



TEACHING
FOR ALL

**Academics and student-teachers
champion Inclusive Education
in Initial Teacher Education
Programmes in South Africa:
Experiences, Challenges and Opportunities**

**Edited by
Yusuf Sayed
Marcina Singh
Taryn Williams
Melanie Sadeck**



Basic Education
Higher Education and Training

Sayed, Y; Singh, M., Williams, T & Sadeck, M (2022) Academics and student-teachers champion Inclusive Education in Initial Teacher Education Programmes in South Africa: Experiences, Challenges and Opportunities. British Council



Technical Report prepared for the British Council
by the Centre for International Teacher Education

Published by British Council South Africa and funded by the European Union
First Edition 2022

ISBN 978-0-6397-3196-4

© British Council

Authors: Yusuf Sayed, Marcina Singh, Taryn Williams and Melanie Sadeck

Suggested citation: Sayed, Y., Singh, M., Williams, T & Sadeck, M. 2022. *Academics and student teachers champion Inclusive Education in Initial Teacher Education Programmes in South Africa: Experiences, Challenges and Opportunities*. British Council.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the copyright holders.

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the authors and do not necessarily reflect the views of the European Union, associate partners or partners.

Cover and design layout by Nexus Design

Printing by Nexus Design

Contents

List of tables and figures	4
Abbreviations	6
Acknowledgements	9
Foreword	10
Editor and author biographies	13
Chapter 1	
Inclusive Education and Initial Teacher Education, Centre for International Teacher Education	17
Chapter 2	
Embedding Teaching for All at the Cape Peninsula University of Technology: student perspectives and voices	30
Chapter 3	
Embedding inclusive education in an initial teacher education programme: a reflexive case study of an Accounting teaching educator, Durban University of Technology	50
Chapter 4	
Reflections of faculty on preparing student teachers to meet the needs of diverse learner populations through an engaging curriculum: the case of Nelson Mandela University	74
Chapter 5	
Embedding Teaching for All at Stellenbosch University: a case study	95
Chapter 6	
Implementation of the Teaching for All programme and materials in the initial teacher education programme of Tshwane University of Technology	126
Chapter 7	
A critical analysis of the use of Teaching for All materials in university modules: a case study evaluating the successes and challenges lecturers and student teachers face at the University of Fort Hare	138
Chapter 8	
Pre-service teachers' implementation of curriculum differentiation outlined in the Teaching for All materials during teaching practice at an open distance eLearning institution of South Africa, University of South Africa	161
Chapter 9	
Inclusive education teacher educators and pre-service student teachers' views about the use of the Teaching for All materials at the University of the Western Cape	193
Chapter 10	
Synthesising the case studies: lesson learning and future prospects for institutionalising inclusive education	215

List of tables

Table 1.1: Specific outcomes of the four Teaching for All units	18
Table 2.1: Units implemented at CPUT Faculty of Education	32
Table 2.2: Number of students at CPUT who were taught using the Teaching for All materials 2019–2022	33
Table 2.3: Student teachers access of Teaching for All materials at CPUT	35
Table 2.4: Units of the Teaching for All materials covered at CPUT	36
Table 2.5: Student teachers' views on the usefulness of the Teaching for All materials	37
Table 2.6: Student teachers' views of the Teaching for All materials	38
Table 3.1: Student teachers' access to Teaching for All materials at DUT	54
Table 3.2: Student teachers' views on the content covered at DUT	55
Table 3.3: Student teachers' views in the usefulness of the Teaching for All materials at DUT	57
Table 3.4: Student teachers' views on the Teaching for All materials on skills, knowledge and disposition at DUT	59
Table 4.1: IE Enrolment figures at NMU 2018–2022	78
Table 5.1: Modules presented in the new Bachelor's in Education programme	96
Table 5.2: Modules in the new Bachelor's in Education programme: Foundation and Intermediate Phase	97
Table 5.3: Teacher educator profiles	100
Table 5.4: Education student profiles	100
Table 5.5: Teacher educators' use of Teaching for All materials	103
Table 5.6: Teachers' use of Teaching for All resources	104
Table 5.7: Cross-cutting themes addressed by teacher educators	105
Table 5.8: Inclusive education embedded in initial teacher education	106
Table 5.9: Teacher educator views of Teaching for All materials	107
Table 5.10: Student access to Teaching for All material	108
Table 5.11: Students opinions on the coverage of inclusive education	109
Table 5.12: Student opinions on the usefulness of the learning activities	110
Table 5.13: Student views on the Teaching for All material based on knowledge	111
Table 5.14: Student views on the Teaching for All material based on skills	112
Table 5.15: Student views on the Teaching for All material based on disposition	112
Table 5.16: Student views on the Teaching for All material based on design	113

Table 5.17: Student views on the Teaching for All material contributing overall to becoming an inclusive teacher	114
Table 7.1: Overview of Inclusive Education Seminars at UFH	152
Table 8.1: Number of teaching practice modules in 2022	164
Table 8.2: Status of TP students that registered for the TP module in 2020	166
Table 8.3: Status of TP students that registered for the TP module in 2021	167
Table 8.4: Registered students for modules for 2021 and 2022	169
Table 8.5: Biographical data of the students	174
Table 10.1: Participating higher education institutions	216

List of figures

Figure 1.1: Overview of the four units that comprise the Teaching for All materials	18
Figure 1.2: Cross-cutting themes in the Teaching for All materials	19
Figure 8.1: Total number of CEDU academics per Department	163
Figure 8.2: Total number of TP students per province: 29 August 2022	165
Figure 8.3: TP modules final results in 2020	166
Figure 8.4: TP modules final results in 2021	167
Figure 8.5: Differentiation framework	170
Figure 8.6: Atkins and Murphy's model of reflection	172
Figure 10.1: Model for embedding inclusive education in teacher professional development	224
Figure 10.2: Enabling & constraining factors in institutionalising inclusive education in ITE	225

