

Exploring Effective Teaching Practices for Inclusion: A Case of a South African Secondary School

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ABSTRACT The South African education system has undergone several changes at different levels since the advent of democracy in 1994, yet it still bears the hallmarks of the fragmented education system that was based on the policy of apartheid. Although Inclusive education has been adopted as a way of promoting access to education for learners experiencing barriers to learning and development, challenges persist. In this paper the researcher explored classroom teaching practices that are effective in promoting inclusion in South African secondary school, based on a case study in which a collaborative action research method was adopted. The research was qualitative and non-positivistic, and assumed a critical emancipatory approach. Data were collected from 15 teachers and a focus group composed of 12 learners. Various data-collection methods were employed, namely participant observation, interviews, focus group interviews with learners and research diaries. The researcher employed the principle of group interpretative analysis together with the teachers to analyse data and arrive at conclusions. Furthermore, findings indicate that knowledge about practices of inclusion is influenced by context of each school and the teachers' need to collaborate and reflect on practice in order to develop practices that enhance inclusion.