


Teaching for All

Embedding Inclusive Education in Teacher Professional Development in South Africa

Summary of impact evaluation report



All children have the ability to learn and the right to a quality education to enable them to reach their full potential.

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Foreword



South Africa is a young democracy, and as we forge ahead to collectively construct a post-apartheid national identity, whilst we have made significant progress since the demise of apartheid, the fault lines are still clear for all to see. Frequent occurrences of blatant racism, worrying incidents of xenophobia, high levels of gender-based violence and other forms of violence, provide some insight into the national psyche. Inequality is glaring, laid bare by the COVID-19 pandemic, which has had a much more devastating impact for the poor. The differently-abled continue to find themselves at the margins of society. We are still far from the ideal of an inclusive society envisioned in our Constitution, and much more intentional and focused work needs to be done.

Education is perhaps the most important terrain where this building work has to be undertaken, and teachers can be the change agents – if they are equipped with the requisite knowledge and tools. Whilst policy on teacher education in South Africa specifies the need to focus on inclusive education in teacher education programmes, there are concerns that the translation of policy expectations into practice in teacher education programmes and into practice in classrooms, is not a seamless process.

Addressing these concerns has been the focus of the Teaching for All project. The ultimate goal of the project is to ensure that meaningful attention is paid to the development of inclusive education competence for teachers, through the teacher education programmes offered by universities, as well as those offered to in-service teachers by provincial education departments. It is part of the ongoing work to strengthen teacher education in the country. The strength of the project lies in its collaborative and co-development approach, involving multiple partners in the teacher education ecosystem.

The project has resulted in research-based, tested, usable products for teacher education in the form of a module and support materials that can be offered through a range of modalities. The module is based on inclusive teaching standards that have been developed

as part of the Teacher Education for Inclusive Teaching project (TEfIT), indicating the symbiosis between a range of initiatives to strengthen inclusive education in South Africa.

The impact evaluation report on the Teaching for All project highlights many benefits of the module and the materials, drawing on input from lecturers and teacher education students who have worked with the module and the materials, as well as continuing professional development for in-service teachers by provincial departments of education. The report is optimistic that the use of the module and the materials has the potential to strengthen inclusive education in teacher education programmes, and emphasises the importance of continued collaboration, critical engagement with the materials, and continued research on effectiveness and impact going forward.

The Teaching for All project is part of the broader Teaching and Learning Development Capacity Improvement Programme which is generously supported by the European Union, which the Department of Higher Education and Training gratefully acknowledges. The Department also wishes to record its appreciation for the strong leadership and passion demonstrated by the British Council in leading this project, and on the significant contribution of its implementing partners, UNISA, MIET AFRICA, the Department of Basic Education, and the ten participating universities: Cape Peninsula University of Technology, Durban University of Technology, Nelson Mandela University, Rhodes University, Tshwane University of Technology, Stellenbosch University, University of Fort Hare, University of Limpopo, University of South Africa and University of the Western Cape. Special thanks to our colleagues at DBE, for your collaboration with DHET, and commitment to the continued improvement of inclusive education in South Africa.

Dr WJ Green

Chief Director: Teaching, Learning and Research Development
Department of Higher Education and Training

Foreword



It is a great honour to have been invited to write this foreword for this publication, which provides a summary of the impact evaluation report of Teaching for All: Mainstreaming Inclusive Education, a project co-funded by the European Union and led by the British Council.

From 2016–2020 the project developed and implemented a South African framework and curriculum with an aim to help develop the dispositions and capabilities of the next generation of teachers in providing quality education for all children and reducing inequalities in the system.

Truly collaborative partnerships are at the very heart of the British Council's work, and we are very grateful to the Department of Higher Education and Training and the European Union for their trust and for providing us with this unique opportunity to work widely across the sector – in universities, provincial education departments, with government officials and

civil society – towards a goal that the British Council is deeply committed to: inclusive, quality basic education for all.

On behalf of the British Council, I would like to warmly thank our partners – MIET AFRICA, the University of South Africa and the Department of Basic Education – for the unwavering commitment and dedication they have shown and for the invaluable expertise they brought in the areas of curriculum and material development, teacher development and social justice. The British Council team has learnt so much from you all, and we are very grateful to have walked this path with you.

We are also grateful to Professor Yusuf Sayed, South African Research Chair for Teacher Development, and his colleagues at the Centre of International Education and Cape Peninsula University of Technology and the Institute of Social and Economic Research and Rhodes University, for the excellent monitoring and evaluation they have conducted, which is outlined in this publication. The research was conducted in a collaborative and collegial manner with the ten participating universities, and as such, many early career researchers benefited positively.

2020 has truly been an unprecedented and extremely challenging year – the impact of the pandemic has exposed and exacerbated existing inequalities in the education system and across society. Now more than ever, projects like Teaching for All that focus on equality, diversity and inclusion, and collaborative projects that cut across silos are essential to ensure a bright future for all children.

In many ways, the work of Teaching for All is only beginning and we would like to call on all our partners and friends to continue making use of the research reports, the framework, the tools, and most importantly, the open source materials, to prepare teachers for present and future challenges and opportunities.

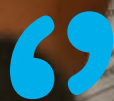
Many thanks again for accompanying us on this incredible journey.

Susana Galván
Country Director, South Africa



Now more than ever, projects like Teaching for All that focus on equality, diversity and inclusion, and collaborative projects that cut across silos are essential to ensure a bright future for all children.

Susana Galván



The strength of the project lies in its collaborative and co-development approach, involving multiple partners in the teacher education ecosystem.

Dr WJ Green

Background and overview of the project

This publication is a summary of the report, *Embedding Inclusive Education in Teacher Professional Development in South Africa: Impact evaluation report on the Teaching for All project*. It provides an overview of the project Teaching for All: Mainstreaming Inclusive Education in South Africa, which is part of the EU-funded Teacher Education for inclusive Teaching (TEFIT) project within the Teaching and Learning Capacity Improvement Programme (TLDCIP) managed by the Department of Higher Education and Training (DHET).

Teaching for All supports teacher education through the development of quality teacher education materials, resources and partnerships.

Responsibility for the Teaching for All project's implementation was awarded to the British Council and its partners MIET AFRICA, the University of South Africa (UNISA) and the Department of Basic Education (DBE). This publication presents the findings and recommendations of the external evaluation of the programme's impact on teacher training. The impact evaluation was conducted by a team from the Centre for International Teacher Education at the Cape Peninsula University of Technology and the Institute for Social and Economic Research at Rhodes University. The evaluation of the project's impact tracked the implementation of the Teaching for All modules within BEd and PGCE programmes offered by participating HEIs. In total, this involved nine residential and one distance-learning institution in 2019–2020. The evaluation also considered the adaption of the materials for CPTD and the broader impact of the project.