Appendix

A Teaching for All topics included in the BEd programme/modules	158
B Topics included in the BEd Honours programme/modules	159
1 Online Student Questionnaire	180
2 Consent Form (Supervisors)	191
3 Supervisor Interview Schedule	192

Abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
BEd	Bachelor of Education
CAPS	Curriculum and Assessment Policy Statement
CHE	Council for Higher Education
CITE	Centre for International Teacher Education
CPTD	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
DBE	Department of Basic Education
DBST	District-based Support Team
DHET	Department of Higher Education and Training
DoE	Department of Education
DSD	Department of Social Development
DUT	Durban University of Technology
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EU	European Union
FET	Further Education and Training [phase]
FP	Foundation Phase
HEI	Higher Education Institution
HOD	Head of Department
IE	Inclusive Education
IESA	Inclusive Education South Africa
IL	Institution Leader
IP	Intermediate Phase
ITE	Initial Teacher Education
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development 2011–2025

JET	Joint Education Trust
M&E	Monitoring and Evaluation
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NMU	Nelson Mandela University
PED	Provincial Education Department
PGCE	Postgraduate Certificate of Education
PLC	Professional Learning Community
PM	Policymaker
PS	Project sStakeholder
PSET	Post-Secondary Education and Training
RU	Rhodes University
SACE	South African Council of Educators
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SIAS	Screening, Identification, Assessment and Support
SAIDE	South African Institute for Distance Education
SAQA	South African Qualifications Authority
SDG	Sustainable Development Goals
SEN	Special Educational Needs
SP	Senior Phase
SUN	Stellenbosch University
TLDCIP	Teaching and Learning Development Capacity improvement Programme
ToC	Theory of change
TP	Teaching Practice
TUT	Tshwane University of Technology
TVET	Technical and Vocational Education and Training
UFH	University of Fort Hare
UKFIET	The Education and Development Forum (UK)
UL	University of Limpopo

UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISA	University of South Africa
UWC	University of the Western Cape
WCED	Western Cape Education Department
WERA	World Education Research Association
WP	White Paper
WPRPD	White Paper on the Rights of Persons with Disabilities

Acknowledgements

The British Council wishes to thank all those who generously participated and contributed to the monitoring and evaluation work and the reports produced, including the collaboration with our project partners, DHET and CITE, which lead the project.

We would like to thank the ten universities, all the lecturers and student teachers who were key to the project and evaluation: Cape Peninsula University of Technology (CPUT), Durban University of Technology (DUT), Nelson Mandela University (NMU), Tshwane University of Technology (TUT), Stellenbosch University (SUN), University of Fort Hare (UFH), University of South Africa (UNISA) and University of the Western Cape (UWC). This publication was produced with the initial financial support of European Union without whom this work would not have been possible. Special thanks to Michelle Mathey from the Department of Higher Education and Training (DHET) and Berenice Daniels from the Western Cape Education Department (WCED), who generously contributed their time and expertise to the continued promotion of inclusive education work.

Very special thanks to Professor Yusuf Sayed, who led and directed the production of the monograph, together with Dr Taryn Williams, Dr Marcina Singh and Melanie Sadeck from the Centre for International

Teacher Education (CITE) at the Cape Peninsula University of Technology (CPUT) for their support, advice and encouragement which made these reports possible.

We acknowledge the generous support of the Department of Science and Technology (DST) and the National Research Foundation (NRF) for their financial support to the South African Research Chair in Teacher Education hosted at in the Faculty of Education, CPUT. Opinions expressed in these reports and the conclusions arrived at, are those of the research team, and are not necessarily to be attributed to the NRF and CPUT and its partners.

We thank the CITE Advisory Board, and in particular Professor Robert van Niekerk of the University of Witwatersrand, for his sage advice and wisdom.

We thank Ms Basheerah Simon and Ms Nondumiso Maphuti, who as the administrators of CITE, work tirelessly with great patience and commitment on the many research projects at CITE.

Last, but not least, we would also like to thank our British Council colleagues, especially Nicoleen Janneker, Teresita Pholi and Yolanda Buqwini, who supported all our partners on this very exciting and important journey of adding new insights and knowledge about inclusive education.

Foreword

Michelle Mathey

Director: Teacher Education, Department of Higher Education and Training

South Africa is known as a “rainbow nation”, a metaphor for South African unity as reflected in the *National Develop Plan’s* vision for 2030, that all citizens should be able to profess that:

Once, we uttered the dream of a rainbow. Now we see it, living it. It does not curve over the sky. It is refracted in each one of us at home, in the community, in the city, and across the land, in an abundance of colour. When we see it in the faces of our children, we know there will always be, for us, a worthy future.

Education has a key role to play in this vision of an inclusive and worthy future. The quality of our teachers and the integral role that they play in shaping the minds of our children cannot be overstated. We have emerged from an era of oppression and inequality, yet our education system is still fraught with the challenges of a developing country. Many of our children are still educationally and socially disadvantaged, despite the plethora of policies, plans and regulatory frameworks that recognise that ALL children have a right to quality education in which strong inclusive education practices are part of the environments in which they learn. As in many developing countries, teacher educators in South Africa face the challenge

of preparing new teachers for an inclusive education system that is envisaged in policy, but not yet fully realised in practice.

Initial teacher education programmes are designed against the prescripts and stipulations in the *Policy on Minimum Requirements for Teacher Education Qualifications* (MRTEQ) (RSA, 2015). This policy makes several references to inclusive education as an integral part of initial teacher education curricula, including it as an important aspect of both general pedagogical knowledge and specialised pedagogical content knowledge. It also states very clearly that all teacher graduates must be skilled in identifying barriers to learning and implementing curriculum differentiation in order to provide quality teaching to all learners in our diverse South African classrooms. New teacher graduates are expected to show evidence of beginner competences associated with inclusive education, for example, new teachers must “know who their learners are, understand their individual needs and tailor their teaching accordingly”.

