

Competencies that Educators Need in Order to Manage Inclusive Classrooms: The Case of One High School in Alice

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KEYWORDS Special Needs Education. Diversity. Learning Barriers. Development. Learning Needs

ABSTRACT This paper aims to ascertain the kind of competencies needed by educators to enable them identify learner's needs in diverse classrooms. The study attempts to identify the challenges encountered in inclusion which is rampant in schools nowadays. Its purpose is to inform and suggest and guide the actions by governments, international organisations, national aid agencies, non-governmental organisations (NGOs) and other bodies in implementing the Salamanca Statement. The method of the design of the study was phenomenological and the tool for data collection was interviews and observation. The researchers came up with the main finding that inclusive education challenges the assumptions about the purpose of education and the process of teaching and education. The study concluded that for a successful management of inclusive education, educators need to be supported in the development of new skills and effective practices for their classrooms.