The Teaching and Learning Development Capacity Improvement Programme (TLDCIP)

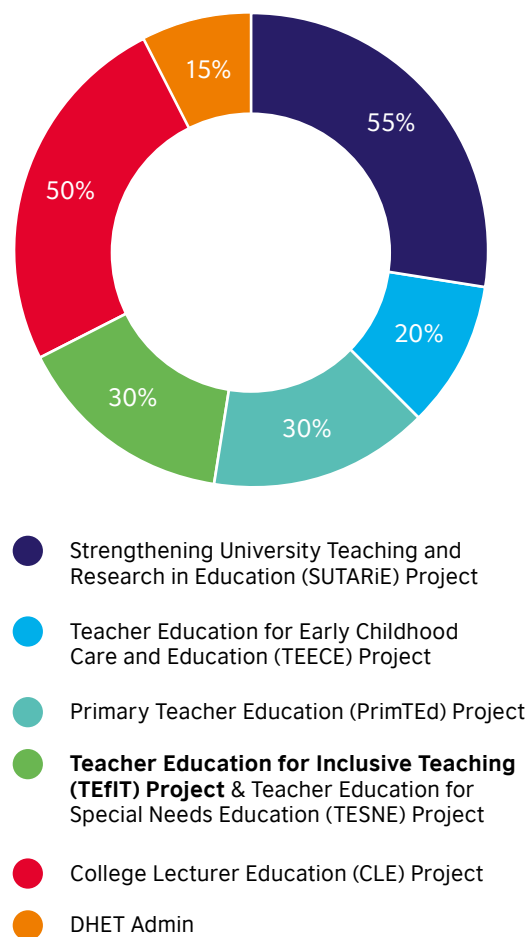


Figure 1: Teaching and Learning Development Capacity Improvement Programme (TLDCIP)

Post-1994, South Africa developed a range of policies to counteract the devastating effects of the apartheid system on education. Two such policies were Education White Paper 6: Special Needs Education (2001) which legislates for the implementation of inclusive education across the education system, and the Policy on Screening, Identification, Assessment and Support (SIAS) (2014) which operationalises White Paper 6. The Department of Basic Education has committed to linking inclusive education to broader issues of social cohesion, human rights and social justice. Implementation is supported through initiatives such as the DBE’s Care and Support for Teaching and Learning (CSTL) Framework (2010), and Guidelines for Responding to Learner Diversity in the Classroom through CAPS (2011).

The overall aim of the Teaching for All project is to contribute to a more inclusive education system in South Africa by facilitating the training of teachers in a social model of inclusive education and the use of inclusive education pedagogies to ensure that every teacher becomes an inclusive education teacher. Teaching for All seeks to achieve this through partnerships with agencies responsible for teacher training, which is essential to prepare teachers sufficiently to implement inclusive education in the classroom. This aligns with the aims of South Africa’s education authorities – to implement an inclusive education system that truly supports the needs of all learners via teacher training. It is in this context that the Teaching for All project was initiated.

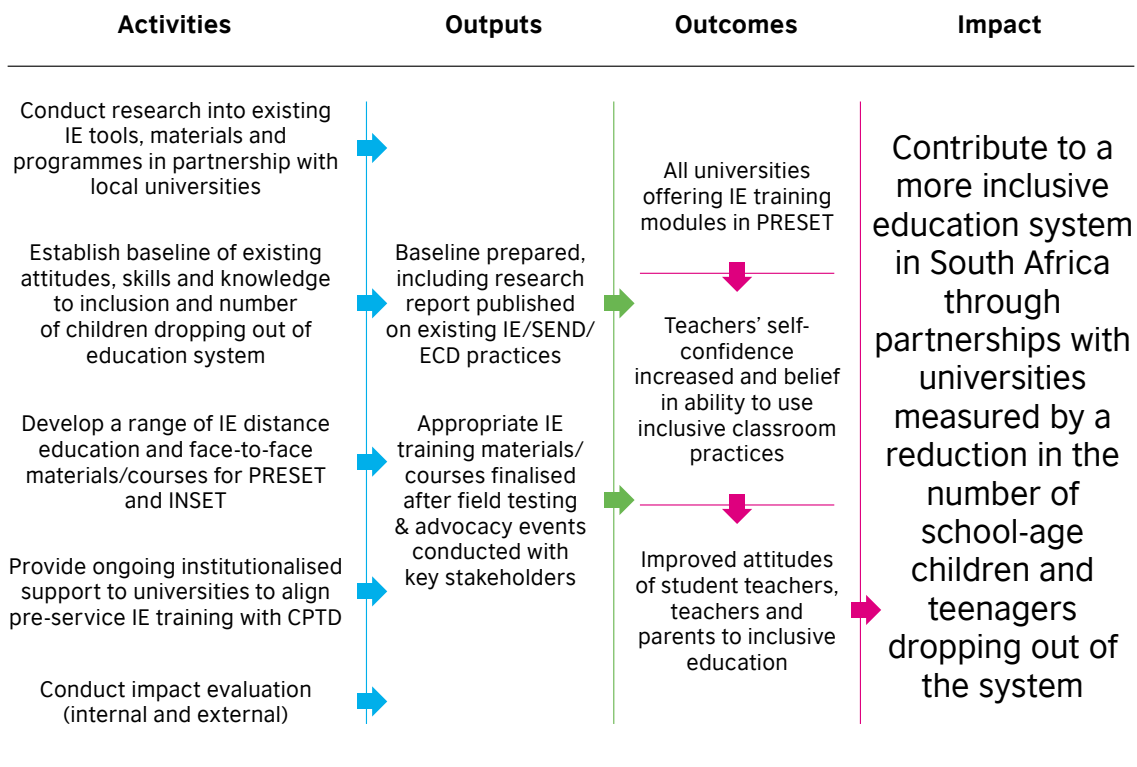


Figure 3: Teaching for All theory of change



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Full Stop

Apostrophe

Comma

Teaching for All advocates that inclusive classrooms provide the best possible learning environment for all learners and scaffolds social and life skills that are carried into adulthood alongside academic learning. The project supports teachers to be trained and equipped with the skills needed to maximise the benefits of diverse classrooms. This capacity-building starts with initial teacher education (ITE) and continues with in-service teacher education, known as continuing professional teacher development (CPTD). Thus, Teaching for All

seeks to improve the skills, knowledge and dispositions of pre-service (ITE) and in-service (CPTD) teachers towards inclusive education. To this end, Teaching for All has facilitated the integration of newly-developed inclusive education training modules, materials, workshops and activities into universities (HEIs) and provincial education departments (PEDs) of South Africa. The materials are intended to be delivered in blended mode (a mix of online and face-to-face) or purely online via distance learning (as is the case with UNISA).