More recently, knowledge and practice of the standards for inclusive teaching have been developed by a community of practice comprising academics across a number of universities, supported by

the Department of Higher Education and Training (DHET), with funding from the European Union. The purpose of the standards is to provide a framework for initial teacher education (ITE) programmes to address inclusive education in sufficient depth and breadth, include substantive content and retain academic rigour. The standards identify teachers as agents for social justice and inclusion, who value and understand diversity, and are skilled in developing and implementing inclusive and responsive classroom strategies to support learning to address learner diversity. It is recommended that teacher educators review their programmes against the standards for inclusive teaching in order to identify and implement changes to strengthen inclusive education.

The current reality is that inclusive education is not uniformly offered across the different curricula in initial teacher education. More disturbing is that a recent survey showed that less than 20% of new teachers had a positive attitude towards inclusive education.

The case studies in this book showcase the different experiences of eight universities in mainstreaming the Teaching for All material into their existing curricula. The material was developed through the Teaching for All project, which aimed 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 through developing skills in inclusive education pedagogies to ensure that every teacher becomes an inclusive education teacher. The material has been described as “uniquely South African, grounded in the

human rights movement and with ubuntu philosophy at its core”. The supporting materials, including lecturer guides and videos, add to the module’s efficacy as a resource for teacher training and professional development. Most importantly, lecturers have the autonomy to adapt the materials to their own contexts. The materials were the first in South Africa to be designed against the Standards for Inclusive Teaching and learning.

It is evident from the case studies that collaborative faculty discussions were integral to the efforts to strengthen inclusive education. The positioning of the material in the curriculum, the sequencing of the knowledge and the extent of integration – whether in whole or part – cannot be successfully undertaken without the advocacy of the faculty. In all cases there is acknowledgment that inclusive education cannot be taught in isolation if it is to create cognitive connections across the suite of modules from first to fourth year in Bachelor of Education programmes.

The voices of the students in these case studies provide examples of the kind of teachers we need to produce for a worthy future in South Africa. Their comments show reflective and critical thinking, provide valid suggestions on how to improve the material, and express the desire to be better prepared for teaching inclusively. They clearly understand that teachers have a moral obligation to nurture ALL children to achieve their potential and to respect and value differences. Teachers are the change agents who function as role models for our vision of a rainbow nation. In the words of Tata Mandela:

Our children are the rock on which our future will be built, our greatest asset as a nation. They will be the leaders of our country, the creators of our national wealth who care for and protect our people.

Teachers who are competent in embedding inclusive education in their classrooms, school and communities are key to making this a reality.

DHET – as part of the mandate embedded in the Teaching and Learning Development Capacity Improvement Programme funded

by the European Union – will collaborate with the British Council to support all universities that were not part of the initial project to embed inclusive education within their ITE curricula. In addition, the *Revised Policy on Minimum Requirements for Teacher Education Qualifications* will strengthen the aspect of inclusive education within the different knowledge areas of the programmes. All teacher education providers must commit to producing current and future teachers who are enabled and supported to promote inclusive education in education, and in society in general.

Editor biographies

Prof Yusuf Sayed is the Professor International Education and Development Policy at the University of Sussex. He also holds the SARCHI Chair for Teacher Education in South Africa, CITE, CPUT. To date, he has published more than 10 books/ monographs, over 120 peer-reviewed articles and book chapters, and over 50 research reports on key education policy, focusing in particular on teachers and teacher education; education exclusion and inclusion; the governance of education. Sayed.cite@gmail.com

Dr Marcina Singh is a Research Fellow at the Centre for International Teacher Education. She publishes in the area of Teacher Education, Teacher Professional Development, Crises and Disruptions in Education, Citizenship and Social Cohesion, with a particular emphasis on the Global South. singhm@cput.ac.za / marcinasingh@hotmail.com

Dr Taryn Williams is a Post-Doctoral Student at the Centre for International Teacher Education (CITE), Cape Peninsula University of Technology (CPUT), South Africa. Her main area of writing and research is in the field of Initial Teacher Education (i.e. learning to teach, decolonisation, inclusive education and continuing professional teacher development and training). WILLIAMSTAR@cput.ac.za or tarynamos@gmail.com

Ms Melanie Sadeck is a Research Associate at the Centre for International Teacher Education (CITE), Cape Peninsula University of Technology (CPUT), South Africa. Her main area of writing and research is in the field of teacher professional development. sadeckm5@gmail.com

Author biographies

Dr Glory M Pitikoe Chiloane is a lecturer in the Educational Foundation Department at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of Technology in Education.
ChiloaneGM@tut.ac.za

Prof Thelma de Jager is an Assistant Dean of Research, Innovation and Engagement at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of inclusive Education.
DejagerT@tut.ac.za

Ms Sanet Deysel is a lecturer in Initial Teacher Education at Nelson Mandela University. Her areas of interest and research are Inclusive Education, Barriers to Learning, and Learner Support. She has a keen interest in community engagement. She is currently busy with her PhD studies and employs a Participatory Action Learning and Action Research methodology. Sanet.
Deysel@mandela.ac.za

Prof Lorna M Dreyer is the head of the Department of Educational Psychology at Stellenbosch University, South Africa. Her main area of writing and research is in the field of Inclusive Education and Learning Support from a social justice and human rights perspective.
lornadreyer@sun.ac.za

Dr Anita Hiralaal is a teacher educator in Accounting at the School of Education, Indumiso Campus, Durban University of Technology. She has a PhD in Teacher Development Studies from the University of KwaZulu-Natal. She has co-authored book chapters and written journal articles on narrative self-study and arts-based self-study. Anita is also the curriculum developer in the School of Education at DUT and is very keen on embedding Inclusive Education into Initial Teacher Education programmes.
anitah@dut.ac.za

Dr Carmelita Jacobs is an educational psychologist and lecturer in the Department of Educational Psychology at Stellenbosch University, South Africa. She is an early career academic and researcher and her work focusses on disrupting deficit narratives related to educational support and parent involvement.
carmelitaj32@sun.ac.za

