



Teaching for All: Inclusive Teaching and Learning for South Africa

A study guide for
university education
students



Basic Education
Higher Education and Training



THIS PROJECT IS FUNDED BY THE EUROPEAN UNION

The Teaching for All project is a partnership between the British Council, the University of South Africa, the Departments of Basic Education and Higher Education and Training, and MIET AFRICA, and is co-funded by the European Union. The Teaching for All project aims to provide teachers in South Africa with the skills, knowledge and attitudes to teach inclusively in diverse classrooms in diverse communities.

These educational materials are published under creative commons license:



ISBN: 978-0-620-84393-5

Published by British Council, June 2019

Revised August 2019

Every effort has been made to obtain copyright permission for material used in this module.

Website addresses and links were correct at the time of publication.

For more information, please contact the British Council:

PO Box 655, Parklands 2121, South Africa

Telephone: +27 (0)11 560 9300

Email: ssa.enquiries@britishcouncil.org.za

Website: www.britishcouncil.org.za

The British Council is the United Kingdom's international organisation for cultural relations and education. It creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

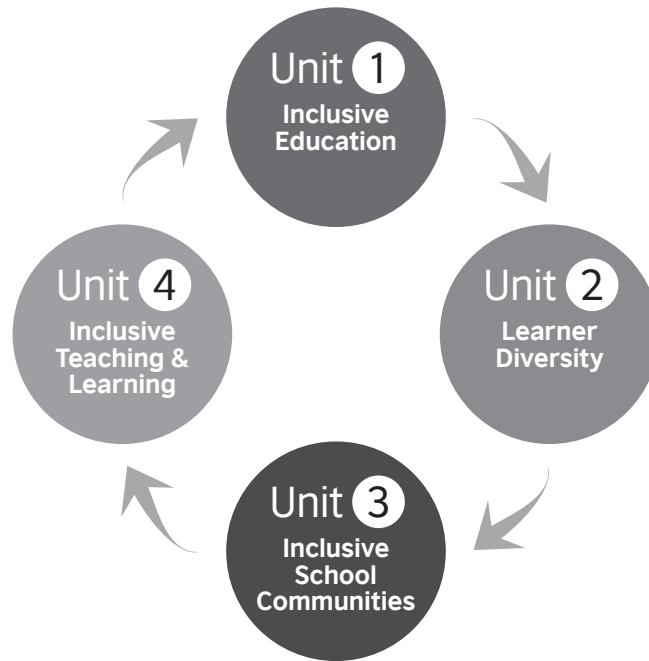
Contents

1	Introduction and purpose of the module.....	1
2	Overview of the module.....	2
3	Methodological approach to module delivery.....	6
4	Background to the module.....	7
5	Contributors to the module.....	11
6	Glossary.....	12
7	References.....	15

1

Introduction and purpose of the module

The purpose of this module is to equip you—Bachelor of Education and Post-graduate Certificate in Education student teachers—with skills, knowledge, values, attitudes and related competencies to teach inclusively. Inclusive education is a process of developing an education system that realises the education rights of every child: “Every learner matters and matters equally” (UNESCO, 2017). This module adopts a broad social justice and human-rights-based approach and places you, the teacher, as a key change agent in developing an inclusive and equitable education system by becoming a good teacher who teaches inclusively.



Teaching inclusively means:

- Understanding learners’ individual needs and abilities
- Facilitating changes and modifications in teaching and learning content, approaches, assessment, structures and strategies to support meaningful learning
- Collaborating with key stakeholders as equal partners in education
- Researching, monitoring, evaluating and reporting on learners’ progress

Teachers who teach inclusively display the following characteristics:

- Exhibit high expectations for all learners
- Subscribe to and protect the rights of children
- Are agents for social justice
- Value learner diversity
- Understand how intersecting identities manifest and can compound exclusion
- Act in the best interest of the child
- Collaborate with fellow teachers and other stakeholders
- Engage in classroom practices that facilitate and support learning for all
- Are reflective, critical and creative thinkers
- Are lifelong learners who continue to hone their own skills as inclusive professionals