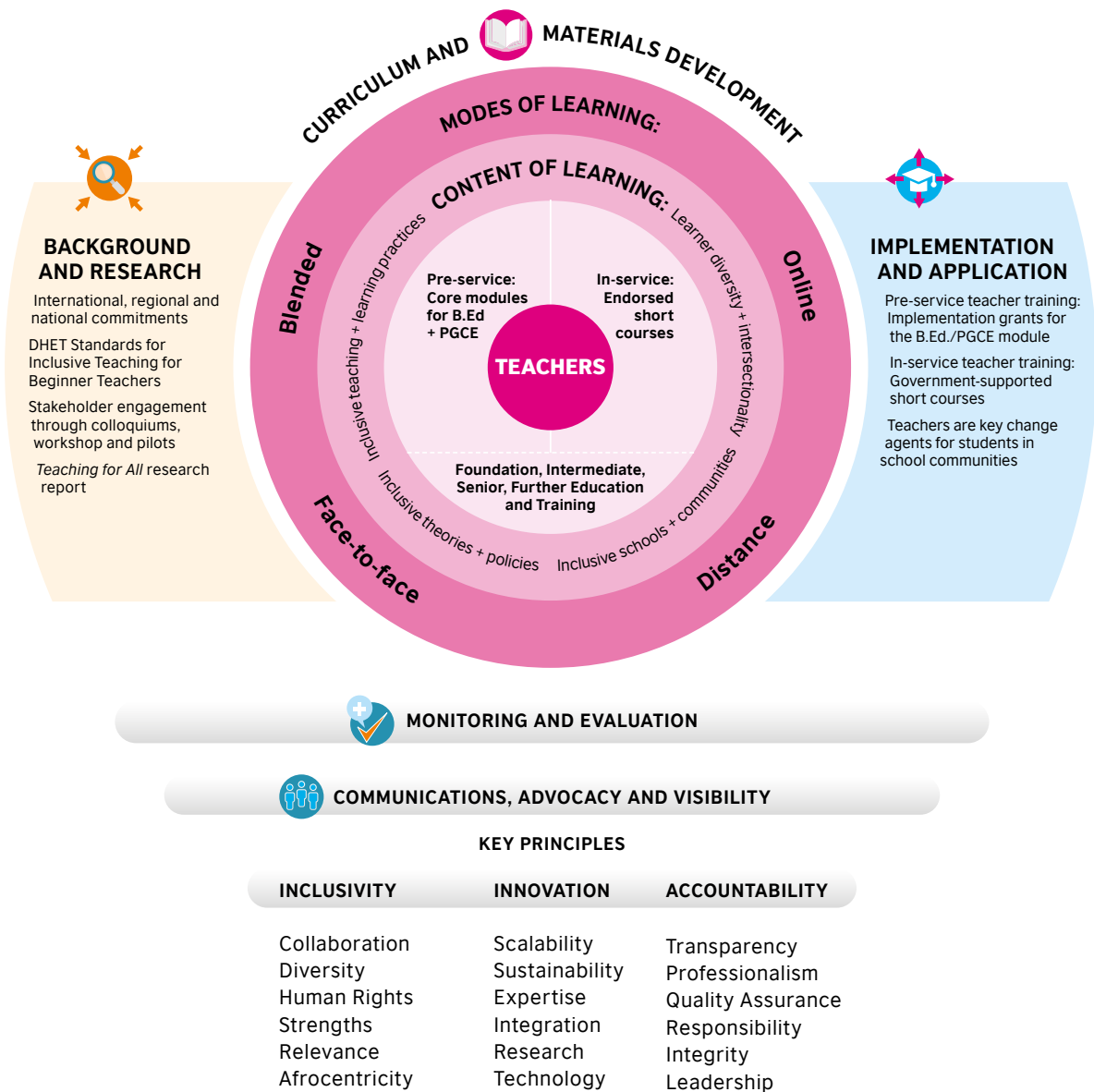


Figure 3: Teaching for All conceptual framework

Project output

Arising out of the Teaching for All aims are the following objectives:

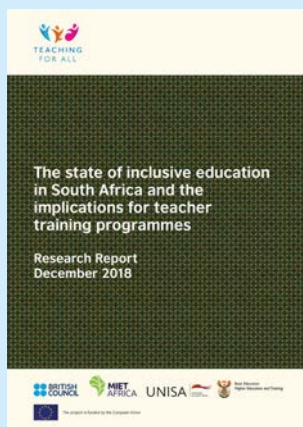
Output 1: The State of Inclusive Education in South Africa and the Implications for Teacher Development programmes – a comprehensive and collaborative research report

Output 2: Course development on Inclusive Teaching and Learning for South Africa:

- A 24-credit NQF Level 6 module and supporting materials for Bachelor of Education(BEd) and Post-graduate Certificate in Education (PGCE) ITE programmes
- Four 15-credit SACE-endorsed short courses and supporting materials for CPTD

Output 3: Course implementation at 12 HEIs across six provinces through grant awards and co-funding

Output 4: An impact evaluation: Embedding Inclusive Education in Teacher Professional Development: Impact evaluation report on the Teaching for All project

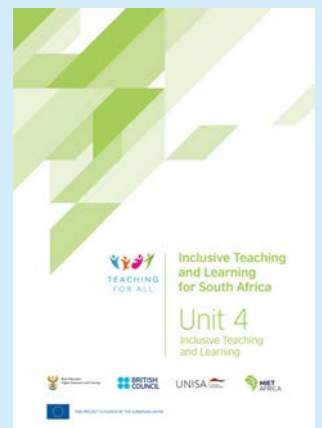


UNISA Report

ITE Study Guides

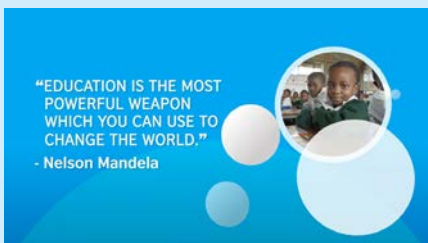


Multilingual Glossary

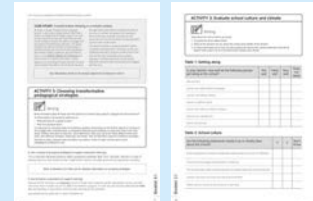
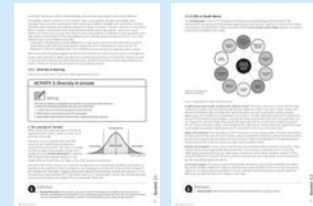


M&E Report

Video



CPTD Booklets



CPTD Spoodle (offline Moodle)



Key findings

i. Materials and learning resources

The Teaching for All materials were informed by research conducted with pre- and in-service teachers countrywide, and a review of existing policy and programmes. The writers of the materials included practitioners, policymakers, academics and global experts with comprehensive knowledge of inclusive education in theory and in practice, to ensure that the materials are contextually grounded. Further, the materials were appraised by peers in academia and officials from the Department of Basic Education, and piloted with lecturers and students at tertiary institutions as well as teachers.

The Teaching for All materials were favourably received by student teachers, teachers, PEDs, lecturers and researchers. The evaluation shows that the materials are contextually relevant and tailored to South African education realities. They encapsulate both a global and local understanding of the policies that impact inclusive education and equip teachers with the necessary knowledge, skills and dispositions to implement inclusive education in schools and classrooms.

Student teachers, teachers and lecturers found the materials well-designed and easy-to-use, striking an appropriate balance between theory and practice, information and reflection, practical



Ms Sesethu Nqanda, BEd student at Cape Peninsula University of Technology

exercises and knowledge dissemination. The supporting materials, including lecturer guides and videos, add considerably to the module's efficacy as a resource for teacher training and professional development.

Lecturers have tailored the material to suit their context, attesting to the flexibility of design intention. Further, the materials have been integrated into courses and offerings in higher education teacher education programmes in multiple and diverse ways.

The module with its four units was adapted for use as SACE-endorsed short courses for Continuing Professional Development points for in-service teachers, using the innovative, accessible Spoodle (offline Moodle) platform.

ii. Reach and impact

The Teaching for All project impact is evident in the wide reach of the project in ITE since the materials were produced. Approximately 23,000 student teachers at ten HEIs benefited from the Teaching for All project. More than 80 lecturers were involved in the delivery of the project at these universities. Assuming all +23,000 student teachers take up teaching posts, more than 766 schools would benefit from teachers trained in a social model of inclusive education. As this project is rolled out across the provinces, more schools will be influenced as more in-service teachers are trained via their CPTD.