Dr Xolani Khalo is a Lecturer and Deputy Head of School in the School of Further and Continuing Education, University of Fort Hare, South Africa. His research area of interest is Error analysis in Financial mathematics and Inclusivity and Diversity issues in Education.
xkhalo@ufh.ac.za or x.khalo@gmail.com

Dr Hlabathi Maapola-Thobejane is a researcher with a focus in inclusive education and teaching practice. She has authored several book chapters and articles, and edited scholarly books in inclusive education. She worked at primary, special, and secondary schools as a teacher, HOD, deputy principal and principal. She was previously a lecturer at the University of Limpopo and a lecturer and senior lecturer at UNISA. Currently, she is the Acting Manager in the Teaching Practice Office and supervises Masters and Doctoral students. maapohr@unisa.ac.za or hlabathit@gmail.com

Ms Lesedi Keabetswe Mafoyane currently serves as a research assistant for the Teaching Practice Office at the University of South Africa (UNISA). She offers a record of high achievement due to her conscientious and diligent approach to all the education projects she has undertaken thus far. She holds a degree in Operations Management with a focus in Quality Management. Furthermore, she is a social justice practitioner, with a passion for the development of inclusive practices. mafoylk@unisa.ac.za or lesedimafoyane@gmail.com

Mr Molebogeng Robert Masango serves as a Research Assistant in the Teaching Practice Office. He holds a BEd Honours in Mathematics Education and a BSc in Mathematics and Statistics. Currently, he works as a Teaching Practice Coordinator in the College of Education at the University of South Africa (UNISA). masanmr@unisa.ac.za or Robertmasango23@gmail.com

Dr Ernest K Mashaba is a lecturer in the Educational Foundation Department Tshwane University of Technology in Pretoria, South Africa. His main area of writing and research is in the field of Curriculum Development. MashabaEK@tut.ac.za

Dr Patricia N Mokgosi is a WIL coordinator in the School of Education at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of Teacher Professional Development and Curriculum. pat27mokgosi@gmail.com

Prof Trevor Moodley is an Associate Professor in the Department of Educational Psychology, Faculty of Education, University of the Western Cape, South Africa. His main area of writing and research is in the field of Inclusive Education and factors influencing teaching and learning. tmoodley@uwc.ac.za

Dr Colleen Moodley is a Research Associate in the Department of Educational Psychology, Faculty of Education, University of the Western Cape, South Africa. Her main area of writing and research is in the field of youth and adolescent sexual behaviours. info@atomtraining.co.za

Prof Cina Mosito is an Associate Professor of Inclusive Education in the Faculty of Education at Nelson Mandela University. Her teaching, research and community engagement straddle Inclusive Education and Educational Psychology. cina.mosito@mandela.ac.za or mositoc@gmail.com

Dr Yolanda Mpu is a lecturer in the School of General and Continuing Education (SGCE), University of Fort Hare, South Africa. Her research focus is in the field of Inclusive Education and its Implementation. mpuyolanda@gmail.com

Ms Charlene Nissen is a Research Associate at the Centre for International Teacher Education (CITE), Cape Peninsula University of Technology (CPUT), South Africa. Her main area of writing and research is in the field of inclusive education teacher education. inclusivecharlenenissen@gmail.com

Dr Beatrice Ngulube is a lecturer in the Mathematics Science and Business Education Department at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of Economics Education and Curriculum Development. NgulubeB@tut.ac.za

Dr Margaret K Ntsana is a lecturer in the Educational Foundation Department at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of Psychology. NtsanaM@tut.ac.za

Dr Ndlelehle M Skosana is a lecturer in a TVE department at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of Engineering Graphic Design and Curriculum Development. SkosanaNM@tut.ac.za

Dr Patricia N Soundy is a lecturer in the Educational Foundation Department at Tshwane University of Technology in Pretoria, South Africa. Her main area of writing and research is in the field of Psychology. SoundyPN@tut.ac.za

Chapter 1

Inclusive Education and Initial Teacher Education

Taryn Williams, Marcina Singh, Yusuf Sayed and Melanie Sadeck

Introduction

The promotion of inclusive education in South Africa is part of a wider agenda for progressive democratic advancement aimed at achieving social justice and equity in and through education. To address this imperative in South Africa, the British Council has developed a set of teaching and learning resources (Teaching for All materials) to promote inclusive education in schools by equipping future teachers with the knowledge, skills and dispositions to promote inclusive teaching and learning in South African classrooms, particularly for the marginalised and impoverished. Key to this is initial teacher education (ITE). Several studies have noted the influence of ITE programmes on the beliefs and practices of student teachers (Singh et al., 2018; Sosu et al, 2010; Hipkins et al., 2018). Further to this, ITE is important because what student teachers are taught and how they are taught, influences their classroom practices. Florian (2019) astutely argues that high-quality teacher training is crucial to creating inclusive classrooms.

This monograph reports on how eight higher education institutions in South Africa institutionalised the Teaching for All

materials into their initial teacher education programmes. The findings demonstrate that, even though the programme offering at these institutions are similar, the ways the materials were institutionalised, differed. This was mainly due to aspects relating to context, teacher educator will and motivation, professional capacity, and leadership support and resilience. The findings reported here build on previous research conducted by the British Council and forms part of an ongoing evaluation relating to institutionalising materials that promote inclusive education in ITE programmes in South Africa (Sayed, Salmon & Balie, 2020).

This report consists of ten chapters. The first chapter provides an overview of the project in terms of the project inception, a brief policy review, which includes some notes on ITE in South African HEIs, the methodology, the theoretical underpinning, and a brief summary of each of the chapters. Chapters 2 to 9 present the case studies from each of the eight participating institutions in alphabetical order, starting with the Cape Peninsula University of Technology and ending with the University of the Western Cape. The final chapter, Chapter 10,

synthesises the main findings, discusses the implications of the findings and suggests recommendations and considerations for future research.

