45	100

Although 46.7% of the respondents agree/strongly agree, the majority of the educators negates that the SMT has drafted a support policy that coordinates all forms of support. Judging by the majority, the respondents who are neutral and who disagree, state that measures can be taken to draft support policy, and the SMT can train educators regarding all forms of support.

(b) Qualitative interpretation

Trends:

- There are no support policies in schools for learners and educators.
- Some forms of didactic support are done in a few schools.

Interpretation:

There is a lack of support given to children as a whole. Other aspects such as emotional and moral support need to be emphasized.

(c) Summative interpretation

The respondents, who agree that the SMT drafted a support policy that coordinates all forms of support, are counteracted by the majority of educators who disagree. This may indicate that only academic support is given to

indicative of the absence of a documented support policy at their schools. This may again indicate an insufficient knowledge on the part of SMTs and educators regarding effective group learning.

learners.

Combined interpretation:

Despite an agreement reached by a reasonable percentage of the SMTs that a drafted school policy on school leadership coordinates all forms of support, some SMTs and the majority of the educators negate this statement. This indicates that not all educators are well equipped with a variety of support forms that may be offered to learners. Therefore, it may well refer back to insufficient training of educators regarding inclusive education.

26. THE SMT DOCUMENTED POLICY ENCOURAGES STAFF TO RESPOND TO LEARNER DIVERSITY

SMTs

(a) Quantitative interpretation

Mean:

3.42

The mean shows responses that are between neutral and agree.

VALUE	No OF RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	30	60
NEUTRAL	14	28
STRONGLY DISAGREE/ DISAGREE	6	12
	N= 50	100

Although 12% of the respondents disagree with the statement, and 60% respondents agree that the SMT has a documented policy that encourages educators to react positively to learner diversity, a conclusion can be drawn that more than half of the respondents are satisfied. The neutrals and those who disagree also deserve attention and need to attend workshops regarding inclusion.

(b) Qualitative interpretation

Trends:

- No formalized policy is available, but learners' differences are taken into cognizance.
- Unique individualism is possibly considered during teaching for support purposes.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.26

A calculated mean indicate responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	24	53.3
NEUTRAL	9	20
STRONGLY DISAGREE/DIS-AGREE	12	26.7
	N= 45	100

The breakdown of the responses indicates that 53.3% of the respondents agree with the statement, while 26.7% percent disagree and 20% respondents hold a neutral perspective. From this, it can be deduced that the majority of the respondents are not convinced that SMTs have a policy that encourages staff to respond to learner diversity.

(b) Qualitative interpretation

Trends:

- No school policies exist that reflect the importance of learners' differences.
- No policy on cultural and social backgrounds to accommodate diversity.

Interpretation:

Learners' differences and unique potentials are being considered, although no written policy in place.

(c) Summative interpretation

Three fifths of the respondents agree that there is a policy that encourages staff to respond to learner diversity. This is an indication that some SMT members possess a certain level of skills to lead inclusive schools. However, a number disagree. This may be attributed to the unavailability of a drafted support policy in their schools.

Interpretation:

Individual differences are been considered, but no documented policy is available at schools.

(c) Summative interpretation

A number of respondents who agree that learner diversity is crucial, indicates that with training and information, inclusive classes may be fruitful. However, the majority of educators who are neutral and disagree is indicative of a lack of a documented policy regarding this statement.

Combined interpretation:

A higher number of respondents agree to the statement that there is a documented policy that encourages educators to respond to learner diversity. This awareness of respondents is critical in an inclusive environment where different learning needs are met. However, those who disagree indicate that there is a need for such a policy.

27. 'SPECIAL NEEDS' POLICIES AT THE SCHOOL ARE EMPHASIZING INCLUSION

SMTs

(a) Quantitative interpretation

Mean:

3.24

The indication given by the mean is that responses lie between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	24	48
NEUTRAL	14	28
STRONGLY DISAGREE/DIS-AGREE	12	24
	N=50	100

The diversity in the responses is illustrated by 48% of the respondents who agree/strongly agree, 28% who are neutral and 24% who disagree/strongly disagree with the statement. Thus, a deduction can be made that many SMT members believe that 'special needs' policies at schools are not emphasizing inclusion.

EDUCATORS

(a) Quantitative interpretation

Mean:

2.82

The calculated mean indicates responses that are between disagree and strongly disagree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	13	28,9
NEUTRAL	13	28,9
STRONGLY DIAGREE/DIS-AGREE	19	42,2
	N= 45	100

The results show that 42.2% of the respondents are in disagreement with the statement that 'special needs' policies at the school emphasize inclusion while 28.9% percent of the respondents are neutral. Only 28.9% of responses agree/ strongly agree with the statement. It then becomes clear that it is essential to educate educators about special needs policies so that they are enabled to emphasize inclusion as a subject.

(b) Qualitative interpretation

Trends:

- Learners who experience barriers to learning are still having their own programmes at schools (referral is also still practised).
- Policy for learners with learning barriers seems not to be present in most schools.
- A large number of educators have heard about inclusion but do not have a clear understanding about the subject.

Interpretation:

'Special needs' policy is having its own way. Lack of knowledge regarding inclusion does not help the good cause either.

(c) Summative interpretation

There is a common disagreement by respondents with reference to special needs policy that emphasizes inclusion of all learners. This suggests that skills and knowledge of school leaders may be lacking.

Respondents that disagree are most likely still believing that facilitative measures for imparting the know-how about inclusion is significant.

(b) Qualitative interpretation

Trends:

- No policy for 'special needs' in schools is in existence.
- Educators show little knowledge on how to handle learners with 'special needs'.

Interpretation:

Educators are apparently not adequately skilled to teach learners who experience barriers to learning.

(c) Summative interpretation

The results show that there is a lack of skilled educators as far as 'special needs' policies that emphasize inclusion are concerned. This is indicative of the fact that intensive training has to be done for educators to enable them to handle learners who experience barriers to learning.

Combined interpretation:

There is only slight agreement among SMT members that special needs policies at schools emphasize inclusion. Some SMT members and a high number of educators refute the statement. This is indicative of the fact that learners who experience barriers to learning due to their mental and physical conditions may still be marginalized. It can also be said that measures need to be taken to educate educators and SMT members about inclusion.

28. THE LEADERSHIP OF THE SCHOOL HAS A POLICY THAT MINIMIZES PRESSURES OF DISCIPLINARY EXCLUSION

SMTs

(a) Quantitative interpretation

Mean:

3.52

The calculated mean lies between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	35	70

EDUCATORS

(a) Quantitative interpretation

Mean:

3.53

A calculated mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	24	53,3

NEUTRAL	11	22
STRONGLY DISAGREE/DIS-AGREE	4	8
	N= 50	100

A significant number of respondents (70%) agree that the school policy attempts to reduce pressure of exclusion based on unacceptable behaviour. However, 8% do not agree, while another 22% are neutral. From this, a deduction can be made that not all SMT members are clear regarding the policy of discipline in schools.

(b) Qualitative interpretation

Trends:

- Disciplinary committees with disciplinary policies are well established in schools.
- Parents are called in and informed about any child's unacceptable behaviour.
- Learners who manifest themselves as having problems in terms of discipline, are first brought forward in order to diagnose their real problems. After the identification of the problem, relevant intervention strategies are probably then employed but no significant policies that emphasize minimization of disciplinary exclusion are present.

Interpretation:

There are no disciplinary policies in schools and parental involvement discourages exclusion of learners due to unbecoming behaviour.

(c) Summative interpretation

An agreement by respondents that disciplinary policies are present at schools is an indication of school leaders' possession of skills, and managers who may lead inclusive schools. However, a number of SMTs are not convinced regarding the statement.

NEUTRAL	16	35,6
STRONGLY DISAGREE/DIS-AGREE	5	11,1
	N= 45	100

A fair percentage of respondents (53.3%) agree that there is a policy that minimizes pressures of disciplinary exclusion. The 11% who disagree/strongly disagree and 35.5% who are neutral regarding the statement surely indicate some problems related to disciplinary actions.

(b) Qualitative interpretation

Trends:

- There are standing disciplinary committees in schools and a code of conduct to deal with cases of discipline.
- There is no written down policy regarding this matter.

Interpretation:

Disciplinary procedures are not always followed before punishment is applied.

(c) Summative interpretation

The majority of educators disagree that pressures that minimize disciplinary exclusion are taken into consideration. This indicates that schools not employing hearing and disciplinary committees and most have no documented policies.

Combined interpretation:

The implication is that the SMT members and educators agree that pressures of disciplinary exclusion are minimized. However, a number of educators refute this, thus showing that many schools are handling disciplinary problems not effectively, although matters related to policy on discipline, as indicated by the educators, may not have been sufficiently attended to.

29. THE SMT HAS ESTABLISHED A REPORTING SYSTEM THAT ENSURES THAT BARRIERS TO ATTENDANCE ARE REDUCED

SMTs

(a) Quantitative interpretation

Mean:

3.92

The mean display responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTGE
STRONGNGLY AGREE/AGREE	39	78
NEUTRAL	9	18
STRONGLY DISAGREE/ DISAGREE	2	4
	N= 50	100

A relatively high percentage (78%) of the respondents agrees that the SMT has established a reporting system at schools seeking to reduce barriers to attendance. Thus, it can be concluded that responses to this statement record satisfaction in the case of three out of four.

(b) Qualitative interpretation

Trends:

- Learners' attendance registers are kept daily by the class teachers.
- Phone calls to parents, accompanying medical certificates and letters from parents are utilized in cases of absent learners.

Interpretation:

Various means of a reporting system that include phone calls are used in schools.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.44

The mean is between neutral and agree.

VALUE	No of RESPONDENTS	PERCETAGE
STRONGLY AGREE/AGREE	23	51,1
NEUTRAL	15	33,3
STRONGLY DISAGREE/DIS-AGREE	7	15,6
	N= 45	100

Fifty-one percent of respondents agree that the SMT has established a reporting system at schools that seeks to reduce barriers to attendance. However, this is not the case with the 16% who disagree/strongly disagree and 33.3% who are neutral. Thus, according to the responses, there are quite a significant number of educators who are not convinced that the SMT has an established reporting system that seeks to reduce barriers to attendance. This might need to be addressed to ensure that various communication channels are utilized by the educators.

(b) Qualitative interpretation

Trends:

- Attendance registers are used and high absenteeism is not efficiently attended to.
- Letters from parents are the only requirements when learners are absent.

Interpretation:

Measures to reduce absenteeism are not taken by most schools.

(c) Summative interpretation

The responses concerning a reporting system that seeks to reduce absenteeism may be accepted as displaying a strong tendency of skilful and knowledgeable managers for inclusive schools.

(c) Summative interpretation

A large number of respondents disagree, and are neutral that there is a reporting system at school that seeks to reduce barriers to learning. This shows that parents sometimes cannot communicate with the school regarding any barrier that may cause the learner to be absent.

Combined interpretation:

There is an agreement by SMT members and a slight disagreement from the educators that a reporting system at schools, established by the SMT, ensures that barriers to attendance are reduced. This is indicative of the fact that there is not enough measure to ensure that every learner attends classes regularly. A fairly high percentage of educators indicated that communication channels in schools need to be improved.

30. SMT MEMBERS ARE CREATING CONDITIONS WHERE BULLYING IS MINIMIZED

SMTs

(a) Quantitative interpretation

Mean:

4.4

The mean reflects responses that area between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	47	94
NEUTRAL	2	4
STRONGLY DISAGREE/DISAGREE	1	2
	N=50	100

An overwhelming 94% of the respondents agree/strongly agree that conditions at school minimize bullying. Thus, a very strong belief and agreement is indicated by the responses to this statement.

(b) Qualitative interpretation

Trends:

- Learners are continually reminded of the learners' code of conduct.
- Rules and regulations regarding bullying and disciplinary measures are probably clearly

EDUCATORS

(a) Quantitative interpretation

Mean:

3.51

The mean responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	30	66,7
NEUTRAL	11	24,4
STRONGLY DISAGREE/DIS-AGREE	4	8,9
	N= 45	100

66.7% of the respondents agree that conditions created by the SMT, minimize bullying. However, 8.9% of the respondents disagree/strongly disagree while 24.4% are neutral. This might be indicative of some educators who apply a laissez-fair leadership style.

(b) Qualitative interpretation

Trends:

- Conditions in schools allow unacceptable behaviour to be reported to senior educators, and sometimes learners discipline themselves.
- Class leaders report any form of bullying to the

spelled out.

- Playgrounds are split up according to different grades.
- Parents are called in when such behaviour begins to manifest.

Interpretation:

Learners are continually reminded of disciplinary measures that follow bullying. Preventative measures also appear to be put in place.

(c) Summative interpretation

A strong agreement is given by the respondents that bullying is minimized at schools. This may indicate that a large number of school leaders are prepared to eradicate factors that are ineffective for inclusion at schools.

educators.

Interpretation:

Unbecoming behaviours in learners is dealt with accordingly if they report it to the educators.

(c) Summative interpretation

Sixty seven percent of respondents that agree that conditions at schools minimizes bullying, may symbolize essential class leadership skills and knowledge required for inclusion and minimization of bullying.

Combined interpretation:

A substantial number of SMTs and educators are in agreement to the statement that conditions at schools, overseen by SMT members, minimize bullying. This shows that there is no tolerance of improper conduct of learners. Educators who are neutral and who disagree with the statement may need support and guidance when dealing with bullying learners. The lower mean shown by the educators, might be caused by the fact that learner who bully are handled exclusively by the SMTs for disciplinary actions.

31. THE SMT INSTITUTED A PROCEDURE TO ENSURE THAT LESSONS ARE AS RESPONSIVE AS POSSIBLE TO LEARNER DIVERSITY

SMTs

(a) Quantitative interpretation

Mean:

3.96

The mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	38	76
NEUTRAL	11	22
STRONGLY DISAGREE/DIS-AGREE	1	2
	N=50	100

A relatively high percentage of 76% of the respondents agree the SMT has instituted a procedure to make sure that lessons do respond to learner diversity. However

EDUCATORS

(a) Quantitative interpretation

Mean:

3.26

A calculated mean shows responses that area between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE /AGREE	24	53,3
NEUTRAL	10	22,3
STRONGLY DISAGREE/DIS-AGREE	11	24.4
	N= 45	100

A relatively high number of respondents (53.3%) agree that a procedure emphasized by the SMT, ensures that lessons are responsive to learners' differences. 24.4%

this is not the case with sixteen percent who are neutral and 22% of respondents who disagree/strongly disagree. This might be indicative of a group of SMT members who area not convinced that the SMT instituted procedures to ensure that lessons are responsive to learner diversity.

(b) Qualitative interpretation

Trends:

- SMT controls and monitors lesson preparations.
- Various teaching methodologies applied ensure that different capabilities are addressed by lessons.
- Although group work is encouraged by OBE, the principle of individuality is still effectively applicable.

Interpretation:

Various teaching methodologies are used during lesson presentation to respond to different learners' capabilities, although some SMT members are not applying them.

(c) Summative interpretation

The majority of educators under the guidance of the SMT plan their lessons in such a way that they respond to learner diversity.

This may reflect skills and knowledge effective for inclusive schooling as far as planning responsive lessons to learner diversity is concerned.

disagree/strongly disagree while 22.2% of respondents are neutral. This might be indicative of some lack of guidance from the SMTs as far as how lessons should be planned to be responsive to learner diversity.

(b) Qualitative interpretation

Trends:

- The implementation of OBE and Integrated Quality Management System (IQMS) ensure that lessons are responsive. These are not yet clear to many educators.

Interpretation:

Crucial developmental programmes by the Department of Education, equip educators as far as lesson planning and stimulating is concerned, although many educators are not conversant with them.

(c) Summative interpretation

A substantial high number of educators disagree that there is a procedure that ascertains that lessons respond to learner diversity.

This is an indication that development regarding lessons that are inclusive for all learners is not effective enough.

Combined interpretation:

A relatively high number of the SMTs agree/strongly agree that procedures instituted at schools ensure that lessons are responsive to learner diversity. This indicates that different learning needs of different learners are taken into account. This is conducive for inclusion. However, the relative percentage of SMT members who disagree with the statement and the majority of the educators who are neutral might be indicative of the fact that, on paper, lessons might look to be responsive to learners' diversity, but not in practice.