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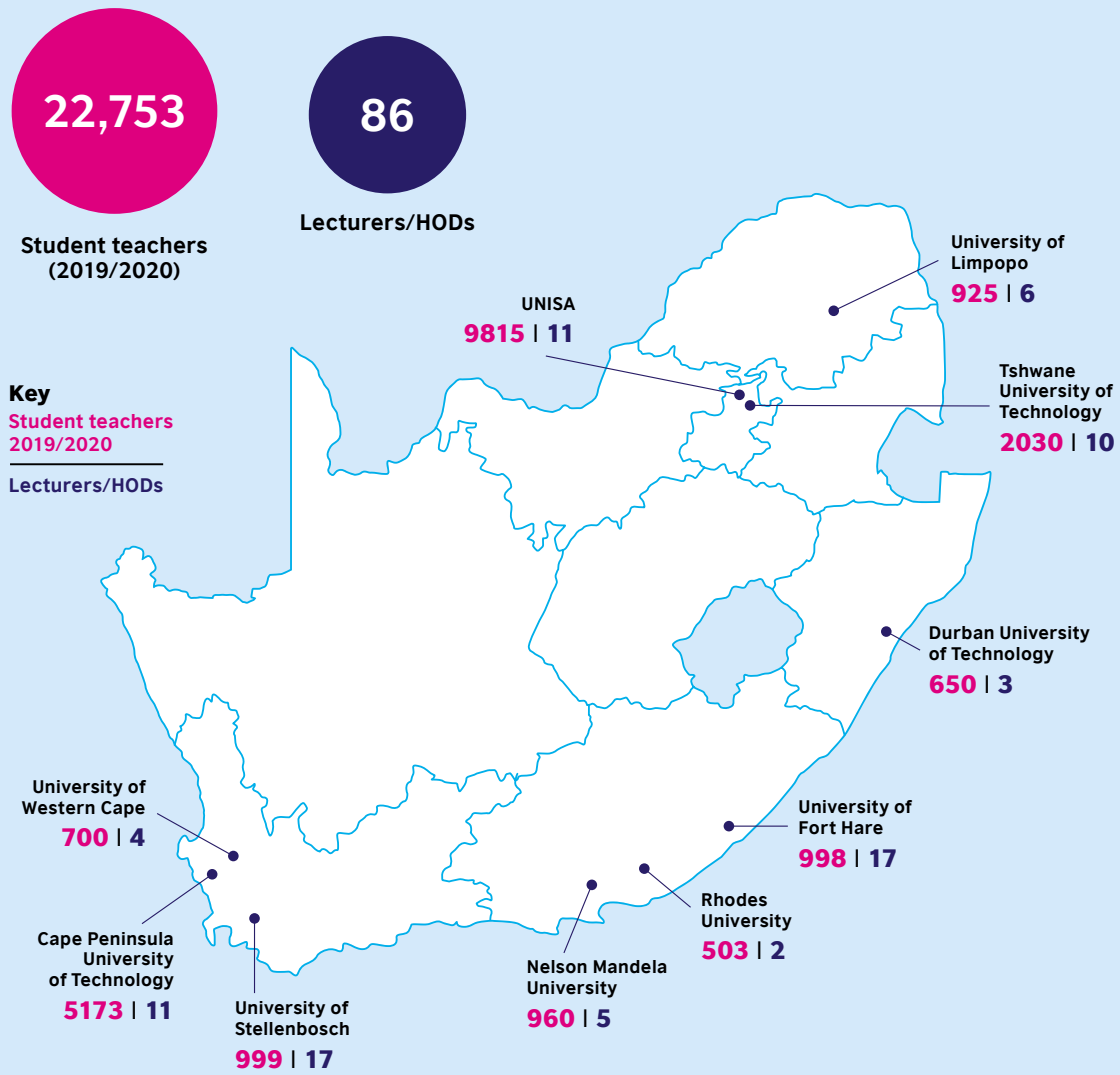
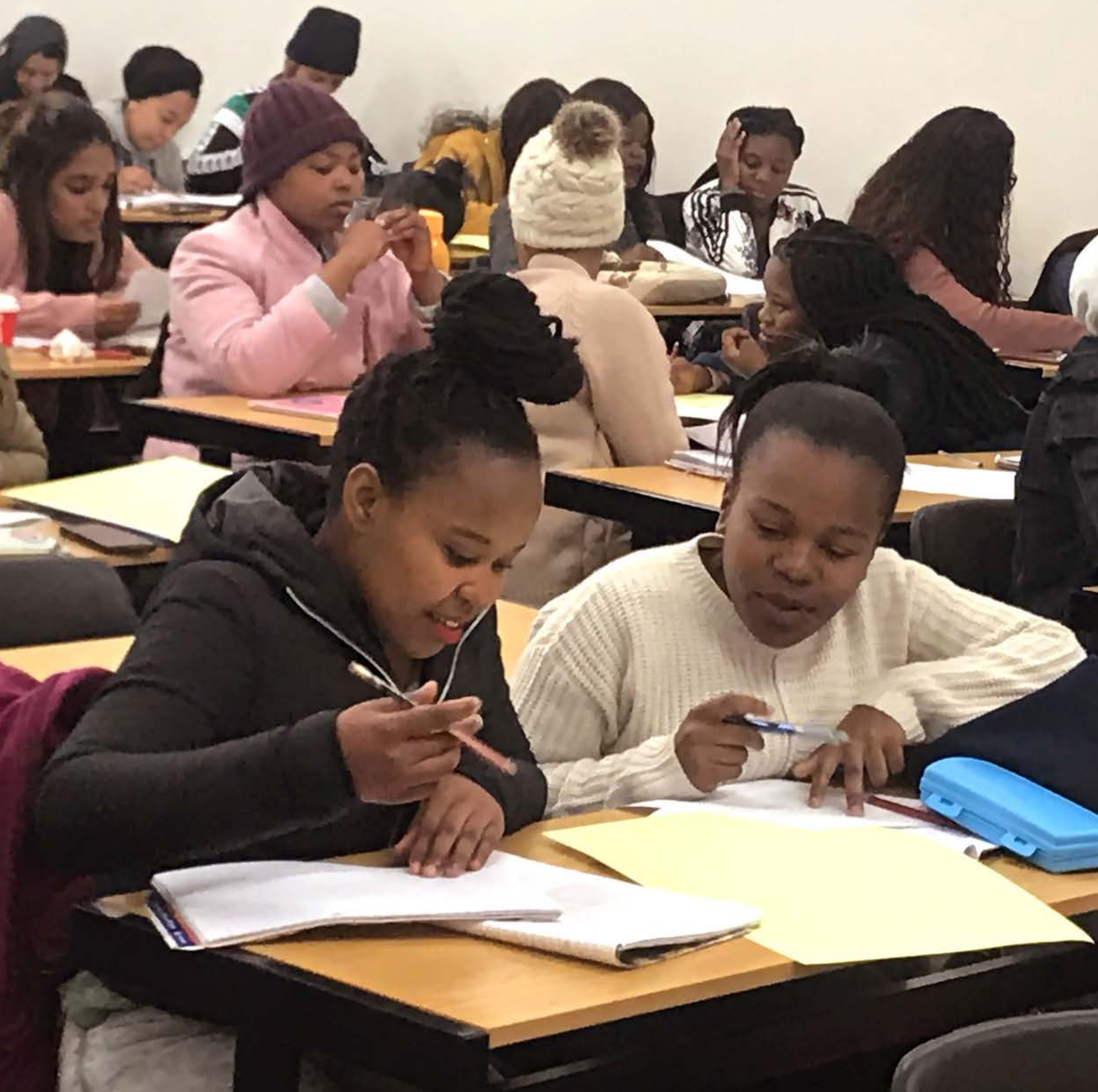


Figure 4: Reach of the Teaching for All Project at HEIs across South Africa





Overall, the implementation strategy has laid a solid foundation for the long-term sustainability of this intervention in the future.



