© Kamla-Raj 2017

Int J Edu Sci, 18(1-3): 181-190 (2017)
DOI: 10.31901/24566322.2017/18.1-3.19

Managing the Teaching of Diverse Learners in Inclusive Classes in a South African Context

Sharon Thabo Mampane

University of South Africa, 1 Preller Street, Muckleneuck Campus, Pretoria, Gauteng Province, South Africa, 0003
Telephone: +27124296542, E-mail: mampast@unisa.ac.za

KEYWORDS District Support Team. Inclusive Education. School-based Support Team. Teacher Support. White Paper 6

ABSTRACT The White Paper 6 of 2001 addresses the teaching of the special educational needs of learners in public schools in South Africa. It provides for all learners - irrespective of barriers to learning and development – to have the right to be educated in a public school by well-trained teachers. In line with this policy this original study analysed the experiences of teachers of inclusive classes and the roles played by school-based support team (SBST) members in terms of adequately capacitating and supporting the teachers. The challenges that are encountered by principals, SBST members and phase teachers in providing support for teachers of inclusive education were explored. Semi-structured interviews were conducted with SBST committees to determine the phenomenon and level of support for teachers of inclusive education. The findings revealed that principals lack training and rely on the district for support and intervention strategies for teachers and learners in inclusive classes. This paper argues that inclusive schools do not only require the implementation of new policies but that on-going inclusive development support, in-service training and planning for differentiated learning methods are also important for the successful realisation of an inclusive system. Educators need exposure to inclusive teaching in order to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans.

INTRODUCTION

Despite the considerable progress made in introducing education policies to support inclusive classes in schools, a number of authors have concluded that progress in making schools more inclusive, seems to have ceased (Ferguson 2008; Vislie 2003). Inclusion requires a participative situation in which learners with disabilities are educated together with their non-disabled peers by providing special education support and services; full inclusion means that learners with disabilities should be educated with their non-disabled peers at all times (Bauer and Brown 2001: 33). Factors, such as a lack of knowledge and skills for teaching learners with special needs as well as limited training in teaching inclusive classes, do not motivate teachers to approach inclusive education with a positive attitude (Black-Hawkins et al. 2007). Foreman et al. (2001: 239) further suggest that this can only be realised in a unified education system where all role-players work together and are supported in creating learning that meets the diverse learning needs of every learner. However, some countries, such as Australia, Canada, France and Germany - among others, have addressed the issue of support for inclusive education through the use of task forces, long-term studies, short-term professional development and short-term pay incentives (Boyer and Gillespie 2000).

Most inclusive class teachers have completed a basic teacher training programme which has not sufficiently covered inclusive education. For them to change, adapt and become experts in teaching learners of all abilities could take years for the effects to be discernible. It is, therefore, imperative that teachers should be qualified and motivated by support received from management as well as other school stakeholders. School leaders and managers should establish a variety of external and internal support structures that provide for the needs of the teachers. According to Glatter (1997), support for teachers of inclusive classes has been overlooked for too long - even though it influences an understanding of internal school management processes. Support given by schools may influence internal decision-making processes. Inclusion is "the practice of including another

group of students in regular classrooms, those with problems of health and/or physical, developmental, and emotional problems" (Worrell 2008: 43) and it is central to addressing the problems caused by a multitude of reasons and barriers that children with disabilities on the African continent face in education systems (ACPF 2011). In the South African context many disabled children were previously excluded from being taught in mainstream education (Department of Education 2001).

Learners with special education needs should be taught in regular schools in order to achieve Education for All goals (International Disability and Development Consortium 2013). In most countries inclusive education occupies centre stage in the global discourse concerning educational policy; the discussion shapes its scope and reform in low income and rapid-growth countries where the majority of children encounter barriers to public education (Winter and O'Raw 2010). The policy trends of the past 30 years have seen a clear shift away from the acceptance of orthodox segregated education for children with special educational needs (Winter and O'Raw 2010: 3). In the United States (US) several reforms, such as the Handicapped Children's Act of 1975 and the Disabilities Act (IDEA) of 1990 and revised in 1997, were introduced to support inclusive education (Evans and Lunt 2002) but with limited success. Furthermore, the shortage of teachers who are specially trained and motivated to teach inclusive classes, globally, is a great concern. There is evidence that teachers teaching inclusive classes need the support of principals and school-based support systems (SBSTs) to deliver results (VSO 2000: 4). A shortage of trained teachers' impacts seriously on the achievement of learners, more so, learners from marginalised groups who may need some extra encouragement or assistance, to achieve their educational potential.