2 Overview of the module

Module outcomes

By the end of the module, you will be able to:

- Demonstrate knowledge and understanding of the principles of inclusion, diversity and social cohesion and their importance in the South African context
- Demonstrate the application of effective strategies to reduce the exclusion of individual learners and groups from the classroom and engage in mainstream classroom practices that facilitate and support learning for all in South African classrooms
- Demonstrate a positive attitude and high expectations for all learners and high regard for the role of teachers in transforming the South African classroom to an enabling and safe learning environment

The four units of the module are described below. Each of the units is intended to be a “stand-alone” unit as well as being part of the full course. As a result, you will return to some of the key topics more than once across the units in differing levels of detail and from different perspectives.

Unit 1: Inclusive Education

60 hours (6 credits)

The module begins with an exploration of the complex context of exclusion in South Africa and the development of policies of inclusion both nationally and internationally. The overarching principles and values of inclusion in South Africa are outlined, with a specific focus on ubuntu and the Bill of Rights. Academic theories and models of inclusive education are presented, and the unit closes with clarification of what it means to be a teacher who teaches inclusively.

S01: The context of exclusion and concepts of inclusion

Assessment criteria:

- Describe historical and current exclusion in education in South Africa
- Critically analyse key concepts for inclusive education including, but not limited to, barriers to learning and participation, teacher and learner agency, power and privilege, socio-cultural competence, inclusive teaching and learning

S02: Government policies, societal values, and academic theories and models underpinning inclusive education in South Africa

Assessment criteria:

- Show awareness of how the development of international, regional and South African policies of inclusion inform inclusive education in South Africa
- Identify South African values of inclusion and link these to classroom teaching
- Analyse the application of at least three theories and models in a range of South African school contexts (e.g. rural, urban, peri-urban, informal, mainstream schools, full-service schools, special schools, academic/technical schools)

Unit 2: Learner Diversity

60 hours (6 credits)

In this unit, you will explore the concepts of learner diversity, intersectionality and equity for different relevant school contexts (with specific reference to disability, language, culture, race, socio-economic status, gender identity, sexual orientation, religion, and cognitive, sensory and psycho-social differences, with a specific focus on demonstrating how these concepts will enable quality teaching and learning for all in your own teaching context. You will then take a deep dive into “language and cultural diversity”, which is a particular challenge in South African classrooms. You will demonstrate how understanding these aspects of diversity contributes to access, acceptance and participation of all learners in inclusive classrooms.

S01: Learner diversity, intersectionality and equity

Assessment criteria:

- Explain the concepts of learner diversity, intersectionality and equity for different relevant school contexts (with specific reference to disability, language, culture, race, socio-economic status, gender identity, sexual orientation, religion, and cognitive, sensory and psycho-social differences)
- Demonstrate how these concepts will enable quality teaching and learning for all in your own teaching context

S02: Language, culture and learning

Assessment criteria:

- Demonstrate how understanding language and cultural diversity, and cognitive, sensory and psycho-social differences, contributes to access, acceptance and participation in inclusive classrooms
- Apply strategies that create a learning environment that is inclusive of language and cultural, as well as cognitive, sensory and psycho-social differences, in your own teaching context

Unit 3: Inclusive School Communities

60 hours (6 credits)

Picking up from Units 1 and 2, this unit starts with a discussion of what it means to be an inclusive school community, and identifies the key role-players, focusing on the learner and the teacher. It looks at the Department of Basic Education’s Care and Support for Teaching and Learning (CSTL) framework for transforming schools into inclusive centres of learning, care and support. The Policy on Screening, Identification, Assessment and Support (SIAS) is explored as the official tool for accessing support, and collaboration by all stakeholders is foregrounded as a key strategy.