The evaluation indicates encouraging outcomes of the Teaching for All project in terms of developing an informed approach to improve student teacher competencies and embedding inclusive education in the South African education system through:

- Building the knowledge base for evidence-informed inclusive education policymaking
- Contributing to inclusive education research in South Africa, regionally and globally
- Capacitating and incentivising lecturers at HEIs to conduct research in the field of inclusive education
- Developing tools and techniques for researchers, practitioners and policymakers to continue research and monitoring in the field of inclusive education
- Capacitating, encouraging and inducting a generation of early-career researchers located at the participating institutions into the field of inclusive education research

iii. An adaptive and responsive implementation approach

The adaptive approach adopted by the project was informed by both the project strategy and the embedded monitoring and evaluation process. Consultation and ownership, capacity building, and alignment with the EU-funded Teaching and Learning Capacity Improvement Programme were driving forces. Of particular note is the extensive and meaningful engagement and consultation in developing the curriculum and materials and in the implementation of the programme. The effectiveness of this approach depended on meaningful consultation with multiple institutions, stakeholders and organisations.

Additional positive benefits and outcomes of the adaptive implementation strategy include the translation of all materials into other South African languages including South African Sign Language, translating the glossary into the Teaching for All Multilingual Glossary which includes all ten South African languages.

Download Teaching for All materials at <https://www.britishcouncil.org.za/programmes/education/teaching-all>

Key to the success of the approach were the extensive consultations with stakeholders and the use of catalytic grants to support HEIs and PEDs in institutionalising the project in their

initial and continuing teacher education programmes, respectively. Piloting of materials, incentivising implementation through grants, holding regular workshops and seminars, and participation in academic conferences all facilitated an inclusive, adaptive implementation strategy, which secured committed buy-in by all participants in the process. Capacity development of teacher educators, as well as advocacy and effective communication by the British Council as the programme facilitator, further aided effective implementation.

The key outcome of such a process is a collective sense of ownership, as well as the emergence of a shared understanding of what inclusive education is and what implementing an inclusive education approach entails.

The thorough consultative process has resulted in a contextually relevant, flexible curriculum framework and materials, available in both print and electronic formats, for both ITE student teachers and in-service teachers for CPTD points via the innovative, easily-accessible Spoodle (offline Moodle) format.

Overall, the implementation strategy has laid a solid foundation for the long-term sustainability of this intervention in the future through well-designed modules and innovative materials owned and accepted by both HEIs and PEDs.

iv. Successful impact of materials used at residential ITE level

ITE providers and lecturers integrated the material in creative and diverse ways, facilitating the process of embedding inclusive education meaningfully within existing course and module offerings. The findings indicate that, on average, institutions used 12 of the 19 topics, with Unit 1: Inclusive Education (six programmes) and Unit 4: Inclusive Teaching and Learning (five programmes) being the most extensively adopted. The most widely used resources were the discussion activities, and the least-used were the suggested assessment tasks.

Teacher educators also benefited as the materials provided a sound conceptual and theoretical foundation to help them reach a broader understanding of diversity and inclusion in practice. Examples of content that facilitated this are the CSTL framework and the focus on gender sensitivity in the materials. Both student teachers and teacher educators reported that the diverse range of pedagogical activities and the learning-centred design supported and extended their practice.



Photo: Charles Meadows 2019

Student teachers' views about how the materials influenced their values, beliefs and attitudes about inclusive education reflect a strong consensus (all items showed above 97% agreement) that the materials positively influenced their dispositions about inclusive education. The results reveal that 94% agree that the materials provided sufficient guidance for teaching inclusively and that 93% believed that the materials taught them how to apply human rights principles in their teaching. Additionally, 83% agree that the materials taught them how to use SIAS in the classroom.

Moreover, the following improvements in knowledge were reported among residential ITE students:

knowledge about SIAS and screening	+23%
social cohesion	+15%
differentiating instruction	+15%
assessing learner performance	+13%

The overall response reported by student teachers showed a positive shift across the board.

Overall, the lecturers using the materials thought they were well designed, useful for teaching and learning, and most importantly, impacted positively on the development of student teachers' inclusive education competencies.

v. Observable shifts in student teacher competence for inclusive education in residential programmes

A wide range of shifts occurred for student teachers in residential programmes, including enhanced knowledge about inclusive education, changes to their dispositions and the acquisition of new skills. Interviews with lecturers and programme leaders at the institutions confirmed these shifts, which resulted in improved uptake and buy-in for an expanded notion of inclusive education. The

The findings suggest that overall the programme improved student teachers' inclusive education skills. In particular, student teachers report they are better able to:

- Challenge exclusionary practices and policies within schools
- Teach learners about discrimination that the LGBTIQ community experience
- Promote human rights in education
- Encourage learners to discuss sensitive topics such as racism
- Address language issues in multilingual classrooms
- Teach learners about discrimination that disabled learners experience
- Establish a safe classroom atmosphere that supports all learners

results suggest that the project improved student teachers' inclusive education dispositions, knowledge and skills.

In particular, at the knowledge level, the student teachers reported an increase in learning about the relationship between special and mainstream schools, improved awareness of the needs of children with disabilities and intellectual impairment, how to implement curriculum differentiation strategies, and managing the effects of violence in the classroom.

The overall response reported by student teachers for their preparation for inclusive education using the Teaching for All materials in residential institutions showed a positive shift across the board. That is, in all areas measured (dispositions, knowledge and skills), student teachers agreed that their programme improved their ability to teach inclusively. This trend holds across the survey, i.e. in all cases, the majority of

student teachers report that their training programme covered these vital areas.

vi. **Inclusive education in initial teacher education in distance teacher education programmes: UNISA**

In 2020, UNISA enrolled approximately 8,000 ITE students for the core compulsory inclusive education modules within which the Teaching for All materials were embedded. In addition, about 5,000 students undertaking the inclusive education diploma were reached by the materials, as well as approximately 800 BEd Hons students who, as a subject elective, selected a module on inclusive education.

The baseline results for student teachers' competence in inclusive education were very high (with the lowest agreement at 90% in all





but one instance). Thus, room for observing shifts in competence between the baseline and endline survey was limited. The strongest shift seen was in student teachers agreeing that the programme equipped me with specific teaching approaches to teach learners with disabilities.

The overall shifts in the development of student teacher dispositions, knowledge and skills indicate, in general, a positive outcome at UNISA. Student teachers reported that the materials used in their course and module offerings provided them with the necessary dispositions, knowledge and skills to enact inclusive education in their classrooms as future teachers.

With regard to their skill base, UNISA student teachers reported improvements by endline. In general, their responses again reflected a high-value starting point which left little room for a noticeable increase in their knowledge.

vii. Support for in-service teachers: the development of CPTD materials

Following the piloting of the CPTD materials in the Western Cape in late 2019, the materials were finalised in March 2020, after which PEDs, HEIs and other partners participated in a series of workshops to roll out the final materials and plan implementation. From the feedback, it is evident that CPTD materials are much needed and that there is a fertile and enabling policy environment at the national level for effective up-take of such materials. To this end, the effective integration of the inclusive education

teacher standards and the four-unit SACE-accredited Teaching for All CPTD programme for teachers, are important contributions to improving the capacity of in-service teachers to implement inclusive education.

The responses of in-service teachers to the Teaching for All materials in pilot workshops with the Western Cape Education Department revealed important shifts in knowledge, skills and dispositions among participants. Competent facilitation and practical examples of the application of the concepts and theories discussed in the learning material increased teachers' commitment to the principles and practices of inclusive education.

viii. System coordination and partnership: breaking down silos

The Teaching for All project succeeded in impacting policies, programmes and actions by facilitating robust dialogue that has resulted in:

- Enhanced collaboration between and within government departments
- Strengthened dialogue between government departments and initial teacher education providers
- Developing stronger collaboration in support of teachers between the national government and provincial departments

ix. Institutionalising change in ITE and CPTD provision

The Teaching for All project has been instrumental in facilitating dialogue between ITE providers and enhancing the provision of CPTD for teachers resulting in:

- A common and shared understanding of what inclusive education entails and how best to support teachers (prospective and practising) to create inclusive schools and classrooms
- Building a community of practice of ITE and CPTD providers to share good practices and a common approach to inclusive education training whilst retaining flexibility and diversity in provision
- Ongoing professional dialogue among practitioners involved in the delivery of teacher professional development
- Endorsement by SACE for the use of the CPTD materials for teacher professional development



The programme equipped me with specific teaching approaches to teach learners with disabilities.