Latin America and Mexico support Millennium Development Goals, especially Goal No. 2 on universal primary education which states that teachers need to be qualified, motivated and provided with support. Moves have recently been made to create a more equitable education system through universal access to primary education, the eradication of adult illiteracy and an overall improvement in the quality and efficiency of education (UNESCO 2006). Therefore, inclusive education is now seen as central to human rights and equal opportunities and it is a priority policy objective of liberal democracies (NCSE 2010: 3) which is the underpinning idea embedded in the White Paper 6 of South Africa. The Constitution of South Africa also states that all children, young people and adults have the right to benefit from an education that meets their basic learning needs in the best and fullest sense of the term (CRSA 1994). This is in line with the reform processes that paved the way and shaped the move towards a more inclusive society which addresses barriers to learning in the education system as well as improvements in rights, fraternity and equality for all citizens (Roaf and Bines 2004). Several high-level transnational initiatives and advocates for inclusivity in society have also drawn the public's attention to the plight of millions of people, especially children, who have - for centuries - experienced exclusion within their own communities (UNESCO 2003).

Since the White Paper 6 was introduced in South Africa the implementation of inclusion policies – as in the US – has not been effective (Dalton et al. 2012; Kalenga 2005). While countries like South Africa and the US have struggled, Scotland, Northern Ireland and the Republic of Ireland have used parental involvement to promote mutual respect and understanding between the home, the school and the wider community to achieve effective inclusive education (Winter and O'Raw 2010: 77). The argument has been that inclusive education means different things in different countries which often make it difficult to draw a unified conclusion because of the differing contexts. Inclusion policy requires a way of thinking and acting that allows every individual to feel accepted, valued and safe. School-based support teams established in schools should consciously strive to meet the changing needs of the teachers and learners in inclusive classes. Through recognition and support, an inclusive community will provide meaningful involvement and equal access to all learners in inclusive classes.

Managing the Teaching of Inclusive Education

On issues of training and professional development across the whole field of special education, Ellins and Porter (2005) maintain that almost half the teachers of learners experiencing learning barriers have no specialist knowledge

or training. It is against this background that support is important and that careful planning is needed to ensure that teachers of inclusive education have the knowledge, skills and resources to develop knowledge and skills (Salisbury and McGregor 2005). The principal, as a critical member of the school, is looked to for direction; if the leader of a school sends uncertain or contradictory messages, teachers struggling to implement the new policy of inclusion will not be motivated. School leaders, mostly school management team (SMT) members who belong to school-based support teams, should play an important role in making all learners feel welcome and ensure that they are able to learn essential academic and non-academic lessons, in preparation for life in the community (Salisbury and McGregor 2005). School management teams, principals, deputy principals and heads of departments in schools are promoters of effective teaching and learning. They play unique roles in helping learners, staff members and parents think and act more inclusively. This means that all role-players should work together and be supportive of one another in creating learning that meets the diverse learning needs of every learner. Supporting the teaching of inclusive education is a way of protecting inclusive classroom teachers from the pressures of change, therefore, the SBSTs need to develop policies and working practices which assure the success of teaching and learning in inclusive classes. A study by Eloff et al. (2002) indicates that teachers of inclusive classes require a great deal of support because teaching these classes is stressful for teachers. They become frustrated by the amount of time that needs to be spent in planning, developing curriculum modifications, and strategising over social interaction, as well as the use of a number of different approaches to teach content and skills. Furthermore, the National Curriculum Statement (NCS) presents a challenge in that it advocates cooperative learning, whereas inclusive teaching requires teachers to adapt to a different style and pace of teaching and learning for different learners (DoE 2005) which includes their instructional methods that involve student practice in class, independent work activities, out of class activities and homework.

Diverse support structures often involve a range of different staff members, approaches, and working methods. Established support structures in schools, such as the school-based support team (SBST), may sometimes be supportive and at other times act as a barrier to inclusion. Resources are important to assist the SBST structure to respond flexibly to a range of organisational, individual, staff and family needs (European Agency for Development in Special Needs Education [EADSNE] 2009). Inclusive classrooms may also require co-teaching and, therefore, schools should be able to access funds to hire assistant teachers in single classroom settings (Hazlett 2001). In terms of this approach one teacher leads the lesson and the co-teacher plays an assisting role. For example, while the co-teacher leads a lesson on a listening strategy or presents a test review, the classroom teacher may gather observational data on targeted learners. Alternatively, while the classroom teacher presents a lesson, the co-teacher helps to keep the learners' attention on the task; checks written work as it is completed; and responds quietly to learners' questions (Dieker and Murawski 2003; Friend and Bursuck 1999: 83). Where schools are not financially viable, support may not succeed.