32. THE SMT HAS GUIDELINES THAT PROVIDE INFORMATION ABOUT HOW LEARNERS CAN ACTIVELY BE INVOLVED IN THEIR OWN LEARNING

SMTs

(a) Quantitative interpretation

Mean:

4.06

A calculated mean reflects responses lying between agree

EDUCATORS

(a) Quantitative interpretation

Mean:

3.15

The mean indicates responses that lie between neutral

and strongly agree.

VALUE	No of RESPONDENTS	PERCENATGE
STRONGLY AGREE/AGREE	38	76
NEUTRAL	8	16
STRONGLY DISAGREE/ DISAGREE	4	4
	N=50	100

Interpretation:

The responses revealed that a high number of respondents (76%) agree/strongly agree that guidelines providing active participation are present. The high percentage of the respondents who are neutral and in disagreement attracts attention. This indicates that SMT members are not convinced regarding this statement.

(b) Qualitative interpretation

Trends:

- Not only the SMT, but some educators provide direction on how learners should do their own research projects even when working as a group.
- Afternoon classes also provide the opportunity for learners to fully participate in their own learning.
- The school does not only consider classroom teaching as the only way learners can be educated. Extramural and other activities hence different sport and cultural codes, such as different sports and cultural codes, as well as the observance of important national days. These are catered for in the school year plan.

Interpretation:

Some SMTs and educators are giving direction to learners on how to complete assigned tasks. Ample chances are also appearing to be given to learners to work on their own.

(c) Summative interpretation

A large percentage who agree that guidelines regarding active participation of learner is present, may symbolize knowledge and skills essential and required of inclusive

and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	19	42,2
NEUTRAL	17	37,8
STRONGLY DISAGREE/DIS-AGREE	9	20
	N=45	100

Interpretation:

The implication is that only 42.2% of the respondents agree that there are guidelines to ensure own active participation by learners. This indicates that no written guidelines by the SMT regarding learners are observed by the majority of the educators.

(b) Qualitative interpretation

Trends:

- Various teaching strategies are not used such as own investigation, assignments and visits to the libraries.
- Schools' policies stress voluntary participation in extra-curricular activities.

Interpretation:

Different assessment strategies are not utilized by the educators to actively involve the learners in their lessons. Only a few educators use different assessment strategies.

(c) Summative interpretation

There are a fairly large percentage of educators who disagree that there are guidelines that provide information on how to actively involve learners in their

school leaders.

learning. This is an indication of a negative sign towards inclusive schooling.

Combined interpretation:

The responses reveal that there is an agreement by SMT members and educators that there are guidelines regarding how learners can actively be involved in their learning. The majority of the educators that are neutral and who disagree with the statement might indicate that not all learners are given a fair chance to showcase their potentials in their learning, hence a lower mean.

33. THERE ARE ESTABLISHED GUIDELINES SET BY THE SMT TO ASCERTAIN THAT LEARNERS LEARN COLLABORATIVELY

SMTs

(a) Quantitative interpretation

Mean:

3.78

The mean show responses that area between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGRE	35	70
NEUTRAL	10	20
STRONGLY DISAGREE/DIS-AGREE	5	10
	N=50	100

Although 70% of the respondents commonly agree that guidelines to ascertain that learners learn collaboratively, ten percent disagree/strongly disagree, while twenty percent of the respondents are neutral. Despite how small 10% appears to be, this might indicate that most schools do not have established guidelines as far as collaborative learning is concerned.

(b) Qualitative interpretation

Trends:

- There are no documented guidelines; however, the SMT encourages individual educators verbally about cooperative learning (SMT leans on OBE guidelines).

EDUCATORS

(a) Quantitative interpretation

Mean:

3.15

A calculated mean reflects responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	21	46,7
NEUTRAL	15	33,3
STRONGLY DISAGREE/DIS-AGREE	9	20
	N=45	100

An average percentage of respondents (46.7%) agree that guidelines are in place and have been established by the SMT to ensure that learners learn collaboratively. However, this is not the case with the 20% of respondents who disagree/strongly disagree, and the 33.3% respondents who are neutral. Thus, according to the responses, there are a reasonable number of educators who are dissatisfied as far as SMT established guidelines to ascertain collaborative learning is concerned.

(b) Qualitative interpretation

Trends:

- There are no written guidelines written by the SMT - individual educators take the responsibility.
- OBE guidelines that emphasize cooperative

Interpretation:

Educators are urged to use OBE teaching methodology, which sometimes uses group learning.

(c) Summative interpretation

70% agrees that collaborative learning is crucial. This is an indication that a high level of knowledge which underscores inclusive education philosophy is possessed by SMTs. However, 10% of the respondents who disagree and 20% percent that are neutral, might suggest that SMTs need to improve their guidelines in respect of collaborative learning of learners.

learning are sometimes followed.

Interpretation:

Group work is one of the assessment tools most effectively used.

(c) Summative interpretation

A fair number of respondents agree that guidelines are present to ascertain that learners learn collaboratively. The majority of the respondents disagree with the statement. This is indicative of the fact that there are no mechanisms except group work that can enforce collaborative learning.

Combined interpretation:

The implication is that a fairly large number of the respondents agree that there are guidelines to ensure collaborative learning among learners. A reasonably high percentage of educators and SMT's disagree. This surely shows that no other effective ways have been used to enforce collaborative learning, except group work.

34. MONITORING SYSTEM BY THE SMT IN RESPECT OF ASSESSMENT ENCOURAGES THE ACHIEVEMENT OF ALL LEARNERS

SMTs

(a) Quantitative interpretation

Mean:

4.06

The mean shows responses lying between agree and strongly agree.

VALUE	No of REPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	45	90
NEUTRAL	4	8
STRONGLY DISAGREE/DIS-AGREE	1	2
	N=50	100

90% of the respondents indicate that they agree/strongly agree that assessment is monitored efficiently by the SMT, and encourages all learners to achieve. However, 8% of the respondents are neutral while 2% of the respondents disagree. Thus, it can be concluded that the overwhelming majority of the SMT members agree in respect of this statement.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.57

A calculated mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	26	57,8
NEUTRAL	13	28,9
STRONGLY DISAGREE/DIS-AGREE	6	13,3
	N=45	100

A fairly high percentage of the respondents (57.8%) agree that monitoring systems by the SMT at schools in respect of assessment encourage the achievement of all learners. It is worthwhile to note that 13.3% of the respondents disagree/strongly disagree and 28.9% of the respondents are neutral. This might be indicative of a group of educators who are unconvinced with the

statement.

(b) Qualitative interpretation

Trends:

- The SMT regularly check learners' books to ascertain that learners are continuously evaluated.
- Class visits that are developmental in nature ensure that educators' teaching methodologies cater for all learners.

Interpretation:

Developmental Appraisal system (DAS) and regular monitoring of learners' books are utilized, and therefore, encourage learners to achieve.

(c) Summative interpretation

It becomes evident that the monitoring system regarding assessment of learners is good in some schools. This is an indication that the majority of SMTs and educators have a regard for assessment of learners' work and achievement thereof.

(b) Qualitative interpretation

Trends:

- Various assessment types are utilized.
- There is a continuous evaluation and assessment results are scrutinized by the HODs.
- There is a need for capacity building programmes to teach and assess disabled learners.

Interpretation:

There is continuous assessment to evaluate work progress, but not enough is done to cater for the learners who experience barriers to learning.

(c) Summative interpretation

A fairly large number of respondents disagree and are neutral that monitoring system encourages all to perform and achieve. Perhaps this is an indication that educators may not have being properly trained to assess and follow-up on learners who experience barriers to learning.

Combined interpretation:

The responses show that the majority of the respondents agree/strongly agree that different assessments that encourage the achievement of all learners are monitored by the SMT. This is indicative of the fact that learners' progress is continuously evaluated in order to identify and meet their learning needs. This is a positive step towards achieving an inclusive environment. However, the fact that the majority of the educators are uncertain regarding this statement, is indicative of the school leadership members that are not empowering the educators regarding monitoring of work in respect of assessment that encourages the achievement of all learners.

35. THE SMT HAS A DOCUMENT ENCOURAGING CLASSROOM DISCIPLINE BASED ON MUTUAL RESPECT

SMTs

(a) Quantitative interpretation

Mean:

3.98

The mean reflects responses lying between neutral and agree.

VALUE	No of RESONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	31	69
NEUTRAL	8	18

EDUCATORS

(a) Quantitative interpretation

Mean:

3.35

A calculated mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	31	68,9
NEUTRAL	8	17,8

STRONGLY DISAGREE/DIS-AGREE	6	13
	N=50	100

A significant percentage (69%) of the respondents agrees that the SMT has a documented procedure encouraging classroom discipline, based on mutual respect. With respect to this statement, it can be deduced that the majority of the SMT members show effective leadership when coming to classroom discipline based on mutual respect. The 13% who disagree/strongly disagree, and 16% who are neutral to this statement, indicate some problems related to classroom supervision and discipline based on mutual respect.

(b) Qualitative interpretation

Trends:

- School policy stresses discipline and respect.
- Classroom rules in some schools are drafted together with the learners, and help to maintain good conduct.
- Emphasis on respect among learners stems from their awareness about rights of each learner.

Interpretation:

School policy and classroom rules drafted, are effective in maintaining discipline, based on mutual respect.

(c) Summative interpretation

Most school leaders really regard classroom discipline based on mutual respect as essential aspects of successful inclusion. This is an indication that SMT's and educators have the know-how of one of the most important elements of teaching and learning namely, discipline.

STRONGLY DISAGREE/DIS-AGREE	6	13,3
	N=45	100

A high percentage of the respondents (68.9%) agree/totally agree that there is a document that encourages classroom discipline based on mutual respect. The 13.3% who disagree and 17.8% who are neutral, may have not seen a document referred to in the statement.

(b) Qualitative interpretation

Trends:

- There is a documented procedure in some schools that compels educators to set up classroom rules.
- Common rules of the school ensure mutual respect.

Interpretation:

The SMT sees to it that discipline is maintained in classrooms, but has no related documented policy.

(c) Summative interpretation

A high percentage of respondents agree that documented procedures, in terms of encouraging discipline based on respect, are present. This is counteracted by close to 30% respondents who are neutral and disagree. This indicates that the majority of the educators are not skilful regarding moral development of learners, based on discipline and mutual respect.

Combined interpretation:

A large number of SMT's and educators concur that the policy that encourages classroom discipline based on mutual respect is adhered to. However, a substantial number of respondents do not hold the same view. This indicates that one of the most significant aspect of inclusive education, viz. discipline based on mutual respect has not been effectively accentuated.

36. THE SMT PLAYS A COORDINATING ROLE IN ENSURING THAT EDUCATORS PLAN, REVIEW AND TEACH IN PARTNERSHIP

SMTs

(a) Quantitative interpretation

Mean:

4.3

A calculated mean reflects responses that lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	45	90
NEUTRAL	5	10
STRONGLY DISAGREE/DIS-AGREE	-	
	N=50	100

A large percentage of the respondents (90% who agree/ strongly agree that a coordinating role played by the SMT, ensures that educators plan, review and teach in partnership) indicates that a large majority of SMT members view team teaching as vital. The 10% of the respondents who are neutral point to the fact that not all SMT members are well informed about OBE, inclusive education and the significance of team planning, reviewing and teaching.

(b) Qualitative interpretation

Trends:

- Regular subject (Learning Area) committees are held.
- Team planning and control of work is also done according to a phase or grade.
- Co-ordinated activities of educators are of paramount importance for uniformity and completion of the syllabi.

Interpretation:

Educators are working together in Learning Area committees as educators teaching in one phase or grade.

(c) Summative interpretation

EDUCATORS

(a) Quantitative interpretation

Mean:

3.53

The mean reflects responses that lie between neutral and agree.

VALUE	No of RESPONDETS	PERCENTAGE
STRONGLY AGREE/AGREE	26	57,8
NEUTRAL	10	22,2
STRONGLY DISAGREE/DIS-AGREE	9	20
	N=45	100

A high percentage of respondents (57.8%) who agree that the SMT plays a coordinating role to ensure that educators plan, review and teach together, compels one to draw a conclusion that there is effective leadership with regard to this statement. It is worthwhile to note that 22.2% respondents who are neutral and 20% who disagree with statement, have probably not attended sufficient workshops regarding team planning and teaching.

(b) Qualitative interpretation

Trends:

- Learning Area Committee and Professional learning groups rarely meet to ensure collaboration among staff.
- Educators sharing same learning areas plan together.
- There is a joint plan of action, as required by OBE.

Interpretation:

Team-teaching occurs in most schools.

(c) Summative interpretation

A fairly high number of SMT members agree that they play a coordinating role in ensuring that educators work well together. This is a clear indication of how significant school leaders value team planning and teaching. These, according to the respondents, are important elements of good inclusive schools.

A high number agree/strongly disagree that educators plan review and teach in partnership. However, more than 40% of the educators are neutral and disagree, thus implying that educators recognize that one of the crucial elements of inclusion, viz. team-teaching, reviewing and team teaching have not been occurring adequately.

Combined interpretation:

There is an agreement by the respondents that educators plan, review and teach as a team and SMT's co-ordinate such activities. It shows that educators do collaborate in issues related to learners' education. The majority of the educators admit that there is a room for improvement, hence the lower mean.

37. THE SMT HAS A PLAN OF ACTION TO CHECK THAT EDUCATORS ARE CONCERNED WITH SUPPORTING THE LEARNING AND PARTICIPATION OF ALL LEARNERS

SMTs

(a) Quantitative interpretation

Mean:

4.04

A calculated mean reflects responses that lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/ AGREE	45	90
NEUTRAL	3	6
STRONGLY DISAGREE/DIS-AGREE	2	4
	N=50	100

90% of the respondents agree/strongly agree that the SMT has a plan of action to check that educators support learners in all respect. However, 6% of the respondents are neutral, and 4% disagree/strongly disagree with the statement. This, therefore, is a pointer to the fact that a fairly number of SMT members are not showing effective leadership with regard to this statement.

(b) Qualitative interpretation

Trends:

- Pre-arranged class visits by the SMT are an effective means of ensuring that learners are supported.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.48

The mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/ AGREE	28	62.2
NEUTRAL	10	22.2
STRONGLY DISAGREE/DIS-AGREE	7	15,6
	N=45	100

A substantial high percentage of respondents (62.2%) who agree that the SMT has a plan of action to check whether the educators are supporting learners, indicates satisfaction to this statement. The remaining 15.6% who disagree/strongly disagree, and 22.2% who are neutral, have their reasons not to be satisfied and are likely not to have observed SMT's plan of action regarding this statement.

(b) Qualitative interpretation

Trends:

- SMT members issue the year plan that includes, inter alia, monitoring dates.
- Meetings are not held regularly to ensure that

- Learners' exercise books are monitored by the HOD as per action plan drafted together.
- Developmental Appraisal System (DAS) has its place and special function at the school in order to monitor the rate of progress of learning and teaching.

Interpretation:

A reasonable percentage of SMT members check that educators support learners.

(c) Summative interpretation

A strong agreement by the SMT that ensures that learners are supported in their learning, is a positive stance as far as the management skills and knowledge of inclusive schooling is concerned.

educators support the learners.

Interpretation:

Educators are competent in supporting the learners.

(c) Summative interpretation

The majority of the respondents affirm the statement that plan of action is present at schools to ensure that learners have the support of educators. This indicates that educators realize that support is crucial for all learners to perform at their best.

Combined interpretation:

Responses imply that the SMTs and educators agree/strongly agree that the school leadership have a year plan to monitor that educators support learner in their learning process. This shows that Integrated Quality Management System which emphasizes development and refinement of educators teaching strategies are continuously updated. However, a substantial number of educators that are neutral and disagree may indicate that there is room for improvement.

38. ALL LEARNERS TAKE PART IN ACTIVITIES OUTSIDE THE CLASSROOM

SMTs

(a) Quantitative interpretation

Mean:

3.78

A calculated mean reveals responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	36	72
NEUTRAL	7	14
STRONGLY DISAGREE/DIS-AGREE	7	14
	N=50	100

A fairly high percentage of the respondents (72% who agree that learners take part in extramural activities) are indicative of the fact that various sporting codes in the schools are present, and learners are encouraged to take part. The remaining 14% who are neutral and 14%, who disagree/strongly disagree with the statement, probably have their reasons to be dissatisfied. This rather high percentage is a pointer to the majority of schools that are under-resourced with regard to sporting facilities.