Recommendations

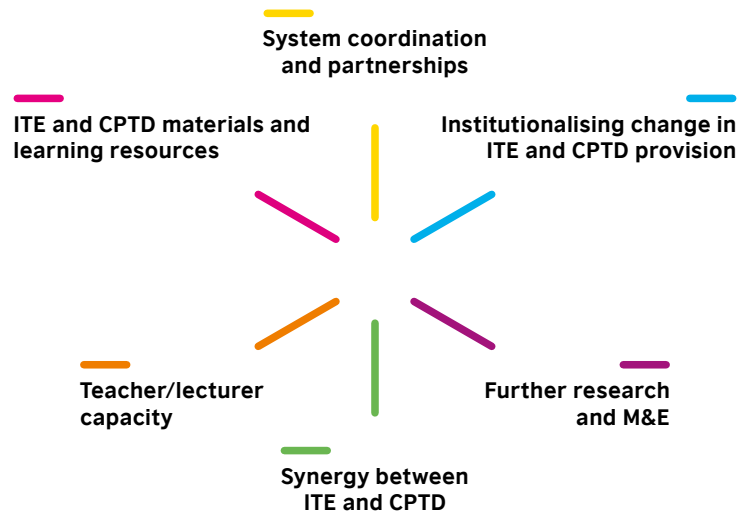


Figure 5: Recommendations from evaluation

i. ITE and CPTD materials and learning resources

The project has succeeded in designing a suite of contextually-relevant ITE and CPTD materials rooted in the African and South African context. This evaluation has shown that these materials can capacitate teachers and allied professionals to implement inclusive education approaches in classrooms, schools, local communities and society at large. Ensuring this would require:

- Continuous monitoring to assess the use and application of the ITE and CPTD materials to inform the content-update cycle
- Ongoing monitoring of the implementation of the CPTD materials by PEDs, HEIs and other stakeholders
- Revisions to update knowledge content and information
- Distribution of complementary teaching and learning resources, where necessary

ii. System coordination and partnerships

The strengthening of dialogue and collaboration has established the foundation upon which to realise the ambitious commitment to providing meaningful and quality inclusive education for all – as per the commitment in several policy documents, beginning with White Paper 6. Sustaining the

gains of this project at the system level requires investment such as:

- DBE and DHET nurturing and sustaining the mechanisms and structures for cross-departmental collaboration with providers
- Regular communication and dialogue between DBE and DHET
- Continuation of dialogue among ITE providers concerning the institutionalisation of the Teaching for All materials.
- Continuation of dialogue between the partners and practitioners, and ongoing support for the community of practice that has resulted from the project

iii. Institutionalising change in ITE and CPTD provision: embedding inclusive education in teacher professional development

To sustain the gains and momentum to create systemic change requires ongoing dialogue among ITE providers and ongoing improvements in the provision of CPTD. Several commitments are required for ITE and CPTD including:

- Commitment on the part of teacher education providers to integrate the materials into their programme offerings including institution-wide training in inclusive education of all those involved in ITE delivery



New teachers will require assistance that builds on their existing scaffold.

- Commitment to further implementation by PEDs of inclusive education training for in-service teachers and other staff involved in the holistic support and education of learners, such as teaching assistants, therapists, and health support specialists

iv. Teacher/lecturer capacity: developing the agency of teacher for inclusive education pedagogy

The materials developed, the training provided, and the opportunities to network and dialogue have all enhanced the understanding of how to support teachers to implement inclusive education in schools and classrooms. Sustaining this commitment to developing teachers' knowledge base about inclusive education requires:

- Ongoing professional development and support for lecturers
- Support for research that lecturers wish to conduct around the use and deployment of the materials in their teaching
- The development of structures and mechanisms to enable lecturers to sustain a community of practice
- An enabling institutional climate for lecturers to adapt the materials and integrate them meaningfully into modules and courses

v. Synergy between ITE and CPTD: creating an integrated teacher professional development approach for inclusive education

The Teaching for All project has worked across both ITE and CPTD to empower prospective and practising teachers with the competencies to facilitate inclusive education in their classrooms. As the materials and pedagogies become embedded in teacher training, this will impact the nature of the CPTD requirements. New teachers will require assistance that builds on their existing scaffold, and fewer CPTD teachers will be introduced to inclusive education pedagogies

later in their careers. Sustaining the synergy between ITE and CPTD requires:

- Continued coordination and dialogue among stakeholders involved in ITE and CPT
- Rolling out of CPTD materials with appropriate monitoring and evaluation
- Alignment of the CPTD materials to the needs of newly qualified teachers

vi. Further research and M&E: institutionalising a focus on inclusive education in research and the monitoring work of government agencies

The Teaching for All project has encouraged the development of an informed approach to improving student teacher competencies. Sustaining these gains requires:

- Financial support for further research in the field of inclusive education paying particular attention to capacitating new and early career researchers in higher education to continue research in the field
- Continued support of the British Council to facilitate the monitoring and evaluation of the long-term implementation, effects, and impact of the materials for initial teacher education at the ten participating institutions and the roll-out of the CPTD-tailored materials and resources in nine provinces and their use by HEIs and other stakeholders
- Making monitoring and evaluation tools more widely available to the research community
- Embedding inclusive education monitoring in the work of the DBE. This could involve ensuring that questions about teacher needs and approaches to inclusive education are included in the annual surveys of schools, the school readiness tool, and other information-gathering exercises conducted by the DBE
- In-depth qualitative research to better understand how and why dispositions, knowledge, and skills shift; in particular, investigating the reasons for the initial/baseline high positive dispositions towards inclusive education values and beliefs and whether this translates into pedagogic practice

Concluding remarks

Considering the short time within which the participating HEIs were able to integrate the Teaching for All materials in their programmes, a key component of the evaluation was to ascertain their future plans to embed these in their offerings. The evaluation highlights several innovative ways in which HEIs intend to institutionalise the materials in their ITE, CPTD and postgraduate programmes. Such measures will ensure that the materials are used beyond 2020 for other teacher cohorts, other ITE programmes and other groups (e.g. PhD students or BEd Hons students).

This evaluation considers how the Teaching for All project lays the foundation for an inclusive education system. It highlights gains in the development of inclusive education materials for use by student teachers and teachers to equip them with the competencies needed to

facilitate inclusive education in their classrooms. The project has catalysed change to ensure that the system is ready to support inclusive education system through:

- Collaborative development of the materials
- Facilitating robust and meaningful communication with stakeholders
- Incentivising ITE providers to embed the material in their courses and module offerings
- Adapting the materials based on the pilot for use by provinces to offer ongoing professional development for teachers (CPTD)

Many long-term effects and gains of the programme are likely to come to light over the coming years. It is important for the British Council, DBE and DHET, together with other stakeholders, to devise a longitudinal