Background on the Teaching for All materials

The Teaching for All project and resources focus on mainstreaming inclusive education in initial teacher education (ITE) at higher education institutions (HEIs) in South Africa. Working closely with various stakeholders and partners, the aim of the project was to develop and implement materials and resources that support teachers and teacher educators to strengthen their knowledge, skills and dispositions on inclusive education and within their classrooms (Sayed, Salmon & Balie, 2020). The materials consist of four units as shown in Figure 1.1 below.

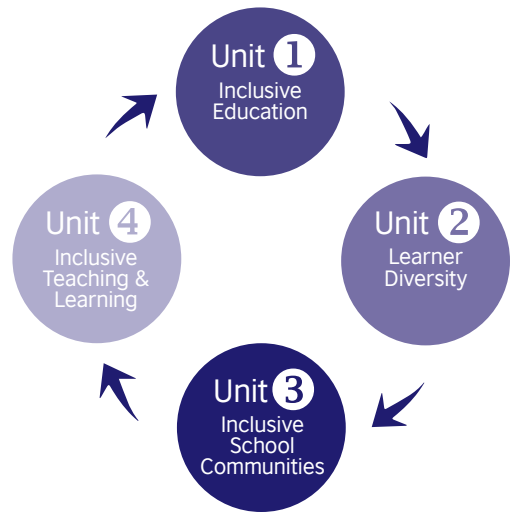


Figure 1.1: Overview of the four units that comprise the Teaching for All materials (British Council, 2019)

All the units are credit-bearing (6 credits each) and have specific objectives as listed in Table 1.1 below.

TABLE 1.1: SPECIFIC OUTCOMES OF THE FOUR TEACHING FOR ALL UNITS

	UNIT	CONTENT/OBJECTIVE
1	Inclusive Education	<ul style="list-style-type: none"> • The context of exclusion and concepts of inclusion • Government policies, societal values, and academic theories and models underpinning inclusive education in South Africa
2	Learner Diversity	<ul style="list-style-type: none"> • Learner diversity, intersectionality and equity • Language, culture and learning
3	Inclusive School Communities	<ul style="list-style-type: none"> • The South African framework (CSTL) and tool (SIAS) for building inclusive schools • Practices that promote collaboration
4	Inclusive Teaching and Learning	<ul style="list-style-type: none"> • Principles of inclusive pedagogy • Strategies to support learning for all

(British Council, 2019)

While the units form part of a resource pack, each can be taught separately and has embedded a range of cross-cutting themes. These are highlighted in Figure 1.2. below.

**Teaching for All:
Cross-cutting themes**

- Opportunities for sustaining wellness
- Indigenous Knowledge Systems
- Values and Human Rights
- Inclusion, Diversity and Power
- Self-Belief, Resilience and Agency
- Systemic Thinking
- Social Cohesion
- Reflective, Critical and Creative Thinking
- Inclusive Practices for the South African Classroom

Figure 1.2: Cross-cutting themes in the Teaching for All materials (British Council, 2019)

Each section of the units includes a reflective activity, a reading and writing activity, an audio-visual activity and a discussion activity. In this way, the different learning styles are accommodated. Professional or novice teacher educators can use and embed the materials and resources within their existing curriculum offering. Further, the materials are intended to support the implementation of the Teaching for All curriculum, while creating enjoyable and productive learning experiences for all students. The intention of the materials is not to prescribe but rather to offer a starting point for selecting or modifying strategies to suit their context.

In addition, the materials allow students to explore their own ideas where relevant (British Council, 2019).

As much as the Teaching for All programme is a set of teaching and learning materials, it could also be considered an intervention to overcome social, economic and political barriers, to eliminate discrimination and to stabilise unfair imbalanced power dynamics and to advocate for the marginalised. As noted by UNESCO (2017) “every learner matters and matters equally” and following this adage, the British Council embarked on shifting from thought to practice by developing and promoting the Teaching for All materials.

Initial teacher education: education policies and embedding inclusive education

This section looks at policies as they relate to inclusive education. International policies on inclusive education are centred around various treaties, frameworks for action and initiatives. One key framework is the United Nations (UN) Sustainable Development Goals (SDGs) which attempt to address inequalities between and within countries, but also to prioritise the most vulnerable. SDG 4 commits all countries to inclusive, equitable and quality education and lifelong learning for all by 2030. SDG 4 foregrounds promoting equity in and through education including gender equity and the inclusion of persons with disabilities, indigenous people and children in vulnerable situations. Teachers – how they are trained, how they are supported, how their work is governed,

and how they teach – are crucial to this as recognised in SDG 4 which has as a Core Target 4.c, which commits countries to “by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states”. The inclusion of a specific target on teachers underscores the growing realisation by policy-makers, international development agencies, national government and practitioners that quality teachers who are able to teach effectively, are key to ensuring, inclusive, equitable and quality lifelong learning for all.

According to Dalton, McKenzie and Kahonde (2012), since 1994, there has been a radical shift in providing services to all South Africans on an equitable basis, and specifically within the education sector. In 1996, the Department of Basic Education (DBE) included inclusive education within the *Constitution* (Act 108 of 1996) which stipulated and emphasised common values (e.g. human dignity, equality, human rights and freedoms) (Section 1a). Further, the framework for an inclusive education system was included in *Education White Paper 6*, specific to special needs education (Department of Education, 2001) in an attempt to address the diverse needs of all learners who experience barriers to learning. The policy also called for a significant shift in teaching and learning (Dalton, McKenzie & Kahonde, 2012), and that education structures, systems and learning methodologies (i.e. curricula) meet the needs of all learners by acknowledging and respecting differences in learners (*White Paper 6*, Department of Education, 2001).