Barriers to Teaching Inclusive Classes

According to Pivik et al. (2002), barriers to teaching general and special education classes are particularly problematic as inclusive classes require more teacher attention than would be the case in a general class. A study by Jordan et al. (2009) suggests that general education teachers are not prepared for the inclusion of special learners in their classes; they tend not to focus on behaviour in general mainstreamed classes as long as the learners do not exhibit emotional or behavioural problems. Another problem for general education teachers is that most of them are often unaware of special learner needs and rarely use psychological reports in their planning (Jordan et al. 2009). It is, therefore, imperative that inclusive class teachers be given assistance in planning for inclusive classes by SBSTs and other support structures. Teachers teaching learners with learning difficulties also require special resources in the classroom in order to help the learners achieve their potential (Masango 2013). In a study of inclusive classes and teacher support, Hockings et al. (2008) maintain that a paradigm shift is required to an approach that is proactive, effective and financially viable for teachers to teach inclusive classes.

Inclusive education teachers need support because inclusive education is a complex phenomenon requiring differentiated learning to meet the needs of different learners at different levels (Scruggs et al. 2007). According to Eloff and Kgwete (2007), a substantial body research exists on inclusive education, but more needs to be done in terms of teacher support. They argue that there is a fundamental contradiction between supporting teaching as a strategy for change and supporting teaching in inclusive education.

Conceptual Framework

The conceptual framework used for the purposes of this paper is based on the diversity inclusive programme model of LaVergne (2008) which is framed by the philosophical foundations of Salend's (2008) Principles of Inclusion, Bank's (2008) Dimensions of Multicultural Education and Gay's (2000) Culturally Responsive Teaching Theory. LaVergne's (2008) diversity inclusion is in line with the White Paper 6 of 2001 which provides for addressing the needs of all learners - irrespective of barriers to learning and development – and the right to be educated in a public school by well-trained teachers. LaVergne's (2008) conceptual framework further aligns with the White paper 6 regarding the support of teachers of inclusive classes in developing a positive attitude to teaching learners with diverse educational needs. Because of South Africa's post-apartheid history of segregation and discrimination, the existing challenges regarding a lack of training in inclusive education may be why SBSTs struggle to support teachers teaching inclusive classes. Therefore, success in managing the teaching of diverse learners in inclusive classes within the South African context requires a well-prepared inclusive programme for inclusive education in schools. The developed inclusive programme should, ultimately, result in the effective management of teaching diverse learners in an inclusive educational classroom culture that addresses the needs of all learners and brings with it the successful achievement of all learners in inclusive classes (LaVergne 2008).

METHODOLOGY

The focus of this paper is on managing the teaching of diverse learners in inclusive classes in a South African context, using three main questions from the original interview protocol. The aim was to explore how public school teachers understand the teaching of inclusive education - as stated in the White Paper 6; what role SBSTs play in supporting teachers teaching inclusive classes; and what are the expectations of teachers teaching inclusive classes. A qualitative multiple case study approach was used to explore the phenomena, using in-depth semi-structured interviews. The rationale for choosing multiple case studies was to compare the different cases in order to gain an understanding of how the teaching of diverse learners in inclusive classes in the South African context is managed - as required by the White Paper 6. In the collection of data this approach allowed for the exploration of the management processes applicable in the teaching of inclusive classes; the unique experiences of teachers teaching inclusive classes; the support mechanisms in place; and the challenges experienced in managing the teaching of inclusive classes. All the participants were asked the following interview questions:

- How is the teaching of inclusive education, as described in the White Paper 6, managed?
- What is the role of SBSTs in supporting teachers of inclusive classes?
- What are the expectations of teachers teaching inclusive classes?
- What are the challenges of managing teaching in inclusive classes?

Sampling

Purposive and convenience sampling were used to select information rich cases that would answer the research questions asked. The sample consisted of 14 male and female primary school teachers on the SBST committee of Gauteng Province. Seven teachers from each of two schools who were members of the SBST committee and who were involved in inclusive teaching were purposively sampled. The sample consisted of two school management team (SMT) members, two school-based support team (SBST) members and three teachers from each school phase - one Foundation Phase, one Intermediate Phase and one Senior Phase teacher. The criteria for sampling the participants were: involvement in the SBST committee; teaching

an inclusive class in a South African public school; a willingness to participate in the study; and working within a radius of 50km to Pretoria, for ease of access.

Data Collection

Data was collected directly from participants by means of one-on-one semi-structured interviews which allowed for additional probing questions to be asked for clarity and for greater depth (Creswell 2003). The participants were interviewed at their various schools and permission to conduct the research was granted by the relevant department of education which also supplied the researcher with the names and e-mail addresses of the selected schools. Each participant was interviewed for approximately 30 minutes and the interview questions used were open-ended (Rubin and Rubin 2005). The primary data from multiple cases was triangulated to cross-check the consistency of the findings and to provide more comprehensive and relevant information (Cole 1994). Participants were given a copy of the transcripts after each round of interviews, for feedback. Any deletions or revisions to the transcripts during member-checking gave this study greater validity because the participants checked the data analysis and its interpretation (Atkinson and Hammersley 1998; Glesne 1999). Peer reviewers and colleagues of the researcher looked for researcher bias in the study and requested clarification on specific analytical findings.