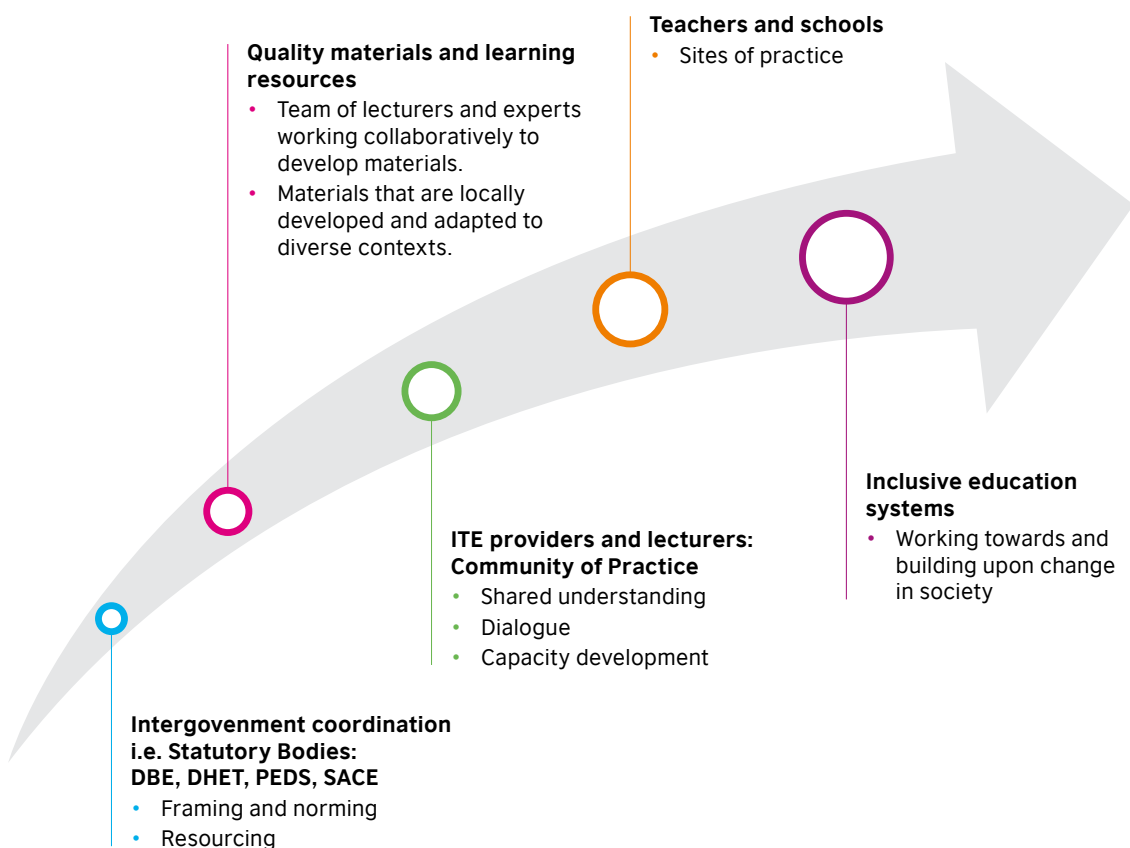


Figure 6: Model for embedding inclusive education in teacher professional development

monitoring and evaluation strategy to track the uptake and use of the materials beyond the close of this project. This will allow the materials and their implementation strategies to evolve and improve in response to feedback.

The Teaching for All project's strategy of implementation has evolved, adapting to changing circumstances and contexts. This adaptive and responsive implementation strategy reflects an open and facilitative approach to project management by the project team. Importantly, the adaptive process is necessary to ensure successful implementation in the South African education system, which is characterised by diverse institutional and organisational histories, diverse provincial contexts, and differing capacities across the entire system.

The Teaching for All project affirms that successful education outcomes from an intervention require close attention to the policy implementation process. Consultation, dialogue, collaboration, piloting and capacity-building are key ingredients to successful education reforms. Sustaining such gains requires political will, mutual trust amongst actors, a participatory and inclusive implementation process that can adapt to various contexts, and robust dialogue between all stakeholders, particularly the front-line implementers. This project can, and will, as part of a holistic set of education reforms, create conditions for equitable and quality education for all, particularly those who have been marginalised and excluded from meaningful learning.



Preparing the next generation of South African teachers to teach inclusively

Voices of student teachers and lecturers from Teaching for All partner institutions

Student teachers:

“The Teaching for All module truly changed my perspective regarding the teaching profession, what it is and what it stands for. This Teaching for All unit handbook is truly thought-provoking, and it challenges us to become critical thinkers as it provides us with the necessary tools we need to become inclusive teachers. What I like most is the relevant examples and activities provided in the book and it gives a clear description or an idea of what is happening in the South African classroom the inconsistencies and stereotypes learners with learning barriers are facing. With the detailed explanations it really equips us to better understand the teaching role and what needs to be done, it clearly explains our role and that our main focus is to provide learners with equitable education so all can succeed. The Teaching for All handbook displays in an honest way the inequalities learners face because of the societal misconceptions and the resistance to change. In all honesty before starting this degree I thought I knew what teaching was all about, clearly I was misinformed – it’s dynamic, challenging, exciting and that’s what this handbook taught me, that being a teacher is not about me it’s about the learner and their wellbeing and I’m merely here to pave the way so change can be made.” **Ms Ra-eesha Daniels**

“Teaching for All has shaped me to be a better future teacher. It is in fact an eye-opener! I never realised that learners are different due to circumstances or learning styles. Another interesting part was about how teachers judge learners by what we see which are more like assumptions – the teacher who digs deeper will be surprised by the outcomes. I am really confident that when I go into the field, I will change the learners’ lives with what I learnt.” **Ms Bekezela Dlamini**

“The Teaching for All material has impacted how I viewed our education system’s approach by educating me to understand the significance of differentiation and inclusion in the 21st century classroom more especially when we come from an education system that was exclusionary to the majority of this country. Also, for me Teaching for All is a tool that I am prepared to implement in how I approach my teaching based on the fact that it entails the strategic and inclusive ways to help address and transform teacher knowledge development in young and existing change agents. Teaching for All is inclusionary, and I am inclusive because I believe that in unity we can prosper and conquer every barrier that our learners face regardless of their diverse backgrounds.” **Mr Moses Magcu**

“Teaching for All has helped me to get a better understanding of what inclusivity is.” **Mr Sisipho Maqhula**

“Teaching for All helps us to implement what we’ve been taught in theory. To go practise it in teaching practice. I mean going to school and dealing with different learners of different backgrounds. It really helps to bring a warm classroom environment.” **Ms Simbongile Mbalo**

“Teaching for All has impacted my life tremendously. It allows me to understand that there’s always more to a situation and we have to look at situations and solutions peripherally. It really guides us as students and also I think it will be useful in our own classes one day on how to work with learners and how to approach situations. The units in Teaching for All help us to deal with situations we get ourselves into in teaching practice. The topics in Teaching for All are usually topics that everyone avoids, and this allows us to raise our opinions and also directs us to the correct path.” **Ms Natalie Adams**

“Teaching for All is a tool that gives us opportunities to learn and to be able to identify which learners and which strategies to use to teach such learners.” **Mr Thabo Mofolo**

“Barriers to learning really hit home - only now do I realize what a teacher should know.” Mr Chris Taylor
“Teaching for All gave me an insight to how people value and respect inclusivity globally. How has this impacted my life? It made me see beyond the issue of rich and poor, and the circumstances and difficulties within the education system. Teaching for All made me realise that inclusivity is more than helping the less fortunate. Inclusivity is about including all individuals to support and assist them in reaching their full potential and goals in life and has empowered me in making more positive changes within the education system. Now, I do not see selected aspects when looking at inclusivity but rather embrace all aspects, implement change and discover.” **Ms Chante Rezandt**

“The Teaching for All module has impacted my life not just as an aspiring teacher, but also on a more personal level. It has reminded me of childhood events and helped me better understand why it impacted me personally and also academically. It also gradually removed the one-sided perspective I initially had of the world at large, opened up my mind and heart to looking at every possible aspect of people (children in particular) and understanding what makes them who they are and what makes them think the way they do before I react or make assumptions. It has taught me to recognise and appreciate the similarities we all share, rather than the differences society constantly tries to remind us of.” **Ms Tarryn Minords**

Lecturers:

“Inclusive Education has been around for a long time. It seemed like a plane on the runway that just wouldn’t take off! So, when we were offered the opportunity to participate in Teaching for All, we jumped at it. We decided to integrate bits and pieces into our existing module with BEd 3rd years. This required us to think on our feet – it’s all worked out very well in the end.”