Furthermore, according to *Education White Paper 6*, a key aspect of inclusive education is changing attitudes and behaviour to meet the needs of all learners (Ibid.). When embedding IE in university structures, universities do so through their disability policies to promote the inclusion of students with disabilities. Thus, the existing *White Paper 6* and framework was reworked for higher education contexts to include a fifth marker: affordability (Ramaahlo, Tönsing & Bornman, 2018). Lawrie et al. (2017) also note that scholars and policymakers have discussed the importance of widening participation in tertiary education, and of developing campus cultures and pedagogical approaches that value, respect and work for a wide variety of learners. Similarly, in the discipline of education, the British Council (2019) promotes teaching inclusively based on understanding a learner’s individual needs and abilities. This occurs by facilitating change and modifying teaching and learning content, approaches, and strategies.

Nonetheless, there are several challenges to achieving inclusive education in South Africa, including at higher education institutions. Although we have several policies, change often occurs slowly and relies on funding and human resources. There is also a need for stronger accountability mechanisms for effective implementation and a political will for negotiation of different agendas within and between government departments (Sayed, Salmon & Balie, 2020). According to Donohue and Bornman (2014), the challenge of realising inclusive education in South Africa is the disjuncture between policy and policy implementation. This is

further complicated where there is a lack of institutional support and political will.

The provision of teacher education in South Africa has changed since 1994. This change is commonly seen as being due to the quality of provision and the size and scope of the demand of teachers in general. In 1995, the National Teacher Education Audit ensured that teacher education was reconfigured to make the system more integrated, efficient and transformative. As a result, teacher education and provision were centralised into a unified system by absorbing all teacher education providers into universities. This meant that all colleges were then incorporated into universities (Sayed et al., 2018). Currently, there are 26 public universities in South Africa with nearly one million students and approximately 700,000 students registered across more than 50 higher-education training colleges (Technical and Vocational Education and Training [TVET] colleges) (SAFacts, 2022). However, despite the high numbers provided for, the Department of Education (2016) and the Department of Higher Education report under 60% of teachers registered in the profession.

Similarly, there is a lack of supply and demand of teachers in the profession (DHET, 2015). The introduction of the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) policy and its revision in 2015 (RSA, 2011; DHET, 2015; RSA, 2015) has since sought to standardise the provision of initial teacher education (DBE, 2015). While the MRTEQ policy provides a framework for ITE programmes, there is no standard curriculum across the universities. This means, approaches, philosophies and

emphasis may differ between institutions providing ITE programmes.

Nevertheless, DHET's monitoring report on its enrolment planning (DHET, 2017:30, as cited in Van der Berg, Gustafsson & Burger, 2020) indicates that the number of graduates from ITE programmes has increased, while the *Trends in Teacher Education* report of 2020 (van der Berg, Gustafsson & Burger, 2020) indicates an increase in graduates in the teaching profession. Similarly, the *Integrated Strategic Planning Framework* confirms an increase in enrolment in teacher training (Van der Berg, Gustafsson & Burger, 2020).

According to Deacon (2016), initial teacher education in South Africa plays a specific and crucial role in ensuring that teachers can create an environment that best facilitates learning, coupled with their current content knowledge and knowledge of how to present this content to learners of different ages and aptitudes. Initial teacher education programmes are also able to shape teachers' attitudes towards the profession and their individual identities as professionals. Thus, initial teacher education is a key to realising (education) policy in South Africa, including the National Development Plan 2030, and in mediating teachers' pedagogic strategies.

The embedding of inclusive education into ITE programmes at HEIs stems from the quest for inclusion and equity in teaching and learning (Lawrie et al., 2017). This is particularly due to the importance of participation in tertiary education and of developing campus cultures and pedagogical approaches that value, respect and work for a wide variety of learners.

Thus, initial teacher education has had a role to play in challenging teachers' thinking, positionality and responsiveness to diversity (Moosa & Bekker, 2021). By equipping teachers with the necessary skills, dispositions and knowledge to enact inclusive practices in the classroom, they can put this into practice (Ainscow et al., 2019, as cited in Moosa & Bekker, 2021).

Brown, Welsh, Haegele Hill and Cipko (2008) examined the effects of embedding special education instruction in education assessment courses in the United States. The researchers found that this significantly increased teachers' knowledge of inclusion terminology and assessment adaptations, and that their confidence levels on the topic improved. In a more recent study conducted by Sayed, Salmon and Balie (2020) in South Africa, several findings were also noted and are in particular to the embedding of the Teaching for All materials in initial teacher education modules. The researchers found that not only were the materials and learning resources well received, the materials and resources also improved and shifted student teacher competencies. Similarly, Mosito, Adewumi and Nissen (2020) sought to determine how pre-service teachers at a South African university experienced inclusive education training. Their study found that findings revealed that students in their study reported that they felt informed by their learnings as well as on aspects related to curriculum differentiation, diversity, learners' rights and barriers. It was also found that studying inclusive education allowed them to develop an appreciation of the scope, value and purpose of teaching inclusively.

In contrast to the above findings, Moosa and Bekker (2021) argue that a gap exists between teaching and learning inclusively, and that many teachers find it difficult to put this to practice. The authors noted that this may be due to the lack of clarity in definitions of inclusion and in conceptualisations of inclusive practice (Larsen et al., 2019, as cited in Moosa & Bekker, 2021). Moosa and Bekker (2021) also found that teachers struggled to establish learners' diverse needs and how to address these in practice. Similarly, according to Somma and Bennett (2020), despite special education training, educators are often challenged by their own beliefs and expectations, the attitudes of others, and systemic barriers within the education system.

Theoretical and conceptual foundations

This study, as with the previous study (Sayed, Salmon & Balie, 2020) on which this study builds, is predominantly framed within Pawson's (2006) realist approach to evaluation that seeks to understand what works, what doesn't work, and under what conditions. This approach views evaluation as a process that both identifies how the evaluated programme works and how it expects to achieve its objectives. This occurs by (re)constructing the theory of change behind the programme and testing whether the theory of change is robust enough to make the programme successful once implemented in the field (Mayne, 2008; 2011). Within this framework, it is essential to understand whether an intervention (i.e. Teaching for All materials)

does or does not achieve its objectives, as well as why the intervention does or does not do so. The study is also located within a social justice and humanist framework drawing on the work of Bell (2016), Fraser (2005, 2007) and Heslop (2006).

