

**School-based Support Teams as Communities of Enquiry:
A Case of Developing Inclusive Practices in the Free State
Province of South Africa**

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ABSTRACT School-Based Support Teams were established by the South African National Department of Education in schools to deal with inclusive education and its implementation at school level. The role of these teams include, among others, organising support and establishing the individualised education programmes for vulnerable and learners perceived to be having barriers to learning. However these teams also have to be instrumental, engage, reflect and probe and enquire about the inclusive pedagogic practices in order to develop and enhance their use in the classrooms. This paper therefore analyses the role of the School-Based Support Teams (SBST) in relation to the development of inclusive practices. The study was a case study within qualitative action research design. Data was analysed using an inductive analytical framework and group interpretative data analysis method. Among the findings of the study is that South African teachers are less critical, reflective and collaborative and there is a need to transform the SBSTs to be communities of enquiry which will on the continuous bases probe, critique, and reflect practice in order to improve and develop inclusive practices.