Document Analysis

Official documents, like the White Paper 6 of 2001, on the rights of learners with barriers to learning and development, and the South African Schools Act (1996), were analysed as a means of acquiring information on how teachers of inclusive education should manage and teach. Other documents, such as the inclusion policy, circulars, minutes of SBST meetings and evaluation reports used by teachers of inclusive classes, were analysed and triangulated with data from the interviews. Data was analysed in terms of logic and for varied understandings of how the teaching of inclusive education was managed. The data was then coded using open-coding to establish initial codes (Strauss 1987: 55-56). The codes were grouped into categories and emerging categories were merged into broad themes (Glasser and Strauss 1999: 76). Ethical considerations and consent for access were adhered to in line with the policies of the Gauteng Department of Education, the ethics committee of the University of Pretoria and the School Governing Bodies of the selected schools. Participants signed letters explaining the purpose of the study as their agreement to be interviewed. Participants were assured of confidentiality of responses, as well as their rights to withdraw at any time - should they wish to do so. Appointments were scheduled with the participants outside school working hours, to conduct the interviews.

RESULTS

Theme 1: Participants' Understanding of Inclusive Education

All participants understood inclusive education as it is explained in the White Paper 6 and in the new constitution of South Africa (1996). They claimed that it is practiced in their schools because they believe that all learners can be taught at the same public schools, despite differences in their abilities. They were also of the opinion that no learner should be discriminated against and, therefore, their learners with different learning abilities were in the mainstream. Most participants understand the concept of inclusive education because the government requires all schools to comply and implement this policy in all regular South African public schools. They gave different explanations but, basically, all agreed that inclusive education can be summed up as the non-discrimination of learners. Although South Africa is among the countries that implement inclusive education policies, there is, nevertheless, no indication that these policies have achieved their purpose which is similar to the situation in the US (Boyer and Gillespie 2000); it is also a popular scenario among emerging economies or countries due to the lack of proper support – except in Latin America and Mexico.

Theme 2: The Role of the SBST in Supporting Teachers Teaching Inclusive Education

The SBST members, including principals, aim at implementing inclusive education by ensuring that the district is brought on board in terms

of the challenges experienced in the affected schools. They also involve NGOs collaboratively and interactively in their schools. The NGOs sponsor learners who are visually impaired with free spectacles and encourage student psychologists from the University of Pretoria to support the teachers. There is a supportive relationship between the school and the district office so that when assistance is needed, it is always given. Similarly, principals are aware of the role of the SBST in supporting teachers of inclusive education and ensure that SBST members have the relevant qualifications. Although the principals do not teach inclusive education, they are able to apply a number of strategies to provide materials that support and improve the skills of teachers in effectively teaching inclusive classes. Educators are given opportunities and financial support to attend workshops to develop their skills. Other initiatives include inviting parents to support the educators, but support from parents is limited because of their low literacy levels. According to Winter and O'Raw (2010: 73), international and European studies insist that adequate teacher training, both initial teacher training and in-service training, be prioritised for inclusive teaching.

Theme 3: Teachers' Expectations in Teaching Inclusive Education

Some teachers believe that principals should be trained so that they have some knowledge of the relevant types of resources to be purchased and that they manage the school with a more directed programme. Thorough preparation and knowledge of differentiated teaching methods is important because of the demands that are made on teachers who have not been trained in inclusive education. Teachers should show care, love and empathy for learners with special needs; however, some teachers are less prepared for their task because support is only received in a few workshops which are rarely held and, hence, the lack of motivation to teach inclusive classes. If support is forthcoming from all stakeholders, including the principals, teachers may be more committed to helping learners from diverse backgrounds and different abilities. Collegial support is recommended as a positive factor that can boost the morale of educators of inclusive classes. The lack of a clear solution concerning the types of intervention schools should use, requires principals, SBST committees and teachers to have the necessary skills to teach inclusive classes, and to support inclusive education teachers.

DISCUSSION

There is an urgent need for teachers to understand and address the range of diverse learning needs in their inclusive classrooms, if South Africa is to address the exclusion of learners from the education system (Dalton; Mckenzie; Kahonde 2012). In managing the teaching of diverse learners in inclusive classes within a South African context, principals and teachers encountered challenges in terms of support received for inclusive education. Although White Paper 6 asserts that a conceptual shift is needed regarding the provision of support for learners who experience barriers to learning for inclusive education to become a reality, schools do not have systems in place for managing inclusive education. Teachers and therapists need to find ways to plan and work collaboratively, for the greatest benefit to their learners (Chataika; Mckenzie; Swart; Lyner-Cleophas 2012). School-based support team members in South Africa, though given the power of overseeing inclusive education, do not have the skills to teach inclusive education; they rely mostly on the guidelines which are provided by the department of education and their own discretion in implementing inclusive education. It seems that no teacher has been trained to teach inclusive education and apply common sense when it comes to inclusive education. Principals cannot monitor the process of teacher support because of their lack and depth of knowledge of inclusive education. White Paper 6 guidelines and, therefore, aspects that address support for teachers teaching inclusive education are not dealt with.