Methodology

In the first phase of the Teaching for All material evaluation conducted by Sayed, Salmon and Balie (2020), the sample included faculties of education from ten higher education institutions in South Africa. The objective of the first phase was higher education institutions and faculties of education in South Africa, with the specific objective “to improve the attitudes and capacity of pre-service (PRESET) and in-service (INSET) teachers towards inclusive education (IE), through the integration of newly developed IE training modules and courses at universities and provincial education departments (PEDs) of South Africa” (Sayed, Salmon & Balie, 2020).

Each of the ten higher education institutions were monitored and evaluated based on:

- (1) The use of the materials;
- (2) Dispositions, knowledge and skills developed from the materials; and
- (3) The design of the materials.

In addition, interviews and focus groups were conducted with teacher educators and student teachers on their views on the use of the materials (Sayed, Salmon & Balie, 2020). This included the collection of quantitative data based on the materials and their evaluation.

Phase 2 of this project was instituted to deepen the knowledge and learning

generated from Phase 1 by examining how the Teaching for All materials is currently being implemented and institutionalised given the time that has passed since the first evaluation. Apart from extending the research from Phase 1, Phase 2 also sought to create a community of practice for researchers working in the area of ITE and inclusive education within HEIs in South Africa. In Phase 2, eight HEI's participated in the study. These include:

- Cape Peninsula University of Technology
- Durban University of Technology
- Nelson Mandela University
- Stellenbosch University
- Tshwane University of Technology
- University of Fort Hare
- University of South Africa
- University of the Western Cape

Research questions

Phase 2 was guided by the following research questions:

1. How do higher education institutions embed inclusive education using the Teaching for All materials in their programmes based on student teacher and teacher educator perspectives and experiences?
2. How are the existing Teaching for All materials working since Phase 1 implementation (i.e. why have they worked, what did not work, and why)?
3. How can the work done with Teaching for All materials continue to create a community of practice of researchers working in the field of initial teacher education and inclusive education across the higher education institutions?

The participating institutions used these research questions, or adaptations thereof, to guide their respective case studies.

Research approach and sampling

In Phase 2, on which this report is based, a mixed-methods case study approach was used incorporating both qualitative and quantitative data collection methods. Each institution represents one case study, making up the eight case study report. Each of the participating institutions offers the four-year Bachelor of Education programme with specialisations including Foundation Phase (FP), Intermediate and Senior Phase (ISP) or Further Education and Training Phase (FET). Each of these institutions has in some way embedded the Teaching for All materials into their respective programmes. Non-probability, purposive sampling was used by all institutions, and their samples consisted of student teachers and/or teacher educators.

Instruments and analysis

The data for Phase 2 was collected using interviews, focus groups and in some instances, surveys. The instruments aimed to ascertain, through the experiences of student teachers and teacher educators, how the Teaching for All materials were institutionalised. The qualitative data was transcribed and analysed using thematic analysis (Braun & Clarke, 2006). The surveys were captured and analysed using SPSS version 28.0.1. For the quantitative data, frequencies were generated to ascertain trends in responses.

Chapter summaries

Chapter 1, written by Taryn Williams, Marcina Singh, Yusuf Sayed and Melanie Sadeck provides an overview of the study.

Chapter 2, written by Charlene Nissen & Cina P. Mosito, presents the case study from the Cape Peninsula University of Technology. This case study draws mainly on the experiences of student teachers using questionnaires and a focus group. A total of 41 fourth-year Bachelor of Education students participated in the study. The case study reported that student teachers found the Teaching for All materials meaningful and beneficial overall. The student teachers view the material as relevant, accessible and that it influenced their disposition and views about inclusive education positively. Student teachers also reported that the online lessons were not as impactful as face-to-face lessons. Lastly, student teachers experienced a disconnect between what they learnt in the university modules and what they experienced during teaching practice, with prevailing school contexts hindering the implementation of what they had learnt.

Chapter 3, written by Anita Hiralal, presents the case study from Durban University of Technology. The student protest limited access to student teachers and teacher educators and therefore this case study is a reflexive one based on the researcher's personal experiences of embedding the materials, and interactions with student teachers and teacher educators. The researcher was able to survey 32 student teachers who were in Years 1, 2 or 3 of their ITE programme, specialising in Accounting.

The findings suggest that a majority of the student teachers were able to access the materials electronically, covering all the major topics in each of the units. Student teachers reported that the materials were well organised and easy to understand, and have positively impacted their knowledge, skills and dispositions. They specifically enjoyed the topics on human rights and the value of diversity. Teacher educators who engaged with the researcher noted that the Teaching for All material has impacted on their current understanding of inclusive education, and it was positively received by most. The researcher also noted that teacher educators expressed willingness to undergo training in order to familiarise themselves better with the materials. Some teacher educators reported that the materials were additional resources to their current plan, which negatively impacted on their motivation to use the materials. The research highlighted that it became apparent that teaching inclusive education is not only for those teacher educators who teach the module. The materials can be embedded in any module with the right planning.

Chapter 4, written by Cina P. Mosito, Sanet Deysel and Charlene Nissen, presents the case study from Nelson Mandela University. This case study used an autoethnographic approach, based on the professional life histories of three teacher educators who teach either on the PGCE programme, the BEd programme or both. Through the narrative of these teacher educators, it was revealed that they were curious about the philosophy of inclusive education and its implications for their work. Educational-teaching backgrounds and work experience

also enabled and equipped the teacher educators to further understand inclusive education, which aligns with the Teaching for All materials and the pedagogic decisions that they make. The teacher educators also expressed that Teaching for All creates opportunities for expanding and challenging perspectives on race, sexuality, language and culture. Unit 3, in particular, is modelled through team-teaching. In addition to this, they expressed that the materials provide for collaboration of all stakeholders, which is key to their work and teaching.