S01: The South African framework (CSTL) and tool (SIAS) for building inclusive schools

Assessment criteria:

- Explain the role of the SIAS policy and the CSTL framework through curricular and co-curricular activities in promoting inclusive classrooms
- Critically discuss how you will implement the SIAS policy in your classroom

S02: Practices that promote collaboration

Assessment criteria:

- Critically analyse the different ways of working together including collaboration, consultation and involvement in different contexts
- Discuss, using specific examples, how to develop school-based, district-based, and community-based collaborative multi-sectoral partnerships to support inclusion in your context

In the final unit, you will explore why all learners are capable of learning and how difficulties in learning are a challenge for teaching rather than a problem within learners. You will also demonstrate how replacing deterministic views of ability with transformative views enable quality teaching and learning for all. The bulk of the unit is spent in the applying a range of inclusive teaching and learning strategies for lesson planning and delivery in your own context. You will reflect on the use of inclusive teaching and learning strategies in your own context and a range of other relevant school contexts.

S01: Principles of inclusive pedagogy

Assessment criteria:

- Explain why all learners are capable of learning and how difficulties in learning are a challenge for teaching rather than a problem within learners
- Demonstrate how replacing deterministic views of ability with transformative views enables quality teaching and learning for all

S02: Strategies to support learning for all

Assessment criteria:

- Apply inclusive teaching and learning strategies flexibly in lesson planning and delivery in your own context, demonstrating an understanding of a range of inclusive pedagogy strategies including:
 - Creating and maintaining an inclusive classroom community
 - Planning and catering for accessibility and engagement
 - Positive discipline
 - Affirming diversity
 - Allowing space for learners' voices
 - Scaffolding
 - Differentiated teaching and learning
 - Peer learning, cooperative learning and group work
 - Starting from and linking to what learners already know
 - Multi-modal and multi-sensory approaches
 - Assessment for learning
 - Planning inclusive lessons with clear, measurable and achievable outcomes
- Reflect on the use of inclusive teaching and learning strategies in your own context and a range of other relevant school contexts

Cross-cutting themes

Below are some of the key cross-cutting themes or “lenses” that run as threads throughout the materials:

- **Opportunities for sustaining wellness:** Analysing situations and contexts to recognise ways in which learning is hindered or enabled within those contexts in order to create an environment that promotes social, emotional, academic and recreational inclusion, and healthy, safe and secure inclusive settings that ensure the protection of individuals and groups and their development and wellness.
- **Indigenous Knowledge Systems:** Reinforcing that there are many “ways of knowing” and respectfully resonating with the connections that learners have to the traditional knowledge systems (intangible and material culture) of their communities.
- **Values and human rights:** Understanding inclusion as a value system and why it is necessary; participating as a responsible citizen in the life of local, national and global communities by living the principles of human rights and knowledge of inclusivity; and contributing towards creating an enabling inclusive setting.
- **Inclusion, diversity and power:** Understanding and valuing diversity as a resource and asset; exhibiting high expectations for all learners; understanding how intersecting identities manifest and can compound exclusion; engaging in classroom practices that facilitate and support learning for all.
- **Self-belief, resilience and agency:** Subscribing to and protecting the rights of children, which requires teachers to be agents for social justice and resilient in the face of adversity; understanding that teachers are lifelong learners who continue to hone their own skills as inclusive professionals.
- **Systemic thinking:** Supporting all learners using national policies and guidelines to identify, connect with, and harness existing strengths and assets within learners, classrooms and school communities; demonstrating an understanding of the world as a set of related systems.
- **Social cohesion:** Employing dialogue and pedagogies of discomfort, which means addressing topics and issues that may make one feel uncomfortable; communicating effectively and collaborating with varied stakeholders and support services as equal partners.
- **Reflective, critical and creative thinking:** Identifying and solving problems using critical and creative thinking in order to apply a range of strategies to create an inclusive learning and teaching environment for all learners; conducting research and collecting information; organising and critically evaluating the learning environment by identifying learners’ strengths and potential barriers and assessing their needs; determining support and appropriate interventions, and monitoring those interventions to inform future planning and practice.
- **Inclusive practices for the South African classroom:** Stressing the application of theory and concepts in practice (including strategies); integrating technology throughout, including African examples; working effectively with others as a member of a team, group, organisation and community, in order to create an enabling learning environment for all learners; applying your subject specialisation in the context of a broad base of expertise about inclusive teaching and learning; acknowledging constraints but seeing learning challenges as a challenge for teaching, not a problem within the learner.