(b) Qualitative interpretation

Trends:

- Various sporting codes and cultural activities are apparently enabling the majority of learners to showcase their talents.
- There is a small percentage of learners that does not engage in extracurricular activities because of ill-health, staying far from the school, and because participation is voluntary.
- Not all educators involved, hence, not all learners can be given the opportunity.

Interpretation:

The majority of learners participate in extra-curricular activities. Some problems beyond learners' control, e.g. ill-health often seem to prohibit learners from taking part.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.08

The mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	20	44,4
NEUTRAL	11	24,4
STRONGLY DISAGREE/DIS-AGREE	14	31.2
	N=45	100

44.4% of the respondents agree that all learners take part in activities outside the classroom. A reasonable 31.2% at the same time does not hold the same view, while 24.4% is neutral. These percentages of respondents who disagree/strongly disagree and neutral, can be attributed to a lack of sporting resources and to the learners who lived a good distance away from the school.

(b) Qualitative interpretation

Trends:

- Not all learners participate, although different sporting codes are present.
- Lack of resources allows only a limited number to participate.

Interpretation:

A minimum number of learners are active in activities outside the classroom.

(c) Summative interpretation

Information on participation of all learners in activities outside the classroom seems to indicate that school leaders recognize the importance of learning together while playing together. This also indicates that the majority of learners are given the opportunity to participate in extracurricular activities.

(c) Summative interpretation

44.4% of the respondents agree that learners participate in activities outside the classroom. The remaining percentages of the respondents who are neutral and who disagree, is indicative of a lack of resources which is an impeding factor for inclusive schooling.

Combined interpretation:

Although a fairly high number of the respondents agree that all learners participate in activities outside the classroom, the majority of the SMT's disagree and the majority of the educators are neutral. This state of affairs may be attributed to a lack of resources, e.g. sporting equipment, and this allows a minimum number of learners to take part in such activities.

39. THE SCHOOL LEADERSHIP ARRANGES REGULAR MEETINGS WITH THE COMMUNITY MEMBERS TO DRAW UPON COMMUNITY RESOURCES

SMTs

(a) Quantitative interpretation

Mean:

3.24

The mean reveals that responses are lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	23	46
NEUTRAL	16	32
STONGLY DISAGREE/DIS-AGREE	12	24
	N=50	100

The evidence shows that an average percentage of respondents (46%) agree that regular meetings are held at schools with community members. A reasonable 24% at the same time does not hold the same view, while 32% of the respondents are neutral. From this, a deduction can be made that meetings that take place are for other purposes, but are not focusing on drawing upon community resources.

EDUCATORS

(a) Quantitative interpretation

Mean:

2.93

The calculated mean reflects responses that are between disagree and strongly disagree.

VALUE	No of RESPONDETS	PERCENTAGE
STRONGLY AGREE/AGREE	21	46.7
NEUTRAL	8	17.8
STRONGLY DISAGREE/DIS-AGREE	16	35.5
	N=45	100

According to the percentages, 46.7% of the respondents agree that the school leadership arranges regular meetings with community members to draw upon community resources, while 17.8% are neutral and 35.5% disagree with the statement. These percentages permit one to conclude that meetings that might be with community members, do not aim at drawing upon community resources.

(b) Qualitative interpretation

Trends:

- Community responses to school matters are negative.
- In most cases, communication with the community members is per letter.

Interpretation:

In some instances, the community members are not fully involved in school related matters.

(c) Summative interpretation

A relatively fair percentage of SMT members (52%) agree that the school arranged regular meetings with the community members to draw upon community resources. However, a huge percentage that disagrees may be indicative of the need for workshops that will sensitize them on the importance of the involvement of all stakeholders.

(b) Qualitative interpretation

Trends:

- Regular meetings with parents are usually about learners' school work, and not for the purpose of drawing upon community resources.

Interpretation:

Community resources are not utilized by the school.

(c) Summative interpretation

There is a 35.5% disagreement from respondents that meetings held with the community members aim to use community resources available. This is indicative of the fact that schools are relying on Department of Education for resources. Schools are not utilizing community resources at their disposal e.g. expertise of members of the community and funds.

Combined interpretation:

An agreement reached by SMTs regarding meetings with community members to draw upon community resources, is counteracted by the majority of educators who disagree. Thus, the educators hold a view that meetings with the community members focus on reporting learning and teaching matters, but not on obtaining community resources.

40. THE SCHOOL LEADERSHIP CREATES THE ENVIRONMENT WHERE STAFF EXPERTISE IS FULLY UTILISED

SMTs

(a) Quantitative interpretation

Mean:

4.22

The mean indicates responses that lie between agree and strongly agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	40	80
NEUTRAL	8	16
STRONGLY DISAGREE/DIS-AGREE	2	4
	N=50	100

In the statement that staff expertise is fruitfully utilized,

EDUCATORS

(a) Quantitative interpretation

Mean:

3.11

The calculated mean shows the responses that are between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	21	46,7
NEUTAL	11	24,4
STRONGLY DISAGREE/DIS-AGREE	13	28,9
	N=45	100

Breakdown of responses indicates that 46.7% of the

80% of the respondents agree that this is truly happening. However, 16% who are neutral, and 4% of respondents who disagree/strongly disagree with the statement, indicate that many SMT members are not convinced that the school leadership creates the environment where staff expertise is utilized.

(b) Qualitative interpretation

Trends:

- Learning Area allocation is according to the field of specialization of the educator.
- Regular staff development workshops provide a platform for educators with distinguished expertise to make their inputs.
- Maximum or optimal use of staff expertise is most likely engaged along a series of activities at the sports competitions, functions, debates and many other cultural activities including daily activities.

Interpretation:

Various opportunities created that emphasis specialized knowledge enable the staff to showcase their expertise.

(c) Summative interpretation

There is an strong agreement among SMTs that conditions at schools enable all staff members to utilize their expertise. This is an indication that the right people may be placed in the right schools. However, 12% that disagree, indicates that some of the negative contextual factors are still not been attended to by the SMT members.

respondents agree that the school environments, overseen by the SMT stimulate staff expertise to be used. 24.4% of the respondents are neutral while 28.9% disagree/strongly disagree. Thus, a conclusion can be drawn that some educators still notice some subjectivity and hindering factors regarding this statement.

(b) Qualitative interpretation

Trends:

- Various activities are created for staff to display their interest, and use their potentials.
- Some prescriptive measures and favouritism result in some staff expertise not fully utilized.

Interpretation:

A number of educators are dissatisfied regarding contextual factors that impede staff members to use their expertise.

(c) Summative interpretation

Some educators agree that school leadership creates the environment where staff expertise is utilized. Quite a reasonable number disagree. This implies that conditions at schools need improvement to allow everybody to showcase their ability.

Combined interpretation:

The majority of the SMT members agree that the school environment allow staff expertise to be utilized. This shows that staff members are assigned to specific roles to showcase their potential. However, some of the negative and hindering factors have been identified by the majority of the educators. That is why the mean is just about a neutral view.

41. LEARNER DIFFERENCES IS USED AS A RESOURCE FOR TEACHING AND LEARNING

SMTs

(a) Quantitative interpretation

Mean:

3.66

The mean shows responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	33	66
NEUTRAL	11	22
STRONGLY DISAGREE/DIS-AGREE	6	12
	N=50	100

This state of affairs is spelled out by the percentages that indicate that 66% of the respondents agree with the statement that differences of learners are used as a resource for teaching, while 12% disagree/strongly disagree with the statement. It is worthwhile to note that 22% are neutral. These high percentages of neutral and disagreeing responses are indicative of the fact that SMT members may know about the importance of learner difference as a resource for teaching, but have, in reality, not practiced it.

(b) Qualitative interpretation

Trends:

- Planning and teaching is geared towards individual and group ability.
- Only utilized in cases of emphasizing the diversity in the country to foster unity.

Interpretation:

Unique ability is recognized when teaching and learning, by the majority of the respondents.

EDUCATORS

(a) Quantitative interpretation

Mean:

3.13

The mean reflects responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	19	42,2
NEUTRAL	15	33,4
STRONGLY DISAGREE/DIS-AGREE	11	24,4
	N=45	100

Breakdown of respondents indicates that 42.2% agree that learners' difference is used as a resource for teaching and learning, while 24.4% of the respondents disagree/strongly disagree with the statement. Thus, this percentage that disagrees portrays a lack of knowledge and skills from the educators to use differences in learners as a resource for learning.

(b) Qualitative interpretation

Trends:

- Different learners' paces of learning are considered, although training is necessary.
- Educators sometimes promote the inclusion of all learners through diverse teaching and learning strategies.

Interpretation:

Some educators recognize different learning abilities in learners, whereas the majority of the respondents indicated a need for training with regard to this statement.

(c) Summative interpretation

There is strong agreement that by the SMT's that individual differences are considered when teaching and learning. This may suggest that there are signs of skills and knowledge essential for inclusion from the respondents. However, some respondents are not convinced regarding this matter.

(c) Summative interpretation

A relative high percent of respondents (42.2%) agree with the statement that learner differences are used when teaching and learning. This implies that methods of differentiation and individuality are considered during a learning process. However, 24.4% of educators who disagree might be those who are still new in the teaching fraternity, and need assistance regarding this statement.

Combined interpretation:

The responses show that a slightly larger number of respondents agree that learner difference is used as resource for teaching and learning. It seems to suggest that learner differences are recognized. The majority of the respondents who disagree, reveals that training is needed to enable educators to handle different learning barriers of learners.

42. THE PRINCIPAL AND SMT SELL THE VISION OF THE SCHOOL BY ENSURING THAT THE POLICY ON INCLUSION IS ADDRESSED IN MOST STAFF MEETINGS

SMTs

(a) Quantitative interpretation

Mean:

3.68

The mean reveals responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	32	64
NEUTRAL	14	28
STRONGLY DISAGREE/DIS-AGREE	4	8
	N=50	100

The breakdown of responses indicates that 64% of the respondents agree whilst 8% disagree/strongly disagree with the statement. It is also worthwhile to note that 28% of the respondents are neutral. From this, it can be deduced that more than 30% of the respondents are either disagreeing or neutral that SMT sell the vision of the school by addressing inclusion in most staff meetings.

(b) Qualitative interpretation

Trends:

- Didactic and remedial education is the closest subjects to inclusion discussed in formal staff

EDUCATORS

(a) Quantitative interpretation

Mean:

2.8

A calculated mean indicates responses that are between disagree and strongly disagree.

VALUE	No of RESPODENTS	PERCENTAGE
STRONGLY AGREE/AGREE	10	22.3
NEUTRAL	20	44.4
STRONGLY DISAGREE/DIS-AGREE	15	33.3
	N=45	100

22.2% of the respondents agree, 44.3% are neutral and 33.3% of the respondents disagree/strongly disagree with the statement that school leadership sell the school's vision by addressing inclusion in most staff meetings. This high percentage of disagreement attracts attention and indicates that there is a lack of knowledge regarding inclusion.

(b) Qualitative interpretation

Trends:

- Inclusion in the form of cooperative learning is rarely addressed.

meetings.

- Most of the educators do not to have a clear knowledge regarding inclusive education.

Interpretation:

The concept 'inclusion', according to the respondents, seems to be still new to the majority of educators, hence remedial education is the subject still addressed.

(c) Summative interpretation

Sixty-four percent of the respondents agree that inclusion is addressed in most staff meetings. One may also mention that quite a fair number of respondents agree that subjects discussed in meeting is not the gist of inclusion philosophy. These therefore indicate that there is a lot to be done in terms of the knowledge acquisition and skills possession of inclusive education.

- There is a lack of information regarding inclusive education; hence the subject is not talked about.

Interpretation:

There is a lack of knowledge regarding inclusive education.

(c) Summative interpretation

Quite a high number of respondents disagree that inclusion is addressed in staff meetings by the school leadership. This is indicative of the fact that very little advocacy has taken place with regard to inclusive education.

Combined interpretation:

Whereas the SMT members agree that the school leadership address inclusive education in staff meetings, the educators disagree with this statement. This might be caused by the fact that some SMT members may have acquired the knowledge of inclusive education via their workshops and courses they attend, but do not communicate this philosophy to educators. The conclusion drawn is that very little advocacy of the topic has taken place.

43. THE SMT ENCOURAGES THE OPTIMAL ATTAINMENT OF RESOURCES FOR INCLUSIVE EDUCATION

SMTs

(a) Quantitative interpretation

Mean:

3.68

The calculated mean lying between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	26	52
NEUTRAL	17	34
STRONGLY DISAGREE/DIS-AGREE	6	12
	N=50	100

Although 52% of the respondents agree that SMT encourages the optimal attainment of resources for inclusive education, 34% is neutral and 12%

EDUCATORS

(a) Quantitative interpretation

Mean:

2.06

A calculated mean reveals responses lying between disagree and strongly disagree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	12	26,7
NEUTRAL	9	20
STRONGLY DISAGREE/DIS-AGREE	24	53,3
	N=45	100

There appears to be disagreement that the SMT encourages attainment of resources for inclusion. 26.7% of the respondents who agree are countered by 53.3%

disagree/strongly disagree with respect to this statement's responses. This indicates that a substantial number of respondents are dissatisfied with the provision of relevant resources for inclusion such as wheelchairs, hearing–aids devices etc.

(b) Qualitative interpretation

Trends:

- Human resources, i.e. invitation of personnel dealing with 'special needs' is be the only way.
- Lack of knowledge regarding 'inclusion' retards the attainment of relevant resources.

Interpretation:

No inclusive education resources are procured, because educators know very little about inclusion.

(c) Summative interpretation

Respondents agree that inclusive education resources are being looked for by the SMT's. 46% of those who are neutral and disagree indicate that there is no urgency for the attainment of the relevant resources, because SMT's and educators know very little about inclusive education resources.

who disagree/strongly disagree with the statement. Thus, a conclusion can be drawn that educators see very little attempt been made by the school leadership with regard to the attainment to achieving inclusive education resources.

(b) Qualitative interpretation

Trends:

- No efforts are made by the SMT to attain resources for inclusion.

Interpretation:

Lack of knowledge of inclusion does hinder the attainment of resources.

(c) Summative interpretation

The majority of the educators disagree that the SMT encourages the attainment of inclusive education resources. This indicates that there is a lot to be done concerning attainment, handling, training and utilization of inclusive resources by the Department of Education.

Combined interpretation:

While the SMTs slightly agree that they encourage the optimal attainment of resources, the educators disagree overwhelmingly. This is indicative of the fact that the educators have not noticed infrastructural changes and virtually no training in the storing and handling of inclusive education resources have happened, let alone the attainment of relevant resources.

44. STANDARD OPERATING PROCEDURES AT THE SCHOOL IN RESPECT OF INCLUSION ARE CONTINUOUSLY UPDATED

SMTs

(a) Quantitative interpretation

Mean:

3.06

The mean indicates responses lying between neutral and agree.

VALUE	No of RESPONDENTS	PECENTAGE
STRONGLY AGREE/AGREE	21	42

EDUCATORS

(a) Quantitative interpretation

Mean:

1.93

A calculated mean reflects responses lying between disagree and disagree.

VALUE	No of RESPONDENTS	PERCENTAGGE
STRONGLY AGREE/AGREE	10	22,3

NEUTRAL	16	32
STRONGLY DISAGREE/DIS-AGREE	13	26
	N=50	100

Almost a half of the respondents (42%) agree that standard operating procedures regarding inclusion are updated whilst 32% are neutral and 26% disagree/strongly disagree with the statement. This indicates that no significant standard operating procedures are in place.

(b) Qualitative interpretation

Trends:

- There is, broadly speaking, no procedure for inclusive education since no direction, training programmes and related matters concerning the subject has being given.

Interpretation:

SMTs and educators have no idea of standard operating procedures related to inclusion.

(c) Summative interpretation

42% agree that operating procedures regarding inclusive education are updated. The other 26% who disagrees, indicate that standard operating procedures in respect of inclusion as well as means of training SMTs and educators and thorough knowledge of inclusion are crucial.

NEUTRAL	11	24,4
STRONGLY DISAGREE/DIS-AGREE	24	53,3
	N=45	100

More than half of the respondents disagree with the statement that standard operating procedures regarding inclusion are updated. Only 22.3% agree with the statement. Thus, it can be deduced that the majority of the respondents do not see any progress with regard to this statement.