Ms Lynette Collar, Stellenbosch University

“Through Teaching for All I have been able to understand how to celebrate each student, value their strengths and support their successes. My classroom has been a safe environment with a culture of care and support even at this period of Covid-19. I learnt from Teaching for All to value students’ differences, and celebrate all the small successes. I now understand that every time I encourage students, I am shaping the way they think about themselves. I pay attention to their nonverbal communication – what their body language says. When I respond with that balance of care and high expectations, I challenge their self-doubt. Teaching for All encourages me in choosing the most effective strategies for teaching. I do not choose teaching strategies just because I like them – I find out what the students need for learning and tailor my instruction around their needs.”

Dr Toyin Adewumi, Cape Peninsula University of Technology

“The Teaching for All Unit 1 content was relevant to the Foundations and Legislative Frameworks of Inclusive Education module, which introduces student teachers to concepts, policies and frameworks that govern inclusive education. The relevance, pacing, sequencing and reader friendliness of the Teaching for All unit resulted in students being able to grasp key concepts, terminologies, policies and frameworks which Education White Paper 6 advances. The activities depicted the real-life context in the South African schooling environments, and the case studies gave students insight to what inclusive education aims to achieve in terms of social justice, equal access to education, as well as social transformation. We plan to continue using the Teaching for All module for broad advocacy and training of colleagues in the university, as well as all pre-service and in-service teachers in the implementation of inclusive education.”

Mr Sepadi, University of Limpopo

“What I enjoy about teaching with the Teaching for All material is that it is the same topics that I have taught before but that I now have in a format that I can use. The units are ready to be used and have interesting material and case studies, which have definitely held the attention of my students and led to rich deep discussions and reflections about themselves and the contexts in which they find themselves. This year we have been teaching online because of the Covid-19 lockdown and it has been good to have the material to share with my students. In each unit they have everything they need for self-study as well as for reflection. It made my job so much easier because the material was accessible to most students. It was posted online on our teaching and learning platform but we also had the units printed that were couriered to students who had no access to Wi fi or internet. I often made use of the videos that were in the activities, to start the lecture or introduce a new topic. It was also ready reference material for the assessments they had to do and certainly made their lives easier. We made all the units available to all the years so they could also read the units on their own if they were interested in particular topics. I look forward to teaching with the Teaching for All material in the future.”

Ms Charlene Nissen, Cape Peninsula University of Technology

“The Teaching for All material altered, but also confirmed the assumptions and understanding of Inclusive Education in many students. Students could identify with and relate to the scenarios and case studies portrayed in the content material. Students were encouraged to reflect on these critically, and continually raised the similarities between their real-life experiences during School-based Learning and the Teaching for All content material. Students are more aware of exclusionary practices in the classroom setup. A culture of agency was created regarding inclusive education.”

Prof Nokhanyo Mdzanga, Nelson Mandela University

“Barriers to learning and inclusive education always had a space on our PGCE and BEd programmes. Prior to participating on the Teaching for All programme, I developed the course guidelines based on literature and personal experience. It was evident that the course lacked cohesion and structure. What the Teaching for All project enabled was a clearer overview of what is deemed important in such a course. This resulted in the Teaching for All materials becoming the foundation of this course.”

Ms Bev Moore, Rhodes University

“I find the Teaching for All material to be very informative in terms of inclusive education. It’s trying to help us understand what teachers need to know and also their attitude. It’s broader than what we used to cover in our inclusive education [module before] because when I compare it with the previous information where we used to just focus on the policies and the barriers to learning ... But right now, it’s much more than that. Teaching for All has got a lot of information about the skills, how the teachers should go about teaching and also, it brought knowledge actually our understanding was quite narrow. So now it is broader, and includes the human rights approach, and we now see inclusive education as something that is actually the African way of life.”

Prof Nareadi Phasha, University of South Africa

“Teaching for All has opened up the opportunity for institutions to collaborate to ensure all students are getting the necessary skills. The Teaching for All material offers ample opportunity for critical debate; the material is so comprehensive and solid, it gives us ample opportunity to address stereotypes and engage in critical debate. The good thing about the material is that we can adapt it for context – it is so comprehensive, we can pick and choose.

I see it as the start of a journey. In our faculty there will be more talk about refocusing and integrating inclusive education across the curriculum, which will bring it from the periphery to the centre.”

Prof Trevor Moodley, University of the Western Cape

“Through the Teaching for All activities, students have gained knowledge and practical skills in how to support learners with challenges. This has increased their confidence that they can apply the strategies to help learners. I have noticed a change in students’ attitudes towards learners with special needs. Students come from a semi-rural area and had prejudices about learners with special needs. They thought of them as disabled and belonging in special schools, but as a result of Teaching for All activities they have shifted to a strength-based approach.”

Dr Anita Hiralaal, Durban University of Technology

“The scenarios that they discuss in class that comes up naturally from the students, you know the questions they ask coming from the socio-context that they grow up in really shows that the inclusive education that they are taught did make an impact on them. And it encouraged raising more other concerns that they actually experience as such. And then, when they implemented that in class, it came out from the focus group interviews, it was very positive. The students said it was now for the first time that they actually are, they are actually inquisitive. They want to learn more about inclusive education ... Our students really did benefit greatly from this.”

Dr Thelma de Jager Tshwane University of Technology

“We started with advocacy among staff and students. Most people think inclusive education is just about accommodating disabled learners. We held a seminar for students from all faculties of university. This started conversations around students with differences, e.g. disability, LGBTIQ. We aim to involve whole university in transforming: ‘How inclusive are we?’”

Dr Xolani Khalo, University of Fort Hare

“It is was also what the lecturers did in their institutions that was innovative (trying to teach in different ways and adopt new approaches) and that mattered. Whether it was using multilingual approaches, using task-based learning, developing digital forums for discussion or opting to use their own knowledge and experience of apartheid's legacy to help them explain the discrimination of the present. All of their efforts made a difference to Teaching for All.”

Mr Thomas Salmon, Rhodes University and CPUT

“The Teaching for All module for me was the vehicle to teach inclusive education. I am very interested in differentiated instruction in mathematics, and am doing a masters on the implementation of differentiated instruction. When Ms Moore asked for a volunteer to join her on the Teaching for All project, I did not hesitate. I have since included differentiated instruction in my method classes, showing the students how this can be done, and how it connects to inclusive education. One of my students had a stammer. She told me that she was never given an opportunity to express herself until now when someone is willing to listen to her. I found this comment powerful as well as emotional. Thanks to the Teaching for All materials and communication with all stakeholders, I have tried to create a safe space for my students during my lectures and not take them for granted.”

Ms Nomzamo (Zaza) Jack, Rhodes University

“Both the Department and [ETDP] SETA were impressed when we showed them the teaching materials that we had adopted from Teaching for All as our teaching and learning support materials. We found the materials matching well with our existing module. Before adopting Teaching for All our offering was lacking in terms of student support materials. The material has been uploaded on the University Blackboard platform so that all our students can access it.”

Prof Mahlapahlapana Themane, University of Limpopo

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