3 Methodological approach to module delivery

Throughout this module you will be expected to engage in higher-order thinking processes, including but not limited to analysing, critiquing, contrasting and comparing, evaluating. A key focus of this module is on the practical application of theory and concepts. As a result, each unit has a theoretical focus as well as offering strategies for applying the theory in your own classroom practice.

While the module is framed in terms of global scholarship and practice in the area, it is grounded in local African and South African contexts and this is evident in the examples and theory used throughout the module. The module foregrounds the issues of ‘teacher agency’ and dialogue is a core focus, giving you the opportunity to form and voice your opinions on the content, including proposing a range of possible actions, strategies and solutions. In becoming a “reflective teacher” it is important to develop the professional habit of self-reflection. You will be required to develop these skills by keeping a regular journal of your thoughts, experiences and ideas during this module, including ongoing reflection on what the process of learning means for you as a teacher.

Activity types and icons

Throughout this module there are activities to help you engage with the information and ideas in different ways. The following icons are used to indicate the different types of activity:

Icon	Type of activity
 Journal activity	You are asked to keep a journal during the module to reflect on and learn from your experience and practice. You can discuss the questions for reflection with a colleague or a friend, and then record your main takeaway points. Or, if you prefer, you can do the journal activities as a reflection on your own.
 Reading activity	You will be required to read and engage critically with a variety of texts, such as articles, blogs, case studies, lesson examples, tables and graphs, and answer questions that require application of the information.
 Writing activity	You will be required to consider and engage critically with questions relating to the content of the module.
 Audio Visual activity	Some tasks require you to watch videos of lessons, or interviews with role-players involved in education.
 Discussion activity	You will be asked to do some research on various topics by interviewing people and finding out their opinions on various topics.
 Suggested assessment tasks	At the end of each unit there are one or more suggested assessment tasks, which require that you apply what you have learnt during the unit, drawing from the activities you have done. Your lecturer will inform you about the assessment criteria and mark allocation for the tasks.

4 Background to the module

Teaching for All: Inclusive Teaching and Learning for South Africa was developed as part of innovative curriculum and material development project funded by the European Union (EU) and developed in partnership with the British Council, the University of South Africa (UNISA), MIET AFRICA, and the Departments of Basic Education (DBE) and Higher Education and Training (DHET). It is a concrete response to the pressing need to operationalise South Africa’s inclusive education policy, reduce education exclusion and ensure that all learners in South Africa access their right to quality education. While the DBE has developed a laudable policy on inclusion, the policy has not been fully implemented. The EU has noted that “The education system is insufficiently equipped to address linguistic diversity, and the education needs of persons with disabilities. There is an inequitable distribution of access and opportunity for students and staff along lines of race, gender, class and geography.” In response to this need, in 2015, the EU, in collaboration with DHET, launched a call for proposals to address the gap between policy and implementation. The *Teaching for All* module is thus one of a number of projects funded by the EU to address this need.

Minimum Requirements for Teacher Education (DHET)

The *Teaching for All* module is informed by the DHET’s *Revised Policy on the Minimum Requirements for Teacher Education Qualifications* (DHET, 2015) exit level competences for year 2 of the B Ed degree. According to this document, the following are the minimum competences that are required of newly qualified teachers:

- **Point 3:** Newly qualified teachers must know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.
- **Point 7:** Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.
- **Point 8:** Newly qualified teachers must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.
- **Point 11:** Newly qualified teachers must be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances.

The *Revised Policy on the Minimum Requirements for Teacher Education* can be found here: <http://bit.ly/2lvk4bd>

Standards for Inclusive Teaching for Beginner Teachers (DHET)

Within the framework of the EU-funded Inclusive Teaching and Learning programme, the DHET hosted a colloquium and called for a working group of educators from universities, NGOs and government officials to develop a set of standards for inclusive teaching. The standards are as follows, and the module has been designed in alignment with these.