(b) Qualitative interpretation

Trends:

- No standard operating procedures, because most schools are not practising inclusive education.

Interpretation:

There are no operating procedures in schools concerning inclusion.

(c) Summative interpretation

A high percentage of educators who disagree that schools have operating procedures concerning inclusion, show that most schools are still mainstreaming. It appears that no standard operating procedures in respect of inclusive schooling are taking place or rather it is taking place at a slow pace.

Combined interpretation:

The mean indicates a neutral view held by the SMT members, and a disagreement by educators to the statement that standard operating procedures in respect of inclusion are updated. This is an indication that the majority of the educators do not have the knowledge and skills concerning an inclusive education system, nor the standard operating procedure thereof.

45. THE SMT HAS A PROCEDURE OF MONITORING THE PROGRESS MADE WITH REGARD TO INCLUSIVE EDUCATION

SMTs

(a) Quantitative interpretation

Mean:

3

A calculated mean indicates a neutral response.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	21	42
NEUTRAL	14	28
STRONGLY DISAGREE/DIS-AGREE	15	30
	N=50	100

42% of respondents who agree that monitoring procedures regarding inclusion are present, have a counterclaim with a high percentage (30%) who disagree with the statement. Thus, a deduction can be made that respondents see little monitoring procedures with respect of inclusive education being made.

(b) Qualitative interpretation

Trends:

- The only monitoring procedure done is for those who receive didactic assistance.

Interpretation:

Follow-up assessment is done to learners who have undergone remediation.

(c) Summative interpretation

Thirty percent of the respondents who disagree that there is a monitoring procedure in respect of inclusion, indicate that other learners such as the physically challenged and learners with behavioural problems are still excluded.

EDUCATORS

(a) Quantitative interpretation

Mean:

1.93

The mean indicates responses lying between disagree and strongly disagree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	8	17,8
NEUTTRAL	13	28,9
STRONGLY DISAGREE/DIS-AGREE	24	53,3
	N=45	100

Quite a large percentage (53.3%) of educators disagree that the SMT has a procedure of monitoring progress in respect of inclusion.

(b) Qualitative interpretation

Trends:

- Very few SMT members and educators have attended workshops regarding inclusion.

Interpretation:

Educators are still not knowledgeable about the philosophy of inclusion.

(c) Summative interpretation

An overwhelming high number of educators that disagree with the statement that the SMT is monitoring progress made to inclusive education, show that advocacy and upgrading is insufficient with regard to inclusion.

Combined interpretation:

The SMT's hold a neutral view, and educators disagree that the inclusive progress is monitored in schools. This indicates that information regarding inclusive education has not reached many stakeholders interested in education of the learners. Hence no monitoring has been done.

46. THE SMT HAS A PROCEDURE IN PLACE TO HANDLE CONFLICT ARISING FROM INCLUSION

SMTs

(a) Quantitative interpretation

Mean:

3.38

The calculated mean indicates responses between neutral and agree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	28	56
NEUTRAL	12	24
STRONGLY DISAGREE/DIS-AGREE	10	20
	N=50	100

56% of the respondents agree that the SMT has a procedure to handle conflict arising from inclusion. About 24% are neutral, while 24% disagree/strongly disagree with the statement. Thus, a substantial high percentage of the respondents do not believe that the SMT's are well prepared to handle conflict arising from inclusion.

(b) Qualitative interpretation

Trends:

- Such conflicts are not yet being prepared for, therefore, there are no procedures on how to solve conflict emanating from inclusion.
- It is expected that the general conflict resolution mechanisms used in the organizations will be applied.

Interpretation:

It seems that the general conflict resolution steps will be followed to deal with conflict arising from inclusion.

(c) Summative interpretation

The majority of respondents agree that they will make efforts to handle conflict arising from the implementation of inclusive education. Nevertheless, 20% of the

EDUCATORS

(a) Quantitative interpretation

Mean:

1.86

A calculated mean shows responses lying between disagree and strongly disagree.

VALUE	No of RESPONDENTS	PERCENTAGE
STRONGLY AGREE/AGREE	8	17,8
NEUTRAL	12	26,6
STRONGLY DISAGREE/DIS-AGREE	25	55,6
	N=45	IOO

The majority of educators (55.6%) disagree that there is a procedure at schools to handle conflict from inclusion.

(b) Qualitative interpretation

Trends:

- There is no conflict as a result of inclusion because it is not yet being implemented.

Interpretation:

No conflict because of inclusion is present because the subject has not been addressed.

(c) Summative interpretation

Quite a substantial number of respondents disagree with the statement that conflict resulting from inclusion is handled. This boils down to the fact that most educators

respondents who disagree may indicate that conflict resolution skills possession specifically with inclusion is needed.	do not have the know-how regarding inclusive education, and the SMT put no procedure to deal with conflict arising from inclusion.

Combined interpretation:

Although a slight high number of SMT members agree that there is a procedure to handle conflict arising from inclusion, the majority of educators disagree. This might suggest that no procedures are in place or that the majority of educators are not knowledgeable about conflict resolution mechanisms related to inclusion.

6.6 DISCUSSION OF FINDINGS

In this section, the findings based on the empirical research will be highlighted:

- Findings in relation to objective number 1: To explain and understand different leadership styles

The SMT members and all educators who participated in this investigation indicated that they are capable of building a learner community in which everyone is valued. The responses also revealed that a large percentage of SMT members apply different leadership styles.

- Findings in relation to objective number 2: To bring to the fore the fundamentals, principles and factors relating to inclusive education

There is a common agreement amongst the respondents as far as building an inclusive community is concerned. Most of the respondents agree that of great importance is the creation of an inviting and welcoming environment, manifestation of collaboration among staff and learners, respect for each other and the involvement of all stakeholders interested in the education of all learners.

It is agreed to a large extent that aspects such as high expectations, equal value of all learners and the removal of all barriers to learning including discriminatory practices do indeed establish firm inclusive values. It was noted that the philosophy of inclusion has not yet been appropriately conveyed to all stakeholders. Some SGB members, parents, educators and even learners do not understand the philosophy. This indicates that facilitative measures for effective leadership need to be put in place to ensure that a culture that is wholly inclusive, is created.

There is reasonable agreement among respondents that appointments and promotions are fair although a few refute this statement. It was also agreed by respondents that admission policies at school are crucial in the development of inclusive schools.

A worrying factor, perhaps, is that induction programmes at schools are not as effective as supposed to be. There is a sign that new appointees as well as new learners are not assisted to feel settled at schools. This seems to be the weakest link as far as developing inclusive school leaders are concerned.

Respondents agree that all forms of support to staff and learners and the eradication of unbecoming behaviour, are crucial. For the few educators who are not certain about other forms of support other than remedial support, this is indicative of the fact that there is a need for skills training and knowledge. There is therefore, a need to intensify effective inclusive policies.

The majority of respondents agree that various teaching methodologies, team teaching, collaboration among learners, discipline and participation of all learners in extramural activities are important for coordinating learning.

It appears as if respondents disagree and are undecided or neutral concerning the attainment of resources important for inclusive educators. This state of affairs may perhaps be attributed to the lack of knowledge of school leadership of inclusion.

- **Findings in relation to objective number 3: To reflect on school leadership within inclusive schooling**

It also becomes evident that there are mixed feelings regarding an inclusive culture, policies and practices, according to the respondents. The SMTs and educators who participated in this investigation have knowledge and skills embedded in them, but that are not yet being put into practice. Put it in a different way, one can indicate that some of the respondents may have the theory but not the practical skills.

- **Findings in relation to objective number 4: To propose a facilitating programme for the development of knowledge and skills for school managers and leaders in the inclusive education context**

One other issue regarding the interpretation of these empirical results is the halo effect. According to Kruger, Smit and Le Roux (1996:182), the halo effect is the tendency to be influenced positively or negatively by one particular characteristic in the evaluation of a person or situation, and the person or situation is consequently regarded in a positive or negative light. The researcher is of the opinion that results of statements should be interpreted very cautiously, especially in the case of SMTs, where it is probably not far fetched to deduct that false positives may have occurred. It is possible that the respondents pretended that things are better than it is in reality. Middleboro (1980:140) cautions that the halo effect is really powerful because it may operate without one being aware of it.

It thus seems important, against the background of the shortcomings identified during the interpretation of empirical results, that a programme to facilitate desired leadership for inclusive schools should be drafted.

6.7 SUMMARY AND CONCLUSION

This chapter focused on the responses of the respondents to the questions and statements in the questionnaire. Each question/statement was interpreted quantitatively and qualitatively as well as by presenting a summative interpretation.

Also covered were the summative results of the whole empirical results.

It may be concluded that a draft programme for effective leadership for inclusive schools can be regarded as crucial. In the next chapter therefore the following issues will therefore be considered when drafting a programme for facilitating leadership in inclusive schools: the flaws identified in SMTs knowledge, skills and values from the empirical study and vital issues for such a programme arising from the literature study.

CHAPTER 7
A PROGRAMME FOR FACILITATING EFFECTIVE LEADERSHIP FOR INCLUSION

7.1 INTRODUCTION

In the previous chapter, the empirical results were presented, analysed and interpreted. This was done by giving the quantitative, qualitative, summative as well as the combined interpretations of each statement. Chapter seven will report on crucial issues gained from the literature as well as the empirical review, and the implications thereof for a programme to facilitate effective leadership for inclusive schooling.

It should be mentioned that this chapter relies heavily on the Index for Inclusion (see Table 4 in chapter 4), that was also utilized in the questionnaire. The indicators of the Index will be utilized as a structure to report on critical issues attained from this investigation. The dimensions and sections of the Index will also be used to cover a suggested programme for facilitating effective leadership for inclusive schooling (hereafter called the "programme"). Next to be attended to, are the significant issues obtained in this study in terms of the indicators of the Index for Inclusion.

7.2 SUMMATIVE PERSPECTIVE OF THE LITERATURE REVIEW AND EMPIRICAL INVESTIGATION IN TERMS OF THE INDICATORS

(Each indicator/statement will be afforded <u>little</u>, <u>moderate</u> or <u>serious</u> attention in terms of the development of the programme, depending on the empirical results.)

⁂ The SMT creates conditions where all stakeholders are made to feel welcome

Open and welcoming conditions in schools have a lasting impact on all stakeholders. Inclusive schools should provide friendly environments, and be places in which diverse

groups of people get along with each other (cf. 4.3.2). It is therefore advisable that educational leaders define themselves as members who build the schools as learning organisations (cf. 2.2). SMTs thus need to see their schools as dynamic, living, and growing organisations where everybody is welcomed. The empirical research has shown that welcoming conditions seem to prevail at most schools according to SMTs and educators (cf. 6.5 indicator 7). It must, however, be noted that a significant number of educators felt that there are still some issues to be addressed to ensure a high level of satisfaction in respect of welcoming conditions. In terms of developing a programme for facilitating inclusive education leadership, this issue is adjudged to be given little attention.

⁂ In our school, learners help each other

It is expected that school leadership models the way to enable learners to help each other. For example, in the list of differences between the concepts "leadership" and "management", leaders ask why, and managers ask how. The why and how questions are both essential and complementary, and underline the need for team work which brings balance and synergy to the contributions of the individuals (cf. 2.3). Furthermore, within an inclusive environment, mutual support by learners allows them to develop positive self-esteems (cf. 3.4.1.1).

It therefore seems crucial that SMTs and staff encourage teamwork among learners. The empirical study indicates that there seems to be general agreement between SMTs and educators that learners indeed help each other (cf. 6.5 indicator 8), which can be described as a positive step towards the implementation of inclusive education. A small number of SMT members and educators indicated that they require training on significant instructional strategies such as cooperative learning and peer tutoring.

The implication of the above is that little attention has to be given to this statement in developing the programme.

⁂ **School staff collaborate with each other**

In the many descriptions of leadership given in the literature study, it is stated clearly that leadership is a way of interaction and, more specifically, of communication between a leader and his followers (cf. 2.2). Sound communication among staff and school leadership ensures that the needs of the educators are met and also that their knowledge and skills are enhanced. These can seemingly only be attained in a friendly and collaborative environment (cf. 3.5.2). It is also significant that all staff members in an inclusive school engage in collaborative practices because the inclusive classroom environment may require that they move from one role to another (cf. 4.2.1).

The results of the empirical study reveal that SMTs and educators seem to agree/strongly agree that substantial collaboration among staff exists. There are, however, a minority of respondents who feel that collaboration can improve (cf. 6.5 indicator 9) .

It is therefore evident that <u>little to perhaps moderate</u> attention should be afforded to this issue in the programme.

⁂ **SMT creates conditions for staff and learners to treat one another with respect**

One of the principles regarding school leadership is the fact that leadership implies bringing core values to life. Values such as accountability, equality, fairness, dedication and respect for each other are important. As educational leaders, SMTs should ensure that these core values are nurtured and brought to life in every aspect of the school. This is what builds a school's strength and character (cf. 2.2).

The literature study on inclusion and principles and values contained in the Constitution, as well as in the White Paper on Education (cf. 3.5.2, 4.2.1) also emphasises respect for human diversity, quality and quantity of interaction with educator and learners. The

majority of SMT members and educators in the empirical study expressed satisfaction that respect is promoted through a code of conduct. A worrying factor, however, is that a small percentage of educators is of the opinion that respect for each other and equal treatment of all have not been adequately addressed in some schools. It follows that (cf. 6.5 indicator 10) some (in the form of little) attention will have to be given to this indicator in the programme.

⁂ **There is a procedure instituted by SMT that ensures partnership between staff and parents**

As leaders of schools, SMTs should accept that there is no blueprint to define precisely what they need to do. Leadership implies flexible responses (cf. 2.2). One of the SMTs' flexible responses is to ensure that there is a working collaboration between staff and parents. This particular activity is important because it allows the educators to get information about the learners. Although the majority of respondents in the empirical study indicated satisfaction with the partnerships formed between staff and parents, some educators are concerned that partnerships are not up to standard as yet. The programme should, therefore, attempt to improve the state of affairs indicated by this statement (cf. 6.5 indicator 11), although only little attention can be afforded.

⁂ **Staff and the SGB work well together**

It is important that the main stakeholders in education, i.e. staff, parents and the community members work together to engage in capacity building of the school (cf. 3.5.1.2). The SGBs allow the community members to add value to the school governance and funding while the staff ensures daily teaching and learning (cf. 2.3). It can be noticed that the roles played by each party are intertwined and complementary in bringing about efficient education.

It has also been shown by the empirical study that ineffective actions, e.g. non-invitation of educators to meetings, are still observed by some respondents, especially

the educators. It therefore shows that some (although little) attention in the programme should be given to this statement (cf. 6.5 indicator 12).

- **There are communication structures by the SMT ensuring that all local communities are involved in the school**

It is of concern to note that inclusive education is in the process of being fully implemented, and there is still some concern by a substantial number of SMTs and especially educators that there are not enough structures set by the schools to communicate with the community members. The communication channels are crucial because they ensure that people and institutions outside the school receive information (cf. 2.6.1.3, 2.6.2.3).

This matter (cf. 6.5 indicator 13) has to be seriously attended to in the facilitating programme to ensure that schools use numerous ways to communicate with the community.

- **The school environment overseen by the SMT fosters high expectations for learners**

Leadership means having a holistic perspective. As educational leaders, they should be able to see all the aspects that make up the whole. The holding of this overall perspective enables SMTs to identify aspects such as the school environment that foster high expectations for all learners to develop (cf. 2.2). It goes without saying, that the school environment creates opportunities for all learners to showcase their potential.

The concern shown by educators in the empirical study regarding this statement (cf.6.5 indicator 14), implies that this statement be afforded moderate attention so that impeding factors such as lack of resources may be addressed. This seems necessary despite the majority of SMTs who is satisfied with the statement.

⁂ **The SMT, staff, SGB, learners and parents have a philosophy of inclusion**

One critical aspect regarding a philosophy of inclusion, is the learning context which is able to respond to the diverse needs of learners as well as the learning context that provides various forms of support to all learners (cf. 3.5.4). Also of great importance is to ensure that the SGB members, SMT members and educators have the competencies to meet the different needs of learners, and also barriers to learning (cf. 4.4.2). It is also crucial that all stakeholders be provided with information on inclusive education (cf. 3.5.4) that reflects the principles of inclusive education (cf. 3.4.2).

