

Replicating Society's Discrimination of Disadvantaged and Marginalized Groups: Inclusive Education and the Power of the Curriculum

Rosemary Chimbala Kalenga¹, Elsa Fourie² and Cosmas Maphosa³

¹*Nelson Mandela Metropolitan University, South Africa,*

²*North West University, South Africa,*

³*University of Fort Hare, South Africa*

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ABSTRACT This paper sought to establish how the school system perpetuated the discrimination in society by failing to accommodate children with special needs in normal classrooms. The ecosystem theories, theories of inclusion and a transformational leadership model underpinned the whole study. The study was a qualitative in nature and made use of purposefully selected schools in one locality. Data were collected through interviews and observations of teachers. Convenient sampling was used to select school principals, teachers and parents who participated in the study. The analysis of data was informed by the theories and model that underpinned the study and through content analysis of emerging themes. The study revealed that while calls for inclusivity are pronounced through policies mainstream teachers have a plethora of challenges in ensuring inclusivity mainly because of the demands of the mainstream curriculum that sideline the needs of special learners. The paper recommends that a well structured strategic ecosystemic program that involves the Department of Education, Senior Management Teams, teachers and parents is the key to successful inclusive education.