Dimension of inclusive teaching	Sub-dimension of inclusive teaching	Standards at beginner teacher level
1. Agency for social justice and inclusion	1.1 Understanding exclusion	1.1.1 Beginner teachers are able to identify attitudes and practices that exclude or marginalise learners
		1.1.2 Beginner teachers understand the global and local history and development of inclusive education as a response to exclusionary practices
	1.2 Foundational theories and concepts in inclusive education	1.2.1 Beginner teachers have a theoretical foundation for their in inclusive pedagogical practices
		1.2.2 Beginner teachers understand concepts critical to inclusive education, such as social justice, redress, equity, democracy and human rights

Dimension of inclusive teaching	Sub-dimension of inclusive teaching	Standards at beginner teacher level
2. Valuing and understanding learner diversity	2.1 Diversity literacy for transformation	2.1.1 Beginner teachers understand the complexities, multiplicity and intersectionality of diversity within the Southern African context
		2.1.2 Beginner teachers demonstrate an awareness of how diversity hierarchies and institutionalised oppression are constructed and sustained
	2.2 Diversity as a strength and resource for teaching and learning	2.2.1 Beginner teachers recognise, respect and value the individual strengths of diverse learners
		2.2.2 Beginner teachers recognise and understand diverse educational needs
		2.2.3 Beginner teachers make teaching and learning accessible, relevant and appropriate for diverse learners.
	3: Classroom practices that promote and support collaborative and individual learning	3.1 Classroom strategies that are pedagogically designed to be responsive to diverse learner diversity.
3.1.2 Beginner Teachers know how to differentiate curriculum, instruction and assessment		
3.1.3 Beginner Teachers create a safe, well-managed and enabling learning environment		
3.1.4. Beginner Teachers integrate ICT to meet diverse learning needs		
3.2 Individual asset-based support		3.2.1 Beginner Teachers use an asset-based approach to plan to meet individual learning needs
		3.2.2 Beginner Teachers understand the purpose and process of developing, implementing and reviewing Individual Support Plans
4. Collaboration to enable inclusive teaching and learning	4.1 Collaboration with school-based colleagues	4.1.1 Beginner teachers understand the value of collaborative planning, teaching and reflection to develop inclusive practices
		4.1.2 Beginner teachers know and implement the skills and dispositions required for effective collaboration
		4.1.3 Beginner teachers are able to implement these skills to collaborate with colleagues and school based support structures
	4.2 Partnering with parents, caregivers and families	4.2.1 Beginner teachers understand the role and responsibilities of parents, caregivers and families in their child's education
		4.2.2 Beginner teachers value and respect the unique knowledge and skills of parents, caregivers and families
		4.2.3 Beginner teachers have the knowledge essential to build parent, caregiver, family / teacher collaborative partnerships
	4.3. Accessing external support	4.3.1 Beginner teachers know and understand the roles and responsibilities of various professional, community based, NGO and other support partners
		4.3.2 Beginner teachers are able to identify suitable collaborative partners in meeting the support needs of individual learners as well as teachers

Dimension of inclusive teaching	Sub-dimension of inclusive teaching	Standards at beginner teacher level
5. Developing professionally as an inclusive teacher	5.1. Becoming an ethical and inclusive teacher	5.1.1 Beginner teachers recognise the learning potential of all learners and take responsibility in enabling learners to reach this potential
		5.1.2. Beginner teachers recognise and respond to ethical dilemmas in the inclusive classroom
		5.1.3 Beginner teachers respect the dignity and confidentiality of learners and their families
	5.2 Becoming a reflective inclusive teacher	5.2.1 Beginner teachers understand the importance of a reflection- action- reflection process
		5.2.2 Beginner teachers critically reflect on how teaching practices enable and constrain learning
		5.2.3 Beginning teachers reflect on personal wellness and recognise its impact on teaching
	5.3 Ongoing professional learning for inclusive teaching	5.3.1 Beginner teachers know and value the importance of ongoing professional learning
		5.3.2 Beginners teachers identify opportunities for ongoing professional development and take responsibility for participating in these opportunities

Teaching for All Research Report (UNISA and colleagues)

The Teaching for All research project drew together collaborators from five universities to identify both the successes and the gaps in delivery of mainstream inclusive education in South Africa via the main research question: What is the state of inclusive education in South Africa and its implications for teacher development programmes?