The responses to this statement (cf. 6.5 indicator 15) point out that many stakeholders do not know the philosophy of inclusion. It therefore becomes important that this matter be fast-tracked, with school leaders, parents and learners working together to establish a philosophy and knowledge base of inclusive education.

It is evident that serious attention be given to this statement in the programme to be developed.

⁂ **A policy drawn up by the school leadership emphasizes the equal treatment of all learners**

One of the central principles of inclusive education is the emphasis on equal treatment of all learners (cf. 3.5.2). There is an assumption that the standards and norms that have previously been established, are appropriate, and that the task of the staff and SMT members is to ensure that conditions are aligned. If things are not operating well, e.g. where there are overcrowded classes, the role of the SMTs is to take corrective actions (cf. 2.3). These will contribute immensely to the democratic discourse of the country, enshrined in the constitution; particularly that the focus will be on all learners, irrespective of their disabilities and different barriers to learning they experience.

The results of the empirical study provide proof that the majority of the respondents agree with this statement (cf. 6.5 indicator 16), although a quarter of the educators are either neutral or in disagreement. It therefore follows that some (although little) attention has to be afforded to this statement in the programme.

⁂ Staff seek to remove all barriers to learning and participation in the school

One of the critical issues in inclusive schooling is to ensure barrier-free access to learning and participation. The literature review indicated a number of barriers such as medium of instruction and assessment that is exam-oriented (cf. 3.5.3). Inclusion further requires that all learners be provided with the opportunity to engage in activities outside and inside the classroom (cf. 3.5.2).

In the empirical study SMTs are of the opinion that an optimal effort is made to remove barriers to learning and participation, although a substantial number of educators still feel that a variety of obstacles have not been removed (cf. 6.5 indicator 17). Little to moderate attention will thus have to be given to this indicator in the programme.

⁂ The SMT strives to minimize discriminatory practices

The South African Schools Act states categorically that schools should serve learners with their educational requirements without unfairly discriminating in any way (cf. 3.5.1.2). Leadership should thus be about inspiring and galvanizing the talents, energies and commitment of all learners. This involves developing and sustaining a shared vision and a set of values of non-discrimination, providing a clear direction, motivating those around one and releasing their energies, ideas and skills (cf. 2.3).

The success of the envisaged inclusive education system in South Africa requires willingness to review past policies and an understanding of the present realities. For example, there is a concern by the educators that like in the past, learners who experience barriers to learning due to their physical and intellectual disabilities, are still

being discriminated against. This sentiment is, however, not shared by SMTs, where the overwhelming majority are of the opinion that discriminatory practices are not tolerated.

This matter (cf. 6.5 indicator 18), therefore needs little to moderate attention in the programme.

⁂ **A school policy drafted jointly by SMT and staff ensures that staff appointments and promotions are fair**

The empirical study suggests that especially some of the educators feel pessimistic about a school policy that ensures that staff appointments and promotions are fair. Although there are problems connected with the exact definition of leadership, the explicit definition of SMT functions indicates that there should be practical assistance in many choices and decisions concerning recruitment, selection, appointment, assessment, evaluation and reassignment (cf. 2.2). In respect of the right staffing, it is important that the objective of the post-provision strategy be to allocate posts in accordance with the educational support needs of the learners concerned, and not on the basis of category of disability (cf. 4.4.2).

The function of the SMT members, including the staff is, therefore, to ensure that posts that will be allocated to all schools in terms of the existing post distribution are filled appropriately and promotions are given to people with the potential (cf. 4.4.2). To allay the concerns shown by some educators in the empirical study, this matter (cf. 6.5 indicator 19) needs little to moderate attention in the programme.

⁂ **The SMT has an induction programme that helps new staff to settle into the school**

While the Education Ministry has done the groundwork for the implementation of inclusive education and has also done piloting in some schools, the majority of the respondents, especially the educators, say more steps are needed to establish induction programmes that help new staff to settle into the school. The respondents are, without doubt, revealing that many SMT members are applying a laissez-faire style of leadership when coming to inducting new staff (cf. 2.5.3). It becomes evident that there probably are no organized activities and nobody knows what is expected of them when they are newly appointed in the school.

It therefore, becomes crucial that this issue (cf. 6.5 indicator 20) be given serious weight in the programme so that every new staff member is welcomed and assisted to acclimatize in the new environment from the onset.

⁂ **The school leadership has a policy that seeks to admit all learners from the school's locality**

Key policies of a school include the one which mainly deals with the admission of learners. The literature study on inclusion stresses section 5(1) of the South African School Act, which states that schools must admit all learners. The Act also stipulates that the rights and wishes of parents must override the admission policy of the SGBs, which gives parents of children who experience barriers to learning the right to a choice of placement (cf. 3.3, 3.5.1.2). The literature study on leadership for inclusion reveals that a key function of educational leaders as liaison persons is to establish a network of relationships with innumerable individuals and groups within and outside the school. In brief, this role links the school to its environment by, amongst other things, establishing contacts with parents of learners in school's locality and institutions outside the school (cf. 2.6.1.3).

Joint agreement by the SMT members and educators in the empirical study shows that schools have addressed this statement (cf. 6.5 indicator 21) adequately, and that virtually no attention needs to be afforded to this indicator.

- **The school makes its buildings accessible to all people**

It is unthinkable to talk about inclusive education without making buildings accessible to all people.

The empirical results reveal that a relative number of the respondents are dissatisfied regarding the physical accessibility of some school buildings (cf. 6.5 indicator 22), especially so i r o the physically disabled learners. This is a matter that needs moderate consideration in the programme.

- **There is an induction programme for learners that assist new learners to feel settled**

The importance of making learners feel welcomed into the school from the first day cannot be overlooked. It is without doubt that each school should have an induction programme for learners. If principals/SMT members are to grow as leaders, it is important that they arrange different ways of leading, which may include leadership in terms of induction (cf. 2.4). Aspects that can form part of such a programme can, inter alia, include persons responsible for introducing learners to each other, to their educators, to the school surroundings as well as the facilities that are available.

There is a negative response shown by the majority of the respondents in the empirical study regarding this statement (cf. 6.5 indicator 23). It therefore makes sense that very serious thought be given to this indicator when a programme is drafted.

⁂ **Grouping practices in classes are conducted in such a way that all learners are involved**

It has been proved that one of the significant instructional strategies in the success of inclusive programming include cooperative learning (cf. 3.4.1.1). This is because grouping practices allow learners in the group activities to focus on their strengths and not on their weaknesses. It is therefore crucial that the school leadership should refer, in policy documentation, to group-work or teamwork as well as refer to the development of individual needs and skills (cf. 2.2).

Respondents in the empirical study point out that learners should be engaged in group-work in their learning process. The findings indicate that a relatively high number of the respondents agree with the statement (cf. 6.5 indicator 24), although a minority requested further training in this regard. It therefore implies that some (albeit little) attention should be given to this issue in the programme.

⁂ **A support policy drafted by the SMT coordinates all forms of support**

While certain policies such as the admission policy may prove to be positive, the majority of the respondents, according to this investigation, need a better understanding of different forms of support that should be given to learners.

The South African Ministry of Education also believes that the key to reducing barriers to learning in all education and training lies in a strengthened education support service (cf. 3.5.2). At the same time, staff look up to those in leadership positions for clarity and direction. That is the reason why as leaders, SMT members need to model the way (cf. 2.2). It is therefore critical that educators and learners are supported in teaching and learning through skill development, material provision and if necessary, through external services (cf. 4.2.2, 4.3.2).

The disagreement indicated by the majority of the respondents regarding this issue (cf. 6.5 indicator 25), shows that this matter has to be given serious attention in the forthcoming facilitating programme.

- **The SMT documented policy encourages staff to respond to learner diversity**

It has been noted in the various definitions of the concept "inclusive education" that the emphasis in this education system has more to do with how educators respond to individual differences, than it has to do with instructional configurations (cf. 3.3). It has also been noticed that all centres of learning should have the capacity to respond to a diversity of learner population (cf. 3.5.2). This is where the flexible quality of leadership will be required because it also allows others in the staff team to take on the new challenges without fear of failure or judgement (cf. 2.2). So it becomes necessary that the concerns projected by the respondents regarding the related policy (cf. 6.5 indicator 26) be moderately to seriously addressed in the programme.

- **'Special needs' policies at the school are emphasizing inclusion**

Respondents' evaluation of the "special needs" policies at the schools indicates that there is a need to extend them so that they emphasize inclusion. This is where school leadership as change agents have to play a role. As leaders, they should have one face turned toward change. It means SMT members should constantly re-examine the current conditions and formulate new possibilities. Leadership is a problem-finding as well as problem-solving approach. It is a dynamic process that challenges the organisation to high levels of consciousness and growth (cf. 2.3).

It therefore, becomes important that every effort be made to meet individual needs of the learners in the context of the regular classroom through an accommodating curriculum (cf. 3.3). It should not be denied that there are learners with severe disabilities who need special attention. These learners will be accommodated in envisaged vastly improved special schools (cf. 3.5.1.2). Note should be taken that

strengthening special schools is not an alternative approach, but it is a part of an inclusive system that inspires “special needs” policies to emphasize inclusion and acknowledge the central role played by all stakeholders (cf. 3.5.1.3).

The implication of the above is that serious thought should be given to this indicator (cf. 6.5 indicator 27), in the programme that is to be developed.

- **The leadership of the school has a policy that minimizes pressures of disciplinary exclusion**

It is important that barriers that prevent learners from attending school regularly are reduced. The policy that seeks to minimize disciplinary exclusion should systematically ensure that there is a consultation with the parents in cases where learners absent themselves from the school. It is also important for SMTs to realise that leadership means acknowledging creative complexity and controversy. By acknowledging the difficulties and by refusing to ignore the problems such as ill-disciplined behaviour of learners, SMTs will be allowing their schools and the people to be open and honest. This will assist SMT members in finding more creative ways of working with pressures of disciplinary exclusion (cf. 2.2). It means that disciplinary measures that are taken against wrongdoers will be corrective in nature.

Because a substantial number of the responses revealed in the empirical study were negative, it implies that this indicator (cf. 6.5 indicator 28) is to be moderately considered in the programme.

- **The SMT has established a reporting system that ensures that barriers to attendance are reduced**

The SMT members, as the disseminators of information, ensure that information reaches relevant people. This role implies that the leaders have to decide who should receive which information, and ensure that the information has been received. For this purpose, effective communication channels are necessary (cf. 2.6.2.3). The proposal for

addressing a reporting system that ascertains that barriers to attendance are reduced, is for more involvement of all stakeholders into the matters related to the schools. This will be reinforced by the articulation of contact numbers, contact hours, and various communication means that can be utilized. A school systematic response to the barriers that seeks to reduce attendance will provide a useful framework for developing an effective reporting system.

It is evident from the empirical study that there is slight disagreement and a neutral view held by a substantial number of especially educators regarding this matter (cf. 6.5 indicator 29); this implies that moderate consideration has to be given to this indicator in the forthcoming programme for facilitating effective leadership for inclusion.

- **SMT members are creating conditions where bullying is minimized**

It is important that as a matter of urgency, SMTs and educators ensure that bullying learners are dealt with accordingly. The SMT members, in their decision-making role, especially as disturbance handlers, should rather provide a sense of objectivity, clarity and perspective to learners who manifest unbecoming behaviour (cf. 2.6.3). The empirical results show that the majority of SMTs and educators are working together to make sure that intolerance to bullying is driven collectively – a number of educators, however, disagree. This is an indication that some, although little attention has to be given to this statement (cf. 6.5 indicator 30) in the programme.

- **The SMT instituted a procedure to ensure that the lessons are as responsive as possible to learner diversity**

This indicator requires some serious thinking and actions to be taken by the SMTs to ensure that lessons respond to learner diversity. It is interesting to note that educators in their new roles will have to view diversity as something to be valued rather than something to be eliminated. Thus, when educators plan their lessons, they will have to see learners as having something significant to contribute – some unique knowledge or perspectives that they only can share (cf. 3.5.2, 4.2.2). This follows that SMT members

need to maintain a high level of awareness of new practices potentially worthy of adoption. It means an acquaintance based on continued scanning of all information related to lessons that are responsive to learner diversity (cf. 2.7).

The empirical study reveals that although a relatively high number of respondents agree with this statement, the majority of the educators are dissatisfied regarding this issue (cf. 6.5 indicator 31). It therefore indicates that moderate attention has to be given to this particular indicator.

- **The SMT has guidelines that provide information about how learners can actively be involved in their own learning**

This is a critical role that the SMT and education officials can play to ascertain that learners actively participate in their learning. This is true because change-oriented school leaders try to achieve a certain degree of change in the system. They build a staff with diversity of views and approaches and encourage dialogue among them (cf. 2.7). Provision of information regarding this matter (cf. 6.5 indicator 32) will address dissatisfaction of some respondents. It will also ensure that all learners, whether learners experience barriers to learning due to mental or physical disabilities, receive proper and quality education.
The literature study on inclusive education indicates that such an education system enables learners to actively participate in the education process, enabling them to develop and extend their potential and participate as equal members of the society (cf. 3.5.2). The indication given by the empirical study is that moderate to serious attention has to be given to this indicator in the programme formulation, as the majority of educators indicate that no clear guidelines exist on active involvement in learning.

- **There are established guidelines set by the SMT to ascertain that learners learn collaboratively**

A disagreement by a reasonable percentage of SMT members and educators regarding this statement (cf. 6.5 indicator 33) is probably indicative of the fact that many school

leaders apply a laissez-faire leadership style regarding this matter. It means that there is a lack of objective work goals and organised group activities (cf. 2.5.3). Successful inclusive education instructional strategies that have been employed in countries where inclusion has been implemented, include cooperative learning as an important strategy that ascertains that learners learn collaboratively (cf. 3.4.1.1). It is therefore crucial that this statement be given serious attention to ensure that collaborative learning takes place.

- **Monitoring system by the SMT in respect of assessment encourages the achievement of all learners**

As the literature on leadership reveals, school leaders need to build reflective learning communities that can adapt to whatever challenges or opportunities that arise (cf. 2.7). It means that school leaders should ensure that assessment methods that are used, encourage all learners to achieve.

Among the measures that may facilitate inclusive goals is the role of assessment. A shift away from assessment being used to determine or describe individual's position in a range of classificatory systems towards an assessment which provides an account of what a learner knows, can do or has experienced, is crucial. This is an assessment that is more conscious of the holistic needs of the learner (cf. 3.5.4). It is, therefore, significant that the SMT provides all educators with information and training on different assessment techniques such as self-assessment, peer assessment and group assessment in order to encourage the achievement of all learners. This matter (cf. 6.5 indicator 34) also needs moderate consideration in the facilitating programme. This is because a substantial number of educators indicated a need for some improvement regarding this indicator, according to the empirical study.

- **The SMT has a document encouraging classroom discipline based on mutual respect**

This is a critical area (cf. 6.5 indicator 35) that needs to be moderately accentuated in the programme to allay the fears shown by some respondents in the empirical study. This despite the fact that two-thirds of SMT members and educators agree with the statement.

The document related to classroom discipline based on mutual respect, should be a guiding principle that deals with ill-discipline and disrespect by measures which are recognised as exceptional. This should not detract from or endanger in any way professional standards already established or the educational interest of learners.

- **The SMT plays a coordinating role in ensuring that educators plan, review and teach in partnership**

Among the many definitions of leadership given in the literature study, leadership is summarised as a calling and characteristic through which the leader in a creative and dutiful way directs and coordinates group interaction and activity in a specific situation on the basis of the group/team goals, with a view to their eventual attainment (cf. 2.2). Having also noticed that an inclusive environment requires cooperative learning among learners, it is important that educators emphasize collaborative or team-teaching because it is viewed as a cornerstone (cf. 3.4.1.1).

The SMTs' coordinating role regarding collaborative teaching is crucial in that educators get an opportunity to share common experiences, common problems and resolutions. In the empirical study the majority of the SMT respondents showed satisfaction to this statement, although a substantial number of educators did not agree (cf. 6.5 indicator 36)

It seems therefore that some, although little to moderate attention is to be given to this issue in the programme.