CONCLUSION

There is a call for school managers to be trained in special needs education so that they are able to monitor teacher support in inclusive education. There is a need to work collaboratively with teachers and parents in order to provide support for teachers and learners in inclusive schools. The successful management of inclusive education relies on thorough preparation and training as well as teamwork and com-

mitment from all stakeholders, including those in the home, the school and the wider community, to inculcate an inclusive educational classroom culture that addresses the needs of all learners for them to succeed. Schools should develop systems for implementing inclusive education in terms of the policy set out in the White Paper 6 guidelines. The school-based support team members should use the guidelines provided by the department of education and their own discretion in implementing inclusive education.

RECOMMENDATIONS

More specific recommendations are that principals should be encouraged to acquire relevant qualifications or knowledge concerning inclusive education and to attend workshops and meetings organized by district officials and NGOs on the teaching of inclusive education, in order to support teachers teaching inclusive classes. All stakeholders should work collaboratively to develop intervention strategies that support teachers involved in inclusive education. SBSTs should motivate teachers through their collegial support, to care and support learners experiencing barriers in education through in-service workshops on inclusive education. Schools should follow the exact guidelines of the White Paper 6 for inclusive education by implementing support structures and planning for differentiated teaching from the beginning, in order to cater for the needs of all learners in the system.

REFERENCES

ACPF 2011. *The Lives of Children with Disabilities in Africa: A Glimpse into a Hidden World*. Addis Ababa: The African Child Policy Forum.

Ary D, Jacobs LC, Razavieh A, Sorensen C 2006. *Introduction to Research in Education*. 7th Edition. Canada: Thomson Wadsworth.

Banks JA 2008. *An Introduction to Multicultural Education*. Boston, MA: Allyn and Bacon.

Bauwens J, Hourcade JJ 1999. *Cooperative Teaching: Rebuilding the Schoolhouse for All Learners*. Austin, TX: PRO-ED.

Berg BL 2001. *Qualitative Research Methods for the Social Science*. 4th Edition. Boston: Allyn and Bacon.

Black-Hawkins K, Florian L, Rouse M 2007. *Achievement and Inclusion in Schools*. London: Routledge.

Bothma M, Gravett SJ, Swart RE 2000. Primary teachers' attitudes towards inclusive education. *South African Journal for Education,* 20(3): 200-204.

Boyer L, Gillespie P 2000. Keeping the committed. *Teaching Exceptional Children,* 33(1): 10-15.

Brady MP, Hunter D, Campbell PC 1997. Why so much confusion? Debating and creating inclusive schools. *The Educational Forum,* 61: 240-246.

Briggs ARJ, Coleman M 2007. *Research Methods in Educational Leadership and Management.* 2nd Edition. Great Britain: Sage Publications Ltd.

Broderick A, Mehta-Parekh H, Reid DK 2005. Differentiating instruction for disabled students in inclusive classrooms. *Theory into Practice Journal,* 44(3): 194-202.

Burnette J 1996. *Including Children with Disabilities in General Education Classrooms: From Policy to Practice*. Rockville, MD: ACCESS ERIC.

Burrell G, Morgan G 1979. *Sociology Paradigms and Organizational Analysis*. London: Heinemann.

Calitz MG 2000. *Guidelines for the Training Content of Teachers Support Teams*. Cape Town: University of Stellenbosch.

Center for Mental Health in Schools l998. *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*. Los Angeles: Author.

Chataika T, Mckenzie J, Swart E, Lyner-Cleophas M 2012. Access to Education in Africa: Responding to the United Nations Convention on the Rights of Persons with Disabilities. *Disability and Society* 27(3), 385–398.

Cohen L, Manion L, Marrison K 2000. *Research Methods in Education*. London: Routledge, Falmer.

Connor DJ, Gabel SL, Gallagher DJ, Morton M 2008. Disability studies and inclusive education- implications for theory, research, and practice. *International Journal of Inclusive Education,* 12(5-6): 441-457.

Consultative Paper 1 on Special Education 1999. *Building an Inclusive Education and Training System, First Steps*. Pretoria: Government Printers.

Creswell JW 2003. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. 2nd Edition. USA: Sage Publications Ltd.