The report, *The state of inclusive education in South Africa and the implications for teacher training programmes* (Majoko, Phasha et al., 2018), examined the capacity of the system to provide inclusive education and to inform the design of teacher education projects at the pre-service (tertiary), and continuing professional development levels. Following a mixed-method approach, data was collected using document analysis, self-administered questionnaires, focus groups and individual interviews with pre-service teachers at five Higher Education Institutions (HEIs) representing both previously advantaged and previously disadvantaged populations. Further data was collected from in-service teachers and district officials in the areas where the HEIs were located, as well as officials from the DBE. Final data was obtained from the output of a Colloquium which brought in the voices of HEIs, government, district officials, unions, parents, principals and NGOs.

The report revealed significant exclusion from within the classroom arising from a lack of literacy. Estimates suggest 60% of Grade 4 learners are unable to read with comprehension and that 87% of learners in Grade 4 experience challenges in reading. With more than 40% of students who do enrol in Grade 10 not achieving the Grade 12 matriculation and with 70% of learners with disabilities not in school, there is a clear need for systemic improvements to rectify the issues of exclusion from school and from learning. In addition, the literature revealed that a significant portion of teachers may not be confident in their own subject knowledge.

Based on the findings of the study, the following recommendations were put forward for teacher training by HEIs, and the development of the Teaching for All curriculum and materials:

- Infuse inclusive education into all modules of teacher training programmes
- Integrate theory and practice of inclusive education in teacher training programmes
- Provide knowledge and skills on selection and use of technology in teacher training programmes
- Provide PRESET teachers with the fundamental skills for effective lesson planning
- Provide opportunities for practice teaching at schools which accommodate needs of all learners, including those with disabilities and/or special needs, within a mainstream school context
- Infuse inclusive education methodologies into all school curriculum subjects
- Provide a comprehensive, integrative foundation on curriculum differentiation
- Recognise inclusive education as going beyond the provision of physical access
- Ensure that policy mandates the offering of inclusive education as a compulsory component of all teaching courses
- Provide staff development on inclusive education to teacher educators (lecturers)
- Formulate clear and specific policies on inclusive education
- Spell out explicitly the roles and responsibilities of stakeholders in the implementation of inclusive education
- Familiarise teachers with national and international policies, legislation and guidelines on inclusive education

Using the background research and policies described above, the curriculum development team undertook to develop this module for universities to implement within their initial teacher education programmes. This process was broadly collaborative and undertook to model equity, inclusivity and diversity at all stages, bringing in the input and expertise of government departments, 20 universities, as well as South African, the UK and international education and development organisations. Writers of the module content included practitioners, policy makers and academics with comprehensive knowledge of inclusive education. Materials were appraised by peers in academia, civil society and government, and piloted with lecturers and students at tertiary institutions.

The Teaching for All research report, and more information about the project, can be found here:

<https://www.britishcouncil.org.za/programmes/education/teaching-all>

5 Contributors to the module

The Teaching for All project is a broad collaboration between higher education institutions, civil society organisations and government bring in the strengths of each sector to provide strong content that will help student teachers develop the skills to teach inclusively. Teaching for All wishes to thank all those who contributed, including the lecturers and students of the 18 universities that have given input over the project period through piloting, colloquia and constructive criticism.

The following people have made a significant contribution to the development of the module:

Writers, critical readers and contributors

Robyn Beere	Gill Lloyd	Nithi Muthukrishna
Millicent Boaduo	Hlabathi Maapola-Thobejane	Sigamoney Naicker
Anthony Brown	Maria Madiope	Joanne Newton
Diana Correia (design)	Philemon Mahlangu	Sithabile Ntombela
Andre Croucamp	Dikeledi Mahlo	Nareadi Phasha
Elizabeth Dalton	Michael Main	Adele Prins (illustrations)
Zubeida Desai	Tawanda Majoko	Margaret Ramsay
Phil Dexter	Siphiliselwe Makhanya	William Rea (design)
Beverley Dyason	Joyce McGogo	Finn Reygan
Petra Engelbrecht	Lawrence Meda	Chrystal Rosenberg
Alastair Findlay (illustrations)	Elizabeth Milligan	Marie Schoeman
Lani Florian	Samukelisiwe Mngomezulu	Shelley Seid
Caroline Grant	Shirley Moon	Sian Williams
	Cina Mosito	