⁂ **The SMT has a plan of action to check that educators are concerned with supporting the learning and participation of all learners**

It is necessary that educators are not only concerned with teaching learners, but also be concerned with supporting them. It is the responsibility of the school leadership to check that educators support, do remedial work and record what has been done before external intervention can be considered. It is emphasized that the educational system and support should be appropriate, effective and sustainable (cf. 3.5.2). It therefore implies that the unitary system of education should include the integration of all support services into the general system, and facilitates access to a common curriculum through availability and resources so that all learners are enabled to participate in their education (cf. 3.5.2).

The responses from the empirical study reveals that this statement (cf. 6.5 indicator 37) deserves little to moderate attention - a minority of SMT members were concerned, although a substantial number of educators did not agree.

⁂ **All learners take part in activities outside the classroom**

The participation of all learners in extracurricular activities is critical because it enables them to develop socially and personally. It should be ensured that impending factors such as lack of sporting equipment are identified and corrected. Through this role, educational leaders have to decide which activities are to be extended or phased out. An important aspect of this role is how the educational leaders allocate their time to activities outside the classroom (cf. 2.6.3.3). This indicator (cf. 6.5 indicator 38) needs serious consideration in the programme because a high number of respondents, especially educators, were not in agreement.

- **The school leadership arranges regular meetings with the community members to draw upon community resources**

Among many definitions and descriptions of leadership in schools, it became interesting to note that school leadership is the reciprocal learning process enabling the participants in a community to construct meaning to a shared purpose (cf. 2.2). This means that an education system should be community-responsive to facilitate optimal involvement of the community in the education of learners of all levels (cf. 3.5.2). The implication therefore, is that regular meetings between the school staff members and community members should be held to ensure that community resources are drawn upon by the school. A revelation of the empirical study is that the majority of the respondents, especially the educators, disagree with this statement (cf. 6.5 indicator 39). This matter therefore, needs serious attention in the programme.

- **The school leadership creates the environment where staff expertise is fully utilized**

It is vital that the environment at schools allows staff to use their potential. It is indicated that good school leaders are those that are able to maximize the diverse leadership qualities of staff members, enabling them to take on leadership within their areas of expertise (cf. 2.6.1.2). Also of great importance is the acknowledgement of different skills and expertise of each educator (cf. 3.5.4) because that ensures that educators' emotional needs are addressed. Having noted the responses that other needs of the educators such as knowledge and skills have not been sufficiently met, it is critical that this matter (cf. 6.5 indicator 40) be moderately attended to in the programme.

- **Learner differences is used as a resource for teaching and learning**

This indicator (cf. 6.5 indicator 41) goes along with the principle of respect for human diversity that accentuates that differences among learners be seen as assets rather than liabilities. It means that learner differences should rather be viewed as something to be

valued than something to be eliminated (cf. 3.5.2). The majority of the SMTs and educators disagree with this statement and indicated that they require training to handle different learning barriers experienced by learners.

The implication of the above is that serious attention has to be given to this issue in the forthcoming facilitative programme.

- **The principal and SMT sell the vision of the school by ensuring that the policy on inclusion is addressed in most staff meetings**

The respondents have indicated that the policy on inclusion is rarely addressed in staff meetings. The immediate challenge therefore for the school leadership is to effect and sell the mission of the school, by ensuring that successful tales on inclusion moments are shared. The principal and other SMT members may also ensure that inclusive education as an item for discussion appears in most of the staff meetings (cf. 4.4.1). A lack of knowledge shown by the respondents implies that this particular indicator (cf. 6.5 indicator 42) has to be given serious and undivided attention in the programme. As the literature study indicated - good leadership requires imagination, and educational leaders need to keep their schools on track towards realising their visions (cf. 2.2).

- **The SMT encourages the optimal attainment of resources for inclusive education**

Obtaining resources for inclusive education is one of the most important functions of the SMT. However, most of the respondents are adamant that the school leadership is not encouraging the attainment of relevant resources. It becomes therefore critical that material resources (equipment), organizational resources (e.g. time), and human resources (people) be obtained to facilitate the implementation of inclusive education (cf. 4.4.2). One of the SMT goals when trying to attain resources and especially so in changing circumstances such as in the South African education system, is to be able to secure different players and know how to enlist them as resources to advance the

change effort (cf. 2.7). This is a matter (cf. 6.5 indicator 43) that deserves serious consideration the programme that is to follow.

- **Standard operating procedures at the school in respect of inclusion are continuously updated**

It is always the case that when changes occur, there is a standard operating procedure to effect those changes. For example, the leader should know who within the system has resources relevant to change and encourage adaptation to new ideas (cf. 2.7). The empirical study reveals that a substantial number of SMT members do not agree that updating of standard operating procedures in respect of inclusion takes place.

Education officials and school leadership often do not recognize that rules, regulations and requirements based on old structures may constrain reform efforts (cf. 4.4.3). It is therefore critical that the mission be accomplished and that the education system makes alterations to accommodate inclusion at both programmatic and individual levels (cf. 4.4.3). This indicator (cf. 6.5 indicator 44) also deserves serious attention in the programme.

- **The SMT has a procedure of monitoring the progress made with regard to inclusive education**

The research has made the inevitable revelation about how little the SMT members have set procedures of monitoring the improvement efforts towards inclusion. This task of school leadership is important because it ensures that implementers of inclusion stay true to its goals. It also ascertains that as school leaders, they remain committed to the reform process. This task also enables school leaders to gather information that can lead to necessary modifications (cf. 4.4.4). Because the majority of the respondents indicated a dissatisfaction regarding this statement (cf. 6.5 indicator 45), this indicator needs to be seriously highlighted in the programme.

⁂ **The SMT has a procedure in place to handle conflict arising from inclusion**

There is a significant sense among the respondents who identify themselves with the changes and those who support inclusive education that too little has been done by the school leadership to handle or prevent conflict arising from (possible) inclusion. It is therefore necessary that the SMT members recognize their role in setting the tone for the transformation process and ensure that decisions are made and challenges met in line with the philosophy of inclusion (cf. 4.2.2). This role focuses on the handling of unexpected changes (cf. 2.6.3.1). The various ways of addressing challenges arising in the process should be looked at from both inside and outside the school organization (cf. 4.4.5).

The indicator (cf. 6.5 indicator 46), therefore, needs to be given serious attention in the programme that is aiming to facilitate effective leadership for inclusive schooling.

This summative perspective on the findings of the literature review and empirical investigation presents the scientific foundation on which the programme for facilitating effective leadership for inclusive schooling can be developed.

7.3 A PROGRAMME FOR FACILITATING EFFECTIVE LEADERSHIP FOR INCLUSIVE SCHOOLING

It has been indicated in a preceding paragraph (cf. 7.1) that the drafting of this programme relies on the Index for Inclusion. It is important to remember that the Index consists of three dimensions. Each dimension is divided into two sections. It means that all in all, the Index has six sections. The researcher will therefore utilize these sections of the Index as a structure to draft a programme containing seven modules. The seventh module contains the functions of leadership for inclusion (cf. 4.4), as included in statements 42 to 46 of the questionnaire.

The rationale for utilizing the dimensions and sections of the Index have been because they enable one to focus attention on broad activities in which school leadership need to

engage to facilitate and create a wholly inclusive environment. The majority of the indicators/ statements utilized in the questionnaire have been part of the Index, thus fitting into the structure of the three dimensions and its six sections. As stated earlier, the seventh module consisted of the functions of leadership not effectively addressed in the three dimensions and six sections of the Index.

At this stage, the framework of the seven modules will be attended to.

DIMENSION A: CREATING INCLUSIVE CULTURES

MODULE 1: BUILDING COMMUNITY

NOTIONAL LEARNING HOURS: 15

(6 hours on literature study, 2 hours on discussion and activities and 2 hours on self-evaluation questions)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOME(S):

- Work effectively with others as members of a team, group, organisation and community
- Communicate effectively by using all methods of persuasion

ASSESSMENT METHODS: Oral work and self assessment

LEARNING OUTCOMES:

After completing this module, school leaders should be able to:

- Discuss and implement various communication structures through which local communities can be involved in the school
- Identify and apply aspects that facilitate collaboration among staff
- Explain briefly and demonstrate the functions of school leadership in creating a welcoming and respectful environment for all, and where learners, staff and parents work well together

POSSIBLE CONTENTS:

Serious attention

- The significance of the involvement of local communities in the school
- Ways of communicating between the school and local community
- Identification of most important local community stakeholders
- Facilities/skills that the school can share with the local communities

- Resources of the local communities beneficial for the school

Moderate attention

- Staff collaboration within an inclusive environment
- Reasons for a lack of collaboration amongst staff members
- Teamwork and collaboration as models for learners

Little attention

- The creation of welcoming conditions in schools where learners help each other, treat one another with respect, and where all stakeholders collaborate with one another

MODULE 2: ESTABLISHING INCLUSIVE VALUES

NOTIONAL LEARNING HOURS: 15

(6 hours on reading relevant sources, 4hours on activities and assessment)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOME(S):

- Communicate effectively using visual, symbolic and/or language skills in various modes
- Contribute to the full personal development of each learner and to the social and economic development of the society at large

ASSESSMENT METHOD: Projects and self assessment

LEARNING OUTCOMES:

At the end of this module, a school leader should be able to:

- Discuss and critically analyse inclusive education as a new education system in South Africa and the principles thereof
- Discuss advocacy as an important aspect regarding the implementation of inclusive education
- Identify critical issues that foster high expectations for all learners
- Explain briefly the following as they relate to the establishment of inclusive values:
    - Equal value of all learners
    - Removing all barriers to learning and participation in school
    - Minimizing discriminatory practices in school

POSSIBLE CONTENT:

Serious attention

- Inclusive education as a new educational philosophy in South Africa
- Factors that necessitated changes in the education system under the administration of the national Department of Education
- Principles of inclusive education in the recent literature
- Factors that enhance the establishment of inclusive values
- Impeding factors to the achievement of inclusive goals

Little to moderate attention

- Resources and educators' support as critical issues fostering high expectations for learners
- Roles of the staff in removing barriers to learning in the school
- The SMTs' plan of action regarding the reduction of discriminatory practices

Little attention

- The importance and implementation of a policy that emphasises the equal treatment of learners

DIMENSION B: PRODUCING INCLUSIVE POLICIES

MODULE 3: DEVELOPING A SCHOOL FOR ALL

NOTIONAL LEARNING HOURS: 15

(6 hours on literature reading, 2 hours on group discussions and 2 hours on feedback from groups)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOME:

- Communicate effectively using visual, symbolic and/or language skills in various modes
- Identifying and solving problems through creative decision-making

ASSESSMENT METHODS: Oral work and peer assessment

LEARNING OUTCOMES:

After the completion of this module, school leaders should be able to:

- Explain the significance of developing induction programmes for new staff and new learners, and develop such programmes
- Analyse the importance of making school buildings accessible to all people
- Demonstrate insight into aspects of policy that ensure that appointments and promotions are fair, and its relationship with successful inclusion
- Explain and critically discuss briefly how grouping practices should be conducted

POSSIBLE CONTENT:

Serious attention

- The task of the school leadership regarding induction programmes for new staff and new learners
- Functions and steps that should be performed by mentors during the induction process of new educators and new learners

Little to moderate attention

- The significance of making school buildings accessible to all people
- Important aspects regarding the following policies:
    - Appointment and promotion
    - Grouping practices in class

MODULE 4: ORGANISING SUPPORT FOR DIVERSITY

NOTIONAL LEARNING HOURS: 15

(5 hours on reading, 3 hours on group discussions and 2 hours on self-evaluation questions)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOMES:

- Work effectively with others as members of a team, group, organisation and community
- Be culturally and aesthetically sensitive across a range of social contexts
- Demonstrating an understanding of the world as a set of related systems

ASSESSMENT METHODS: Oral work and self assessment

LEARNING OUTCOMES:

At the end of this module, school leaders should be able to:

- Discuss and critically develop a holistic support policy guiding respective support policies
- Discuss and analyse the co-ordination of support as a responsibility of all staff members
- Critically discuss “special needs” policies as inclusion policies
- Evaluate staff development activities that help staff to respond to learner diversity
- Facilitate the development of the following school policies:

- Policy that encourages staff to respond to learner diversity
- Policy that seeks to minimize pressures of disciplinary exclusion
- Policy that seeks to reduce barriers to attendance

- Identify conditions where bullying is minimized

POSSIBLE CONTENT:

Serious attention

- The development of an overall support policy regarding the coordination of all forms of support
- Responsibilities of staff members regarding support given to learners
- Aims of “special needs” policy
- Theoretical views on “special needs” policies as inclusion policies

Moderate attention

- Policy development on staff response to learner diversity
- Policy development aiming at reducing disciplinary exclusion barriers to attendance

Little attention

- The role of the SMT in creating conditions where bullying is minimized

DIMENSION C: EVOLVING INCLUSIVE PRACTICES

MODULE 5: ORCHESTRATING LEARNING

NOTIONAL LEARNING HOURS: 15

(6 hours on reading and assignment writing and 4 hours on assessment)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOMES:

- Communicate effectively using visual, symbolic and/or language skills in various modes
- Reflect on and explore a variety of strategies to learn more effectively

ASSESSMENT METHODS: Written work and portfolios

LEARNING OUTCOMES:

After completing this module, school leaders should be able to:

- Identify and develop guidelines ensuring collaborative learning among learners
- Analyse and develop contents of a procedure ascertaining that all learners participate in activities outside the classroom
- Provide leadership guidelines regarding the following:
    - Learners' active involvement in their own learning
    - Lessons that are responsive to learner diversity
    - Assessment that encourages the achievement of all learners
- Briefly explain the role of SMT's in ensuring that educators plan, review and teach in partnership and also support learners

POSSIBLE CONTENT:

Serious attention

- Establishment of guidelines ensuring that learners learn collaboratively
- Responsibilities of the SMT in ensuring collaborative learning among learners

- Measures that facilitate participation of all in extracurricular activities
- Hindering factors regarding participation of all learners in activities outside the classroom

Moderate attention

- Guidelines and information concerning learners' active involvement in their learning
- An SMT monitored system of assessment that encourages the achievement of all
- The importance of a document dealing with classroom discipline based on mutual respect

Little to moderate attention

- The SMT's coordinating role in ensuring team planning and team teaching
- An SMT action plan to ensure staff support to learners

MODULE 6: MOBILISING RESOURCES

NOTIONAL LEARNING HOURS: 15

(6 hours on literature study, 2 hours on group discussions and 2 hours on assessment)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOMES:

- Work effectively with others as members of a team, group, organisation and community
- Reflect on and explore a variety of strategies to learn more effectively
- Identify and solve problems in a creative manner

ASSESSMENT METHODS: Oral work, peer assessment and self assessment

LEARNING OUTCOMES:

At the end of this module, school leaders should be in a position to:

- Discuss and critically analyse different resources, such as community resources and organizational resources
- Discuss learner difference as a resource for teaching and learning
- Briefly explain the role of school leaders in utilizing staff expertise

POSSIBLE CONTENT:

Serious attention

- Community resources – that is material resources, human resources and time (organizational) as resources for inclusion
- Local business, sport and study centres as well as voluntary bodies as community resources
- The significance of regular meetings with the community members
- Perspectives on learner differences as a resource for teaching and learning
- Different backgrounds, experiences, ages and geographical areas as resources useful for teaching and learning

Moderate attention

- The task of the SMT in utilizing staff expertise
- Conditions stimulating staff expertise to be utilised

MODULE 7: FUNCTIONS OF LEADERSHIP FOR INCLUSION

NOTIONAL LEARNING HOURS: 15

(6 hours on literature reading, 2 hours on group discussions and 2 hours on evaluation)

FORMAL CONTACT TIME: 5 hours

CRITICAL OUTCOMES:

- Work effectively with others as members of a team, group, organisation and community

- Collect, analyse, organise and critically evaluate information
- Communicating effectively by utilizing all possible methods of persuasion

ASSESSMENT METHODS: Oral work, peer assessment and self assessment

LEARNING OUTCOMES:

After the completion of this module, school leaders should be in a position to:

- Identify, discuss and implement critical functions of inclusive education leaders

POSSIBLE CONTENT:

Serious attention

- Defining vision from an inclusive school perspective
- Practical examples of selling an inclusion school vision as a function of SMT
- Standard operating procedures (SOP) as a function of inclusive school leadership
- The importance of continuously updating SOPs in respect of inclusion
- Monitoring progress as a critical task of school leaders
- SMTs' procedure for monitoring progress with regard to inclusive education
- Different views on causes of a conflict
- The presence of a procedure to handle conflict arising from inclusion as a function of SMT

7.4 RECOMMENDATIONS

This study was initiated against the background of the researcher's interest in leadership theory as well as inclusive education, and the current South African situation of inclusive education policy that should be incrementally phased in over the next 18 years.