Creswell JW 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd Edition. USA: Sage Publications Ltd.

Crotty M 1998. *The Foundation of Social Research: Meaning and Perspectives in the Research Process*. London: Sage.

Dakar Framework for Action 2000. *Education for All: Meeting Our Collective Commitments. Text Adopted by the World Education Forum*. Dakar: Senegal.

Dalton EM, Mckenzie JA, Kahonde C 2012. The implementation of inclusive education in South Africa: Reflections arising from a workshop for teachers and therapists to introduce universal design for learning. *African Journal of Disability,* 1(1): 1-7.

De Vos AS 1998. *Research at Grassroots: A Primer for Caring Professions*. Pretoria: Van Schaik.

Department of Education 1996. *South African Schools Act*. Pretoria: Government Printers.

Department of Education 1997. Quality Education for All. Overcoming Barriers to Learning and Development. *Final NCSNET and NCESS Report*. Pretoria: Government Printers.

Department of Education 2001. *White Paper 6: Building an Inclusive Education and Training System*. Pretoria: Government Printers.

Department of Education 2005. *Guidelines for Inclusive Learning Programmes*. Pretoria: Government Printers.

Dieker LA, Murawski WW 2003. Co-teaching at the secondary level: Unique trends, current trend, and suggestions for success. *The High School Journal,* 86(A): 1-13.

Egelbrecht P 1999. *A Theoretical Framework for Inclusive Education*. Pretoria: Van Schaik.

Ellins J, Porter J 2005. Departmental differences in attitudes to special educational needs in the secondary school. *British Journal of Special Education,* 32(4): 188-195.

Eloff I, Swart E, Engelbrecht P 2002. Including a learner with physical disabilities: Stressful for teachers? *Koers,* 67(1): 77-100.

Eloff I, Kgwete L 2007. *South African Teachers' Voices on Support in Inclusive Education*. Wahington DC, USA: Association for Childhood Education International.

Engelbrecht P, Green L, Naicker S, Engelbrecht L (Eds.) 1999. *Inclusive Education in Action in South Africa*. Pretoria: Van Schaik.

Ernst C, Rogers MR 2009. Development of the inclusion attitude scale for high school teachers. *Journal of Applied School Psychology,* 25(3): 305-322.

European Agency for Development in Special Needs Education 2009. *Key Principles for Promoting Quality in Inclusive Education – Recommendations for Policy Makers*. Odense, Denmark: European Agency for Development in Special Needs Education.

European Commission 2005. *Teaching Languages to Learners with Special Needs*. European Commission, DG EAC 23 03 Lot 3.

Evans JL, Ilfeld EM, Hanssen E 1998. *Inclusion. Inclusive ECCD: A Fair Start for All Children: Consultative Group for Early Childhood and Care and Development*. Washington, DC: World Bank.

Evans J, Lunt I 2002. Inclusive education. *European Journal of Special Needs Education,* 17: 1-14.

Flick U 2006. *An Introduction to Qualitative Research*. 3rd Edition. London: Sage Publications Ltd.

Flick U, Von Kardorff E, Steinke I 2004. *A Companion to Qualitative Research*. London: Sage Publications Ltd.

Forlin C, Hopewell T 2006. Inclusion – the heart of the matter: Trainee teachers' perceptions of a parents' journey. *British Journal of Special Education,* 33(2): 55-61.

Friend M, Bursuck WD 1999. *Including Learners Special Needs: A Practical Guide for Classroom Teachers*. 2nd Edition. USA: Allyn & Bacon.

Glaser BG, Straus A 1999. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago, IL: Aldine Publishing Co.

Gous J, Mfazwe L 1998. *Learners with Special Needs*. Sandton: Heinemann Publishers (Pty).

Gous JG 2007. *A Feminist Analysis of How Principals Understand the Implementation of Inclusive Education in Independent South African Schools*. PhD. Pretoria: University of Pretoria.

Gay G 2000. *Culturally Responsive Teaching: Theory, Research and Practice*. New York, NY: Teachers College Press.

Gray D 2009. *Doing Research in the Real World*. 2nd Edition. London: Sage Publications Ltd.

Gross J 1996. *Special Educational Needs in the Primary School*. 2nd Edition. Great Britain: Library of Congress Cataloguing-in-Publication Data.

Gubrium JF, Holstein JA (Eds.) 2002. *Handbook of Interview Research: Context and Method*. London: Sage Publications Ltd.

Guskey T 2002. Professional development and teacher change. *Teachers and Teaching: Theory and Practice,* 8(3/4): 381-391.

Hardman ML, John McDonnell J, Marshall Welch M 1997. *Building Partnerships: Preparing Special Education Teachers for the 21st Century 1997*. Federal Resource Center for Special Education: University of Utah.

