

Educators' Views on Management Practices in the Implementation of Inclusive Education: An Ecosystemic Approach

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ABSTRACT South Africa, like many developed and developing countries, has adopted a policy of inclusive education, where all learners experiencing barriers to learning for various reasons, such as ineffective learning ecology, are included as far as possible. This article presents educators' knowledge and views of evolving inclusive management practices. A brief overview of inclusive education policy, the management of inclusive education and evolving inclusive management practices is followed by the results of the survey. Members of School Management Teams (SMTs) and teachers in primary and secondary schools in the five Free State districts responded to a questionnaire. It was found that SMTs have made good strides overall in terms of the management of inclusive learning ecology and the mobilisation of resources. Nevertheless, much more needs to be done in terms of changing teachers' perceptions regarding inclusion and the role they need to play in implementing inclusive practices.