In the light of the theoretical and empirical study done, the following recommendations for implementation can be made:

- ***Workshops for SMT members***: It is strongly suggested that this developed programme should be utilized in workshops by District Based Support Teams

(DBST) to impart knowledge about inclusive education and ensure that advocacy regarding this subject is adequately done.

- ***Workshops for educators***: These workshops will ensure that the educators are also made familiar with inclusive education system. The workshops will present opportunities for educators to collaborate and share knowledge and skills related to this subject. The developed programme can be slightly adapted to cater more specifically for educators' needs.

- ***Preparatory training for educators***: Educators' training during the preparatory stage of teaching that includes relevant aspects of the proposed programme will ascertain that confident, competent, skilful, and qualified educators are produced. This training will address the problems associated with teaching learners with diverse needs in one classroom, instructions, strategies, resource handling and assessment methods.

- ***Scheduled parent meetings***: Frequent parents meeting will help in making parents aware of their roles. The roles of the parents may include provision of information regarding the learner's health and social background. These meetings will present opportunities for parents to be informed about inclusion education system and important different learning support materials that may improve learners learning problems.

- ***Regular meetings with NGOs and various departments***: These meetings will be useful in informing all stakeholders regarding inclusion. Involving NGOs in school programme will also assist schools when there is a need for fund raising. Good communication with other departments such as the Department of Social Welfare, the Department of Health and the Department of Education will ensure effective inclusion. The Department of Social Welfare can help facilitate grants provision to the learners who qualify, the health department can ensure that those needing medical treatment are given attention and the education department can ensure that every learner receives good quality education.

Recommendations for further, related investigations are the following: The further development of a detailed programme in terms of developing detailed contents and learning material as well as the implementation and assessment of such a programme.

7.5 Limitations and final conclusion

This study certainly has its limitations. The initial part of the empirical investigation indicated that SMT members often demonstrated the halo effect via a questionnaire, as later confirmed by the educators' often more realistic responses. Another shortcoming is the fact that further empirical triangulation has not been done via interviews, and so on.

The final conclusion in this investigation is that the majority of School Management Teams and educators have, in essence, a good knowledge basic of leadership for inclusive schooling, but that huge efforts will have to be made through the suggested programme to attend to certain gaps in knowledge. The findings also suggest that the implementation of inclusive education will be hampered by an absence of implementation skills of the mentioned knowledge base.

Huge positives from the study are the possibilities that implementation of inclusive schooling can possibly be measured with an instrument such as the Index for Inclusion and that the identified functions of leadership can be very beneficial to school leaders.
It is foreseen that this study will contribute substantially to the effective establishment of inclusive education in South Africa over the next few decades.

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ADDENDUM A

DIMENSION B Producing inclusive POLICIES

B.1 Developing a school for all

INDICATOR B.1.1 *Staff appointments and promotions are fair*

i) Are opportunities for promotion seen to be open to all who are eligible, inside and outside the school?

ii) Do the promoted posts reflect the balance of genders and backgrounds of staff in the school?

iii) Does the composition of teaching and non-teaching staff reflect the communities in the school locality?

iv) Is there a clear strategy for removing barriers to the appointment of staff with impairments?

v) Do posts of higher status disproportionately favour particular sections of the community?

vi) Has the school established staffing equality targets?

vii) Is the valuing of diversity in students an essential criterion for the appointment of staff?

viii) Are there arrangements to cover the absence of support staff as well as classroom and subject teachers?

DIMENSION B Producing inclusive POLICIES

B.1 Developing a school for all

INDICATOR B.1.2 *All new staff are helped to settle into the school*

i) Does the school recognize the difficulties that new staff may have in settling into a new job in what may be a new locality?

ii) Do longer serving staff avoid making new staff feel outsiders, for example by the use of a ‘we’ or an ‘us’ which excludes them?

iii) Does every new member of staff have a mentor who is genuinely interested in helping him or her to settle into the school?

iv) Does the school make new staff feel that the experience and knowledge they bring to the school is valued?

v) Are there opportunities for all staff to share their knowledge and expertise so that this includes contributions from new staff?

vi) Are new staff provided with the basic information they need about the school?

vii) Are new staff asked about what additional information they need, and is it provided?

viii) Are the observations about the school of new staff sought and valued for the fresh insights that they may contain?

DIMENSION B Producing inclusive POLICIES

B.1 Developing a school for all

INDICATOR B.1.3 *The school seeks to admit all students from its locality*

i) Are all students from the locality encouraged to attend the school irrespective of attainment or impairment?

ii) Is the inclusion of all students from the local communities publicised as school policy?

iii) Are traveler children and young people, who visit the area, actively welcomed to the school?

iv) Are students from the local community, currently in special schools, actively encouraged to attend the school?

v) Once accepted at the school, is membership of the school community no more conditional for some students than for others?

vi) Is there evidence of an increase in the proportion of students from the locality included within the school?

vii) Is there evidence of an increase in the diversity of students from the locality included in the school?

viii) Have some students from the local area been refused entry within the last year?

DIMENSION B Producing inclusive POLICIES

B.1 Developing a school for all

INDICATOR B.1.4 *The school makes its buildings physically accessible to people*

i) Are the needs of deaf, blind and partially sighted people, as well as people with physical impairments considered in making the buildings accessible?

ii) Is the school concerned with the accessibility of all aspects of the school building and grounds, including classrooms, corridors, toilets, gardens, playgrounds, canteen and displays?

iii) Are organisations of disabled people consulted about the accessibility of the school?

iv) Is disabled access part of the building improvement plan?

v) Does the school pay attention to the requirement of the 1995 Disability Discrimination Act to make progress each year on the accessibility of the school?

vi) Is accessibility seen as about including disabled staff, governors, parents/carers and other members of the community, as well as students?

vii) Are projects concerned with improving the accessibility of the school buildings part of the school curriculum?

DIMENSION B Producing inclusive POLICIES

B.1 Developing a school for all

INDICATOR B.1.5 *All students, new to the school, are helped to feel settled*

i) Does the school have an induction programme for students?

ii) Does the induction programme work well for students and their families whether they join at the start of the school year or some other time?

iii) Is information available for parents/carers on the national and local education system as well as about the school?

iv) Does the induction programme take into account student differences in attainment and home language?

v) Are new students paired with more experienced students when they first enter the school?

vi) Are steps taken to find out the extent to which new students feel at home in the school after a few weeks?

vii) Is there support for students who have difficulty memorising the building layout, particularly when they first joint the school?

viii) Are new students clear about who to see if they experience difficulties?

ix) Are steps taken to familiarize students with the school before they transfer from pre-school or primary school?

x) When students are due to transfer from one school to another, do staff in each school collaborate to ease the change?

DIMENSION B Producing inclusive POLICIES

B.1 Developing a school for all

INDICATOR B.1.6 *The school arranges teaching groups so that all students are valued*

i) Are teaching groups treated fairly in the use of facilities, location of teaching rooms, allocation of teaching staff and staff cover?

ii) In planning teaching groups is attention paid to friendships and the presence of others who speak the same language?

iii) Is there an attempt to minimize the organisation of teaching groups according to levels of attainment or impairment?

iv) Where setting occurs are there plans to prevent disaffection in lower sets?

v) Where setting occurs do the arrangements give students an equal opportunity to move between sets?

vi) Are groups within classes rearranged, at times, so as to promote social cohesion?

vii) Does the school address the effects of setting by attainment on the gender composition of groups?

viii) Are schools mindful of the legal requirement to educate together students who do and do not experience difficulties in learning?

ix) Where there is a large imbalance of girls and boys in a particular year's intake, do schools consider establishing some single sex classes?

x) Do schools avoid restricting the curriculum (such as missing a foreign language) for students who are given additional literacy support?

xi) Where there are option choices, are all students allowed to make real choices?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.1 *All forms of support are co-ordinated*

i) Are all support policies seen as part of a strategy for the development of teaching and curricula for diversity throughout the school?

ii) Is there an overall support policy which is clear to all within the school as well as to those who support learning from outside the school?

iii) Are support policies directed at preventing difficulties in learning arising for students?

iv) Does the support given to individuals aim to increase their independence from it?

v) Is the co-ordination of support given high status within the school and led by a senior member of staff?

vi) Are support policies guided by what is best for students rather than the maintenance of professional territories?

vii) Is support for students who experience barriers to learning and participation seen as a responsibility of all members of staff?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.2 *Staff development activities help staff to respond to student diversity*

i) Do staff development activities support staff in working effectively together in classrooms?

ii) Is collaborative teaching followed by shared reflection, used to support teachers to respond to student diversity?

iii) Do staff observe lessons in order to reflect on the perspective of students?

iv) Do staff receive training in devising and managing collaborative learning activities?

v) Are there shared opportunities for teachers and classroom assistants to develop more effective collaboration?

vi) Are there opportunities for staff and students, to learn about peer tutoring?

vii) Do teaching and support staff learn about using technology to support learning (such as cameras, video, overhead projector, tape-recorders, computers/internet?

viii) Do staff explore ways of reducing disaffection by increasing the engagement of students in curricula?

ix) Is disability equality education provided for all staff?

x) Do all staff learn how to counter bullying, including racism, sexism and homophobia?

xi) Do staff and governors take responsibility for assessing their own learning needs?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.3 *'Special needs' policies are inclusion policies*

i) Is there an attempt to minimise the catogorisation of students as 'having special educational needs'?

ii) Does the school call its co-ordinator of support a learning support or inclusion co-ordinator, rather than a 'special educational needs co-ordinator'?

iii) Are students who are categorised as 'having special educational needs' seen as individuals with differing interests, knowledge and skills rather than as part of a homogeneous group?

iv) Are the attempts to remove barriers to learning and participation of one student seen as opportunities for improving the classroom experience of all students?

v) Is support seen as an entitlement for those students who need it rather than as a special addition to their education?

vi) Are the details of an entitlement to support made public to students and parents/carers and included within the school brochure?

vii) Where possible is support provided without recourse to formal assessment procedures?

viii) Are 'special needs' policies aimed at increasing learning and participation and minimising exclusion?

ix) Is there an attempt to minimise the withdrawal of students for support outside their mainstream lessons?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.4 *The Code of Practice is used to reduce the barriers to learning and participation of all students*

i) Is the operation of the Code of Practice integrated into an overall inclusion policy within the school?

ii) Is the Code of Practice seen as primarily about providing support rather than assessment and categorisation?

iii) Is support for teaching for diversity, seen as an alternative to individual support following categorisation?

iv) Do external support services contribute to the planning of teaching and learning so that barriers to learning are avoided?

v) Do staff convey a clear framework for external support services about how they should support learning within the school?

vi) Do external support agencies understand their role in enhancing the learning and participation of all students?

vii) Are Individual Education Plans about providing access to, and supporting participation within, a common curriculum?

viii) Do Individual Education Plans improve the teaching and learning arrangements for all students?

ix) Do statements of 'special need' build on the strengths of students and possibilities for their development, rather than concentrate on identifying deficiencies?

x) Do statements of 'special educational need' specify the changes in teaching and learning arrangements required to maximise participation in mainstream curricula and engagement with other students?

xi) Do statements of 'special educational need' specify the support required to maximise participation in mainstream curricula and communities?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.5 *Support for those learning English as an additional language is co-ordinated with learning support*

i) Is support for those learning English as an additional language seen to be the responsibility of all staff within the school?

ii) Is support aimed at identifying and reducing barriers to learning and participation for all students, rather than assigning them to categories of 'having a difficulty in an additional language' or 'having a learning difficulty'?

iii) Are high expectations for achievement maintained for all students who learn or have learned English as an additional language?

iv) Are interpreters of Sign Language and other first languages, available to support all who need them?

v) Is the effect of moving country and culture recognised as a possible barrier to learning and participation?

vi) Is teaching and support available from someone who shares a cultural background with students?

vii) Does support for students learning English as an additional language involve reflection on ways to improve teaching and learning for all students?

viii) Does support for students learning English as an additional language involve addressing barriers to learning in all aspects of teaching, curricula and school organisation?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.6 *Pastoral and bahaviour support policies are linked to curriculum development and learning support policies*

i) Is the aim of increasing the learning and participation of students seen as the primary aim of all pastoral and behaviour support staff?

ii) Are difficulties with behaviour related to strategies for improving classroom and playground experiences?

iii) Does behaviour support involve reflection on ways to improve teaching and learning for all students?

iv) Does behaviour support address barriers to learning and participation in school policies and cultures as well as practices?

v) Are all teachers and support assistants trained to respond to concerns about the disaffection and disruption of students?

vi) Does the school attempt to raise the feelings of self-worth of those with low self-esteem?

vii) Is the knowledge of parents/carers and their children used in overcoming concerns about the disaffection and disruption of these students?

viii) Do all students contribute to overcoming disaffection and disruption in school?

ix) Does support for 'looked after children' encourage educational achievement and continuity?

x) Does support for 'looked after children' encourage strong links between the school and carers?

xi) Do pastoral and 'behaviour support' policies address the well-being of students who are quietly troubled?

xii) Are steps taken to assess and respond to a tendency for more boys than girls to have low attainment and to express disaffection?

DIMENSION B Producing inclusive POLICIES
B.2 Organising support for diversity

INDICATOR B.2.7 *Pressures for disciplinary exclusion are decreased*

i) Is disciplinary exclusion seen as a process that may be interrupted by support and intervention in teaching and learning relationships?

ii) Are there meetings, involving staff, students, parents/carers and others, that attempt to deal with problems flexibly before they escalate?

iii) Are the connections recognised between devaluation of students, and disaffection, disruption and disciplinary exclusion?

iv) Are responses to concerns about the behaviour of students always to do with education and rehabilitation rather than retribution?

v) Are students, or others who are seen to have offended against the school community, treated with forgiveness?

vi) Are there clear, positive plans for re-introducing students who have been excluded for disciplinary reasons?

vii) Is there a policy to minimise all forms of disciplinary exclusions whether temporary or permanent, formal or informal?

viii) Is the aim of reducing temporary, permanent, formal and informal exclusions shared between staff?

ix) Are clear records kept about informal as well as formal disciplinary exclusions?

x) Are regular reports on disciplinary exclusion provided for the governing body?

xi) Are formal and informal disciplinary exclusions being reduced?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.8 *Barriers to attendance are reduced*

i) Are all barriers to attendance explored within the school as well as in children and young people's attitudes and homes?

ii) Does the school avoid using truancy as a reason for disciplinary exclusion?

iii) Are the relationships between truancy, bullying and the lack of supportive friendships recognised?

iv) Does the school respond to student pregnancy in a way that is supportive and non-discriminatory towards girls?

v) Does the school respond actively to students who have had a bereavement, a chronic illness or a long term absence in such a way as to ease their participation in school?

vi) Is there clear advice on extended leave that has been negotiated with the school's communities?

vii) Are there guidelines for integrating into the curriculum the experiences of those who are away for extended periods?

viii) Is there a plan to improve co-operation between staff and parents/carers over truancy?

ix) Is there a co-ordinated strategy between the school and other agencies?

x) Is there an efficient system for reporting absence and discovering reasons for it?

xi) Is a record kept of absences from individual lessons?

xii) Are absences from individual lessons seen as a reason for exploring relationships with teachers and what is taught?

xiii) Are the figures collected by the school an accurate reflection of 'real' unauthorised absence?

xiv) Is the 'unauthorised' absence of students, increasing or reducing?