Hazlett A 2001. The co-teaching experience joint planning and delivery in the inclusive classroom. *Dissertation Abstracts International,* 62(12): 4064A. UMI No: AAI3037002.

Henning E, Van Rensburg W, Smit B 2004. *Finding your Way in Qualitative Research*. Pretoria: Van Schaik Publishers.

Idol L 1997. Key questions related to building collaborative and inclusive schools. *Journal of Learning Disabilities,* 30: 384-394.

Hockings C, Cooke S, Yamashita H, McGinty S, Bowl M 2008. Switched off? A study of disengagement among computing students at two universities. *Research Papers in Education,* 23(2): 191-201.

Janney RE, Snell ME, Beers MK, Raynes M 1995. Integrating learners with moderate and severe disabilities into general education classes. *Exceptional Children*, 61: 425-439.

Jordan A, Schwartz E, McGhie-Richmond D 2009. Preparing teachers for inclusive classrooms. *Teaching and Teacher Education Journal,* 25(4): 535-542.

Kalenga 2005. *The Challenges of Educators in the Effective Implementation of Inclusion in the Classroom*. Masters Dissertation. South Africa: North West University.

Kavale KA, Fomess SR 2000. History, rhetoric, and reality. *Remedial and Special Education,* 21: 279-297.

Kriegler S, Skuy M 1996. Perspectives on psychological assessment in South African schools. In: P Engelbrecht, S Kriegler, M Booysen (Eds.): *Perspectives on Learning Difficulties*. Pretoria: JL Van Schaik, pp.109-122.

Kvale S 1996. *Interviews: An Introduction to Qualitative Research Interviewing*. London: Sage Publications Ltd.

LaVergne DD 2008. *Perceptions of Texas Agricultural Education Teachers Regarding Diversity Inclusion in Secondary Agricultural Education Programs*. Doctoral Dissertation, Unpublished. TX: Texas A&M University, College Station.

Lewis I, Bagree S 2013. *Teachers for All: Inclusive Teaching for Children with Disabilities*. Brussels: International Disability and Development Consortium.

Lomofsky L, Lazarus S 2001. South Africa: First step in the development of an inclusive education system. *Cambridge Journal of Education,* 31(3): 303-317.

Lomofsky L, Thomson P, Gouws A, Engelbrecht J 1998. New paradigms in provision for special education.

South Africa and Scotland in comparative perspective. In: W Morrow, King (Eds.): *Vision and Reality. Changing Education and Training in South Africa.* Cape Town: University of Cape Town Press, pp.142-162.

Louden W, Chan LKS, Elkins J, Greaves D, House H, Milton M, Nichols S, Rivalland J, Rohl M, Van Kraayennoord C 2000. *Mapping The Territory: Primary Learners with Learning Difficulties: Literacy and Numeracy.* Canberra: Commonwealth of Australia.

Maree K, Creswell JW, Ebersohn L, Eloff I, Ferreira R, Ivankova, NV, Jansen JD, Nieuwenhuis J, Pietersen J, Plano Clark VL, Van der Westhuizen C 2007. *First Steps in Research.* Pretoria: Van Schaik Publishers.

Marshall C, Rossman GB 2011. *Designing Qualitative Research.* 5th Edition. USA: Sage Publications Ltd.

Masango JM 2013. *The Roles of the Principal and the SBST in Supporting Teachers Teaching Inclusive Education.* MEd Dissertation. Pretoria: University of Pretoria.

McLaughlin MJ, Warren SH, Schofield PF 1996. Creating inclusive schools: What does research says? In: T Vandercook, J York-Barr (Eds.): *Feature Issue on School Inclusion and Restructuring.* Minneapolis: University of Minnesota, Institute on Community Integration. *Impact,* 9(2): 3-26.

Meijer CJW 2003. *Inclusive Education and Classroom Practices.* Middelfart: European Agency for Development in Special Needs Education.

Merriam B 1994. *Qualitative Research and Case Study Applications in Education. Revised and Expanded Form of Case Study Research in Education.* San Francisco: Jossey-Bass Publishers.

Merriam SB 1994. *Case Study Research in Education: A Qualitative Approach.* San Francisco: Jossey-Bass.

Moreno JD 1999. Ethics of research design. *Accountability in Research,* 7: 175-182.

Morse JM 2007. Sampling in grounded theory. In: A Bryant, K Charmaz (Eds.): *The Sage Handbook of Grounded Theory.* London: Sage Publications Ltd, pp.229-244.

Naicker SM 2000. *From Apartheid Education to Inclusive Education: The Challenges of Transformation.* USA: Wayne State University.

Norwich B, Lewis A 2010. Mapping pedagogy for special educational needs. *British Educational Research Journal,* 27(3): 313-329.