We would like thank our “critical friends”, Yusuf Sayed and Thomas Salmon, and the Project Advisory Committee, namely, Jean September, Michelle Mathey, Veronica McKay, Lydia Pretorius, Moses Simelane, John Volmink and Patricia Watson. We would also like express our sincere gratitude to the European Union, notably Flora Bertizzolo, and Whitfield Green of the Department of Higher Education and Training, and Granville Whittle of the Department of Basic Education.

6 Glossary

Afro-pessimism	A framework and critical idiom that describes the ongoing effects of racism, colonialism, and historical processes of enslavement including the Trans-Atlantic slave trade, and their impact on structural conditions as well as personal, subjective, and lived experience, and embodied reality. (Wikipedia)
Agency	The ability to put energy and commitment into working in ways, and developing skills, that are seen as important.
Asset-based	Unlocking the potential of learners by focusing on their talents.
Assumption	Something you accept as true without question or proof.
Change agent	Someone who puts their time and energy into making change happen in an organisation.
Code-switching	The use of more than one language or dialect in the same conversation.
Cognitive fatigue	When the brain gets tired because it has to work harder to maintain focus and concentration.
Collaboration	A style of direct interaction between at least two co-equal persons who are voluntarily engaged in shared problem-solving, shared decision making and shared resources as they work towards achieving a goal.
Consultation	A specialised problem-solving process in which a professional (e.g. educational psychologist) who is regarded as having expertise formally advises another person (e.g. a parent or teacher) who needs the benefit of that expertise.
Content and Language Integrated Learning (CLIL)	A method of learning a content-based subject such as maths or geography through the medium of a second language, and at the same time, learning that second language by studying the content-based subject.
Convention	An agreement between countries covering particular issues; less formal than a treaty.
Deficit or needs-based	Focusing on your learners' weaknesses.
Determinism	The belief that all events including human choice are completely determined by pre-existing causes.
Deterministic belief	The belief that a learner's ability is essentially pre-set and open to limited change or development.
Deviant behaviour	Behaviour that goes against the norms and values of society. An example of this is criminal behaviour.
Differentiation	A range of strategies used by teachers to ensure that what and how learners learn, and how they show their learning, matches their readiness level, interests and ways of making meaning.
Epistemic	Relating to knowledge or knowing.
Executive function	Refers to working memory (our ability to hold on to new information), flexible thinking and self-control.
Expressive language	The ability to express wants and needs—verbally and non-verbally.
Extrinsic motivation	Behaviour that is driven by external rewards such as money, fame, grades or praise.

Framework	A set of ideas, principles, approaches, policies, activities and indicators used to guide intentional action and to measure its impact.
Heterogeneous groups	Mixed level groups. A small group of learners at different levels of learning, who bring different skills to the group.
Homogeneous	All the same or similar in nature.
Inclusive pedagogy	An approach to teaching that aims to raise the achievement of all learners, while safeguarding the inclusion of those who are vulnerable to exclusion and other forms of marginalisation.
Indigenous Knowledge Systems	The complex set of knowledge, skills and technologies existing and developed around specific conditions of populations and communities indigenous to a particular geographic area.
Inferiority complex	Consists of a lack of self-esteem, a doubt and uncertainty about yourself, and feelings of not measuring up to standards.
Institutional discrimination	When an organisation, network of organisations, or a whole system discriminates against one or more people because of a human characteristic (e.g. race, language, beliefs, ability, etc.). Apartheid is an example of this.
Interdependent	When two or more people or things depend on each other.
Intersectionality	The study of what happens when different forms of discrimination, domination and oppression combine, overlap and intersect.
Intrinsic motivation	Doing something because it gives you satisfaction and you want to do it.
Learner agency	When learners have “the power to act”, when they take responsibility for their own learning, and don’t only rely on inputs from the teacher, the curriculum, the resources and so on.
Learner diversity	Group and individual differences among learners.
Longitudinal study	Research method that uses continuous or repeated methods to study individuals or groups over a prolonged period.
Medical model	Sees the person with a disability as the problem. In this model the focus is on the disability.
Metalinguistic awareness	Ability to discuss and reflect on language.
Monolingual	Able to understand and speak only one language.
Mother tongue	The language a person learns first / identifies with as a speaker or is identified with as a speaker by others, or the language they know best or use most.
Multilingual	Able to understand and speak two or more languages.
Normal distribution	Concept based on the idea that intelligence and ability is fixed from birth and therefore predetermines achievement in school, justifying sorting learners into those who can achieve and those who will underachieve or not achieve.
Normative function	Has the effect of encouraging people to accept what is considered “normal”.
Orientation	An integrated set of attitudes and beliefs held by a person.
Orthography	The accepted system of spelling and writing words in a language.
Pathologies	Deviations from the “norm” that bring about social problems.
Peer learning	One learner leads another learner through a task or concept.