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.9 *Bullying is minimized*

i) Is there a shared view of what constitutes bullying, between staff, parents/carers, governors and students?

ii) Is bullying seen as a potential accompaniment of all power relationships?

iii) Is bullying seen to be concerned with verbal and emotional hurt as well as physical assault?

iv) Is the threat of the withdrawal of friendship understood as a source of bullying?

v) Is bullying seen as potentially occurring in school, between staff, between staff and students, staff and parents/carers as well as between students?

vi) Are racist, sexist, disablist and homophobic comments and behaviour seen as aspects of bullying?

vii) Is there a clear policy statement about bullying, accessible to all governors, staff, students, parents/carers and other community members, which sets out in detail what behaviour is acceptable and unacceptable to the school?

viii) Are a range of men and women available with whom boys and girls can discuss problems about bullying and feel supported?

ix) Do students know who to turn to if they experience bullying?

x) Are there people inside and outside the school to whom staff can turn if they are being bullied?

xi) Are students involved in creating strategies to prevent and minimise bullying?

xii) Are clear records kept about bullying incidents?

xiii) Is bullying being reduced?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.1 *Lessons are responsive to student diversity*

i) Do lessons extend the learning of all students?

ii) Do lessons build on the diversity of student experience?

iii) Do lessons reflect differences in student knowledge?

iv) Do lessons reflect the different rates at which students complete tasks?

v) Do lessons allow for differences in learning styles?

vi) Are the learning aims of activities clear?

vii) Are mechanical copying activities avoided?

viii) Do lessons sometimes start from a shared experience that can be developed in a variety of ways?

ix) Do lessons involve work to be done by individuals, pairs, groups and the whole class?

x) Is there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio visual materials, practical tasks and information technology?

xi) Does the curriculum allow for different subjects to be learnt in different ways, for example, intensive literacy or foreign language courses?

xii) Do students have opportunities to record their work in a variety of ways, for example, using a first language with translation, drawings, photographs and tapes?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.2 *Lessons are made accessible to all students*

i) Is particular attention paid to the accessibility of spoken and written language?

ii) Do lessons build on the language experience of students outside school?

iii) Is technical vocabulary explained and practiced during lessons?

iv) Do curriculum materials reflect the backgrounds and experience of all learners?

v) Are all lessons made equally accessible to all boys and all girls by including a range of activities which reflect the range on interests within both genders?

vi) Are there opportunities for students who are learning English as an additional language to speak and write in their first language?

vii) Are students who are learning English as an additional language encouraged to develop skills of translation from a home language into English?

viii) Are students able to participate fully in the curriculum, in clothes appropriate to their religious beliefs, for example, in science and physical education?

ix) Are adaptations made to the curriculum for students who have reservations about participating because of their religious beliefs, in for example art, or music?

x) Do staff recognise the physical effort required to complete tasks for some learners with impairments or chronic illness, and the tiredness that can result?

xi) Do staff recognise the mental effort expended by some students, for example, using lip-reading and vision aids?

xii) Do staff recognise the additional time required by some students with impairments to use equipment in practical work?

xiii) Do staff provide alternative ways of giving access to experience or understanding for student who cannot engage in particular activities, for example, using equipment in science, some forms of exercise in physical education, or optical science for blind students?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.3 *Lessons develop an understanding of difference*

i) Are students encouraged to explore views which are different from their own?

ii) Are opportunities provided for students to work with others who are different from themselves in terms of background, ethnicity, impairment and gender?

iii) Do all staff avoid classist, sexist, racist, disablist or homophobic and other forms of discriminatory remarks and thereby act as positive role models?

iv) Do staff show that they respect and value alternative views during class discussions?

v) Are all languages treated as equally valuable?

vi) Are issues of classism, sexism, racism, disablism, homophobia and religious prejudice discussed?

vii) Does the curriculum seek to develop an understanding of differences of background, culture, ethnicity, gender, impairment, sexual orientation and religion?

viii) Are students taught about the multi-cultural influences on language and the curriculum?

ix) Do all students have opportunities to communicate with children and young people in other parts of the world?

x) Does the curriculum give a historical understanding of the oppression of certain groups?

xi) Is stereotyping questioned in curriculum materials and during classroom discussions?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.4 *Students are actively involved in their own learning*

i) Are students encouraged to take responsibility for their won learning?

ii) Is clear information provided about learning expectations within a lesson or group of lessons?

iii) Do the classroom environment, displays and other resources help independent learning?

iv) Is support or 'scaffolding' used that is sufficient to help students to move on in their learning while allowing them to draw on the knowledge and skills they already possess?

v) Are curriculum plans shared with students so that they can work at a faster pace if they wish?

vi) Are students taught how to research and write up a topic?

vii) Are students able to use the library and IT resources independently?

viii) Are students taught how to take notes from lectures and books and organise their work?

ix) Are students taught how to present their work in spoken, written and other forms, individually and in groups?

x) Are students encouraged to summarise what they have learnt verbally and in writing?

xi) Are students taught how to revise for tests and examinations?

xii) Are students consulted about the support they need?

xiii) Are students consulted about the quality of lessons?

xiv) Are students involved in designing teaching materials for each other?

xv) Are students given a choice over activities?

xvi) Are the interests of students identified and built upon within the curriculum?

xvii) Are the knowledge and skills acquired independently by students valued and drawn upon in lessons?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.5 *Students learn collaboratively*

i) Do students see the offering and receiving of help as an ordinary part of classroom activity?

ii) Are there established rules for students to take turns in speaking, listening and requesting clarification from each other as well as from staff?

iii) Do students willingly share their knowledge and skills?

iv) Do students refuse help politely when they do not need it?

v) Do group activities allow students to divide up tasks and pool what they have learnt?

vi) Do students learn how to compile a joint report from the different contributions of a group?

vii) When others in the class are troubled do students help to clam them down rather than wind them up?

viii) Do students recognise that every student should have their share of the limelight?

ix) Do students share responsibility for helping to overcome the difficulties experienced by some students in lessons?

x) Are students involved in assessing each other's learning?

xi) Are students involved in helping each other to set educational goals?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.6 *Assessment encourages the achievements of all students*

i) Do records of achievement reflect all the skills and knowledge of students, such as additional languages, other communication systems, hobbies and interests and work experience?

ii) Are assessments (including national assessments) always used formatively so that they develop the learning of students in the school?

iii) Are a range of assessments used that allow all students to display their skills?

iv) Are there opportunities for assessment of work done in collaboration with others?

v) Do students understand why they are being assessed?

vi) Are students honestly informed about the implications of the assessment process, for example, in Standard Attainment Tests or examination levels at GCSE?

vii) Are students given feedback that indicates recognition of what they have learnt and what they might do next?

viii) Are students involved in assessing and commenting on their own learning?

ix) Can students set clear goals for their future learning?

x) Is there monitoring of the achievements of different groups of students (boys/girls/ethnic minority students/students with impairments), so that particular difficulties can be detected and addressed?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.7 *Classroom discipline is based on mutual respect*

i) Does the approach to discipline encourage self-discipline?

ii) Do staff support each other to be assertive without being angry?

iii) Do staff share their concerns and pool their knowledge and skills in overcoming disaffection and disruption?

iv) Are classroom routines consistent and explicit?

v) Are students involved in helping to resolve classroom difficulties?

vi) Are students involved in formulating classroom rules?

vii) Are students consulted on how to improve the classroom atmosphere?

viii) Are students consulted on how to improve attention to learning?

ix) If there is more than one adult in the room do they share responsibilities for the smooth running of lessons?

x) Are there clear procedures, understood by students and teachers for responding to extremes of challenging behaviour?

xi) Is it recognised by all staff and students that it is unfair for boys to take up more of the teacher's attention than girls?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.8 *Teachers plan, teach and review in partnership*

i) Do teachers share in planning schemes of work for lessons and homework?

ii) Do teachers engage in partnership teaching?

iii) Is partnership teaching always used as an opportunity for shared reflection on the learning of students?

iv) Do teachers welcome comments from colleagues on, for example, the accessibility of the language of instruction and the participation of students in activities?

v) Do teachers modify their teaching in response to the feedback from colleagues?

vi) Do classroom and support teachers share in working with individuals, groups and the whole class?

vii) Do teachers and other staff who work together provide a model of collaboration for students?

viii) Do teachers engage with others in joint problem solving when the progress of a student or group is a cause for concern?

ix) Do staff work in partnership, share responsibility for ensuring that all students participate?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.9 *Teachers are concerned to support the learning and participation of all students*

i) Do class and subject teachers take responsibility for the learning of all students in their lessons?

ii) Do teachers check on the progress of all students during lessons?

iii) Do teachers share their attention equitably, irrespective of gender and ethnic background?

iv) Do all students feel they are treated fairly?

v) Are there attempts to view teaching and support from the students' view?

vi) Are support teachers concerned to increase the participation of all students?

vii) Do teachers aim to maximise independence of students from their direct support?

viii) Do teachers look for alternatives to individual support, for example, through the planning of lessons and resources and group teaching?

ix) Is the presence of additional adults always seen as an opportunity to reflect on curricula and teaching approaches for all students?

x) Are the attempts to remove barriers to learning and participation of one student seen as opportunities for improving the classroom experience of all students?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.10 *Learning support assistants are concerned to support the learning and participation of all students*

i) Are learning support assistants involved in curriculum planning and review?

ii) Are learning support assistants attached to a curriculum area rather than particular students?

iii) Are learning support assistants concerned to increase the participation of all students?

iv) Do learning support assistants aim to maximise independence of students from their direct support?

v) Do learning support assistants encourage peer support of students who experience difficulties in learning?

vi) Are learning support assistants careful to avoid getting in the way of young people's relationships with their peers?

vii) Are learning assistants given a job description which provides parameters for their duties and ensures that they are not expected to take responsibilities for which they are not paid?

viii) Are the views of learning support assistants sought about the nature of their job descriptions?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.11 *Homework contributes to the learning of all*

i) Does homework always have a clear teaching aim?

ii) Is homework related to the skills and knowledge of all students?

iii) Are there opportunities for recording homework in a variety of ways?

iv) Does homework extend the skills and knowledge of all students?

v) Do teachers support each other on how to set useful homework?

vi) Are students given sufficient opportunity to clarify the requirements of homework before the end of lessons?

vii) Are homework tasks modified if discussion reveals that they are not meaningful or appropriate for some students?

viii) Are there opportunities to do homework on the school premises, during lunch time or out of school hours?

ix) Is homework integrated into curriculum planning for the term/year?

x) Does homework encourage students to take responsibility for their own learning?

xi) Do those who set homework ensure that is can be completed without assistance from parents/carers?

xii) Are there opportunities for students to collaborate over homework?

xiii) Do students have choice over homework so that they can relate it to the development of their knowledge and their own interests?

xiv) Can students use homework to sustain an area of interest over a period of time?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.1.12 *All students take part in activities outside the classroom*

i) Are there a range of clubs and other activities that appeal to all students?

ii) Are there transport arrangements to enable students who have to travel far or have restricted mobility, to take part in after school events?

iii) Are all students encouraged to take part in music and drama and physical activities?

iv) Are there opportunities for boys and girls to take part in single sex groups if there are activities in which one gender predominates (such as computer or chess club or choir)?

v) Are there opportunities for single sex groups where mixed activities are prohibited on cultural, religious or other grounds?

vi) Are children and young people discouraged from monopolising the space in the playground (for example for football)?

vii) Are students taught a repertoire of playground games that can include children with a range of skills?

viii) Do students who are chosen to represent their classes reflect the diversity of students in the school?

ix) Do students chosen to represent the school reflect the diversity of student in the school?

x) Are school trips, including overseas visits, made accessible to all students in the school irrespective of attainment or impairment?

xi) Are all students given opportunities to take part in activities which support and benefit the local communities?

xii) Do games and PE lessons encourage sport and fitness for all?

xiii) Do sports days include activities in which everyone can take part, irrespective of skill level or impairment?

DIMENSION C Evolving inclusive PRACTICES

C.1 Orchestrating learning

INDICATOR C.2.1 *School resources are distributed fairly to support inclusion*

i) Is there an open and equitable distribution of resources in the school?

ii) Is it clear how the resources are assigned to support students of different ages and attainments?

iii) Are resources directed at encouraging independent learning?

iv) Are staff aware of the resources delegated to the school to support students categorised as 'having special educational needs'?

v) Are resources, delegated to meet 'special educational needs', used to increase the capacity of the school to respond to diversity?

vi) Are support resources directed at preventing barriers to learning and participation and minimising student categorisation?

vii) Do staff review the use of delegated resources regularly so that they can be used flexibly to respond to the changing needs of all students?

DIMENSION C Evolving inclusive PRACTICES

C.2 Mobilising resources

INDICATOR C.2.2 *Community resources are known and drawn upon*

i) Is there a regularly updated record of resources in the locality that can support teaching and learning?
This might include:

- museums
- art galleries
- local religious centres
- representatives of community groups and associations
- parish, town, city and county councils
- local businesses
- hospitals
- homes for the elderly
- police services
- fire services
- voluntary bodies
- sports centres and facilities
- parks
- water, river and canal authorities
- politicians
- unions
- ethnic minority leaders
- citizens advice bureaux
- city and rural farms
- countryside authorities
- heritage and ancient building authorities
- train stations, airports, transport authorities
- study centres
- further education colleges, universities

ii) Do members of the local communities contribute to the curriculum in school?

iii) Are parents/carers and other community members used as a source of support in classrooms?

iv) Are disabled adults involved in supporting students in the school?

v) Do people working in the area act as mentors to support students experiencing difficulties?

vi) Are the resources available to some homes, such as reference material, drawn on to support all students?

DIMENSION C Evolving inclusive PRACTICES

C.2 Mobilising resources

INDICATOR C.2.3 *Staff expertise is fully utilised*

i) Are Staff encouraged to draw on and share all their skills and knowledge to support learning, not only those given by their job designation?

ii) Are staff encouraged to develop their knowledge and skills?

iii) Is the variety of languages spoken by staff used as a resource for students?

iv) Do teachers with particular skills and knowledge offer their help to others?

v) Are the differences in culture and background of staff drawn upon in curriculum development and teaching?

vi) Are there formal as well as informal opportunities for staff to resolve concern over students by drawing on each other's expertise?

vii) Do staff challenge each other's assumptions about the origins of students' difficulties?

viii) Do staff offer alternative perspectives on concerns about students?

ix) Do staff in the school learn from instructive practice and experience of staff in other schools?

x) Are local special school staff involved in sharing their expertise with mainstream staff?

DIMENSION C Evolving inclusive PRACTICES

C.2 Mobilising resources

INDICATOR C.2.4 *Student difference is used as a resource for teaching and learning*

i) Are students encouraged to pool their knowledge, for example, of different countries, regions and areas of towns or about family histories?

ii) Are students taught about what they can learn from other of different background and experience?

iii) Do students with more knowledge or skill in an area sometimes tutor those with less?

iv) Are there opportunities for students of different ages to support each other?

v) Are a wide variety of students chosen to tutor others?

vi) Is everyone seen as having important lessons to teach by virtue of their individuality, irrespective of attainment or impairment?

vii) Are the variety of languages spoken by students used as an integral part of the curriculum and as a rich linguistic resource for language work?

viii) Do students who have overcome a particular problem pass on the benefits of their experience?

ix) Are the barriers to learning and participation of some students, for example in gaining physical access to a part of a building or to an aspect of the curriculum, used as problem solving tasks or projects?

DIMENSION C Evolving inclusive PRACTICES

C.2 Mobilising resources

INDICATOR C.2.5 *Staff develop resources to support learning and participation*

i) Do teachers develop shard, recyclable resources to support learning?

ii) Do all staff know of the resources available to support their lessons?

iii) Does the library support independent learning?

iv) Is the library organised so that it supports the learning of all?

v) Is there a range of good quality fiction and non-fiction for all learners including the variety of languages used by students, and Braille and taped for students with visual impairments?

vi) Is there a well organised video library?

vii) Are computers integrated into teaching across the curriculum?

viii) Is there a system for making effective use of educational television programmes within the curriculum?

ix) Is e-mail and the Internet used efficiently by staff to assist teaching and learning?

x) Are all students given opportunities to communicate with others on paper, by telephone and by e-mail?

xi) Is the Internet used efficiently by students to help with school work and homework?

xii) Are cassette reorders used to support oral work across the curriculum?

xiii) Are new technological opportunities exploited when they become available, for example, voice recognition programmes, as a support for students who have extream difficulty in writing?

xiv) Are worksheets used only when they are clearly understood by students and extend their learning?

xv) Are appropriately adapted curriculum materials, for example, in large print, or Braille, available for students with impairments?

ADDENDUM B

ADDENDUM C

ADDENDUM D