Patton MQ 2002. *Qualitative Research and Evaluation Methods.* 3rd Edition. Newbury Park, CA: Sage Publications Ltd.

Pivik J, McComas J, Laflamme M 2002. Barriers and facilitators to inclusive education. *Exceptional Children,* 69(1): 97-107.

Putnam JW 1998. *Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom.* London: Paul H Brookes Publishing Co.

Rayner S 2007. *Managing Special and Inclusive Education.* London: Sage Publications Ltd.

Republic of South Africa 1994. *The Constitution of the Republic of South Africa.* Pretoria: Government Printers.

Ritter DR 1989. Teachers' perceptions of problem behaviour in general and special education. *Exceptional Children,* 55(6): 559.

Roaf C, Bines H 2004. Needs, rights and opportunities. In: G Thomas, M Vaughan (Eds.): *Inclusive Education: Readings and Reflections* London: Open University Press, pp.15-23.

Roeher Institute 1996. *Building Bridges: Inclusive Postsecondary Education for Persons with Intellectual Disability.* Ontario: Roeher Institute.

Rossman LB, Rallis SF 2003. *Learning in the Field: An Introduction to Qualitative Research.* 2nd Edition. California: Sage Publications Ltd.

Salend SJ 2008. *Creating Inclusive Classrooms: Effective and Reflective Practices.* 6th Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

Salisbury C, McGregor G 2005. *Principals of Inclusive Schools.* Tempe: National Institute for Urban School Improvement, Arizona State University.

Schumm JS, Vaughn S 1992. Planning for mainstreamed special education learners: Perceptions of general classroom teachers. *Exceptionality,* 3(2): 96.

Schwandt TA 2007. *The Sage Dictionary of Qualitative Inquiry.* 3rd Edition. USA: Sage Publications Ltd.

Scruggs TE, Mastropieri MA, Mcduffie KA 2007. Coteaching in inclusive classrooms: A meta- synthesis of qualitative research. *Exceptional Children,* 73(4): 392-416.

Seale C 2000. *The Quality of Qualitative Research.* London: Sage Publications Ltd.

Silverman D 2004. *Qualitative Research: Theory, Method and Practice.* London: Sage Publications Ltd.

Smith BJ, Rapport MJK 1999. *Early Childhood Inclusion Policy and Systems: What do We Know?* Denver: Colorado University.

Stone R 1999. *Best Classroom Practices.* USA: Corwin Press Inc.

Strauss A 1987. *Qualitative Analysis for Social Scientists.* Cambridge, England: Cambridge University Press.

Strauss AL, Corbin J 1990. *Basic Qualitative Research: Grounded Theory Procedures and Techniques.* Newbury Park, CA: Sage Publications Ltd.

Sudman S 1998. Survey research and ethics. *Advances in Consumer Research,* 25: 69-71.

Swart E, Engelbrecht P, Eloff I, Pettipher R 2002. Implementing inclusive education in South Africa: Teachers' attitudes and experiences. *Acta Academica Journal,* 34(1): 175-189.

Swart RE, Pettipher OR 2000. Barriers teachers experience in implementing inclusive education. *International Journal of Special Education,* 15(2): 75.

Top B 1996. Status of Policies, Procedures and Practices: State Directors of Special Education Perceptions Regarding Implementation of Inclusion. *Presented at the Annual Convention of the Council for Exceptional Children.* 19-22 April, Salt Lake City, UT.

Trochim WMK 2001. *Research Methods Knowledge Base.* 2nd Edition. USA: Atomic Dog.

Trump GE, Hange JE 1996. *Teachers' Perception of and Strategies for Inclusion: A Regional Summary of Focus Group Interview.* Washington DC: Appalachia Educational Lab.

UNESCO 1994. *The Salamanca Statement and Framework for Action on Special Needs Education adopted by the World Conference on Special Needs Education: Access and Quality.* Paris: UNESCO.

UNESCO 2006. *Education for All: Global Monitoring Report.* Paris: UNESCO.

Vislie L 2003. From integration to inclusion: focusing global trends and changes in the western European societies. *European Journal of Special Needs Education,* 18(1): 17–35.

Voltz DL, Elliott RN 1990. Resource room teacher roles in promoting interaction with regular teachers. *Teacher Education & Special Education,* 13: 160-166.

Voluntary Service Overseas (VSO) 2000. *Reaching the Unreached: Bridging the Social Divide in Cambodia through Inclusive Education.* Cambodia: VSO.

Wengraf T 2001. *Qualitative Research Interviewing: Biographic Narrative and Semi-structured Interviews.* New York: ASME Press.

Winter E, O'Raw P 2010. *Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs.* NCSE: Meath.

Wilson A 2005. *Creativity in Primary Education.* Great Britain: Learning Matters.

Paper received for publication on February 2016
Paper accepted for publication on December 2016