Physiology of learning	The human biological processes involved in learning.
Policy	A course of action, proposed by the government for a particular situation that has been officially agreed to.
Positive discipline	An approach to learner behaviour that promotes learners' self-control, teaches them responsibility and helps them make thoughtful choices.
Pragmatic language	The use of appropriate communication in social situations—knowing what to say, how to say it, and when to say it.
Pro-social	Something that benefits other people or society as a whole.
Psychosocial	The close connection between our thoughts, emotions and behaviour, and our wider social experience (e.g. our relationships, traditions and culture).
Qualitative data	Non-numeric data, e.g. interviews, observations, focus groups.
Ratify	Sign or give formal consent to a decision.
Receptive language	The ability to understand words and language.
Reflective practice	The ability to reflect on your actions in the classroom—using knowledge, experience, theoretical understanding and values—in order to gain insights and build learning.
Scaffolding	Temporary instructional support structures the teacher puts in place to help learners to master new tasks and concepts they cannot master on their own.
School as a community	An organisation that consists of a group of people sharing (i) basic conditions of common life; (ii) a feeling of belonging together and (iii) a sense of mutual identifications of hopes and aspirations among members themselves; and hold a collection of normative beliefs and values that govern interaction.
School climate	Refers to the kinds of feelings, opinions and attitudes learners and the school community express about the school, given the specific ways in which their school does things. (Tableman & Herron, 2004:1)
School culture	Consists of the shared ideas, such as assumptions, values and beliefs that give a school its identity and standard for expected behaviours. (Ibid.: 2)
Social model	Sees attitudes, as well as social and environmental barriers, as the problem. People are “disabled” by the world around them.
Socio-cultural contexts	Beliefs, customs, language, culture, practices and behaviours that exist in a society.
Socio-cultural perspective	Emphasises the influence of society—language, culture, social structures, etc.—on our learning processes.
Teacher agency	The individual and collective actions taken by teachers in situations in which they find themselves. In this sense agency is not given but involves a negotiation of power as constituted in the individual teachers, structures and conditions in which they find themselves.
Teacher and learner agency	Their active contribution to shaping their work as teachers and learners and its conditions—for the overall quality of education. In this way agency speaks to what teachers and learners do and not what they have.
Transformative belief	The belief that ability is not pre-set and can change and develop.
Zone of proximal development	Vygotsky's theory of the difference between what a learner can do without help and what they can do with help.

7

References

Majoko T, Phasha N et al. (2018) *The state of inclusive education in South Africa and the implications for teacher training programmes*. Roodepoort: British Council.

Tableman B & Herron A (2004). *School climate and learning*. Best Practice Briefs. University Community Partnerships, Michigan State University.

United Nations Educational Scientific and Cultural Organisation (UNESCO) (2017) *A guide for ensuring inclusion and equity in education*. <http://bit.ly/2N8a5Nm>

Wikipedia (2019) Afro-pessimism definition. <https://en.wikipedia.org/wiki/Afro-pessimism>