Chapter 5, written by Carmelita Jacobs and Lorna M Dreyer, presents the case study from Stellenbosch University. This case study draws on the views of teacher educators and student teachers. Three teacher educators and two student teachers participated in interviews and ten fourth-year Bachelor of Education students completed a questionnaire. The findings reveal that the teacher educators share a common understanding and personal belief in inclusive education and that they embed this philosophy in what and how they teach and engage with students. Due to the intensity of their modules, the materials were not comprehensively embedded; however, the teacher educators reported that the materials act as a valuable resource and that they are committed to familiarising themselves with the content. They also reported that they would use the materials and resources to enhance their current modules. Similarly, it was found that, although students were exposed and familiarised themselves with the materials in their first year, within their fourth year, they have a good understanding of what Teaching for All means. Most of the students

also reported that the materials covered key aspects around inclusive education and agree that the materials are beneficial to their knowledge, skills and dispositions on inclusive education.

Chapter 6, written by Patricia N Mokgosi; Ndlelehle M Skosana; Margaret K Ntsana; Beatrice Ngulube; Glory M Pitikoe Chiloane; Ernest K Mashaba; Patricia N Soundly, Thelma de Jager and Yusuf Sayed, presents the case study from Tshwane University of Technology. This study used an interpretive and qualitative case study approach to understand both the individual lecturer and student teacher experiences surrounding the implementation of the materials in the course they taught (as teacher educators) or attended (as student teachers). The population consisted of 400 third-year Bachelor of Education, FET specialisation student teachers and eight teacher educators teaching student teachers in the Bachelor of Education programme. Five semi-structured focus groups comprising third-year students were conducted. Interviews were conducted with teacher educators. The findings revealed that when the teaching for all materials were used in conjunction with other material at the university, they provided lecturers with the opportunity to experiment, and model differentiated teaching and learning methods to create inclusive classrooms and explore models of various collaborative practices. The findings also suggest that, after student teachers engaged with the materials, their normative understandings of inclusive education were challenged. For both teacher educators or lecturers, the embedding of the materials encouraged reflexivity in their practice, and after teacher

educators received training on the use of the materials, their knowledge, skills and practices improved considerably.

Chapter 7, written by Xolani Khalo and Yolanda Mpu, presents the case study from the University of Fort Hare. This study also draws on the views of teacher educator and student teachers. Ten student teachers participated in the study, eight students from the Bachelor of Education programme and two students from the BEd Honours programme. Data from students was obtained through focus groups and surveys. Ten student teachers completed the survey and eight participated in the focus groups. Three teacher educators and one programme leader participated in interviews. The findings suggest that student teachers found the materials useful, accessible, relevant and comprehensive, which positively impacted their learning and understanding of inclusive education. They also noted that the materials improved their confidence to teach inclusive education and has impacted their attitude towards the subject. Teacher educators noted that the materials were helpful, useful, easy, informative and interactive and that it complements their current programme. Both student teachers and teacher educators commented that the skills and knowledge they have learnt through engaging with the materials has had positive effects both inside and outside the lecture halls.

Chapter 8, written by Hlabathi Maapola-Thobejane, Lesedi Mafoyane and Molebogeng Masango, presents the case study from the University of South Africa. Tomlinson's (2014) framework of curriculum differentiation and Atkins and Murphy's

(1994) model of reflection guided the investigation at this institution. Two hundred and four (204) pre-service teachers completed an online questionnaire, and 27 supervisors were interviewed virtually, using the Microsoft Teams online platform. The findings revealed contrasting views between pre-service teachers and supervisors regarding how pre-service teachers implement curriculum differentiation during teaching practice. The pre-service teachers reported and provided verbal examples to support their ability and efforts to differentiate the process; product and learning environment. Supervisors were however not convinced that pre-service teachers were able to differentiate and reported that the ability to present lessons by applying various teaching strategies varied per student. They also claimed that there was not enough evidence of the use of differentiated assessments.

Chapter 9, written by Trevor Moodley and Colleen Gail Moodley, presents the case study from the University of the Western Cape. Surveys, interviews and focus groups were used to collect data from student teachers (Bachelor of Education Foundation Phase, Senior Phase and Further Education and Training Phase) and teacher educators. Twenty-seven (27) Foundation Phase students and 99 Senior Phase and Further Education and Training Phase student teachers and two teacher educators participated in the study. Reports by both teacher educators and student teacher participants suggest that the use of the

Teaching for All materials as the primary resource in facilitating inclusive education lectures led to a deeper understanding of inclusive education with an increase in knowledge, skills, attitudes, beliefs and values. They both also found the material comprehensive, easy to use, with good flow and contextually appropriate. In addition, the pre-service students reported that the electronic format of the Teaching for All material provided an immediate and comprehensive resource, while the multimedia format and the various learning activities appealed to their different learning styles, and that the content of the Teaching for All material was an appropriate vehicle to bridge practice and theory.

Chapter 10, written by Yusuf Sayed and Marcina Singh, synthesises the main findings of the case studies. The chapter further highlights the implications of the research as it relates to policy and practices, and concludes with some recommendations for future research.

Conclusion

This chapter provided an overview of Phase 2 of the Teaching for All project, which sought to understand how the Teaching for All materials were institutionalised at eight HEIs in South Africa. The next eight chapters discuss the case studies of each of the participating institutions, commencing with the case study of the Cape Peninsula University of Technology.

References

- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2):77–101. Available at: <https://doi.org/10.1191/1478088706qp063oa>
- Bell, L.A. 2016. *Theoretical foundations for social justice education* (3rd ed). Routledge.
- British Council. 2019. *Teaching for All: inclusive teaching and learning for South Africa: a study guide for university education students*. Available at: <https://www.britishcouncil.org.za/programmes/education/teaching-all>
- Brown, K.S., Welsh, L.A., Haegele Hill, K. & Cipko, J.P. 2008. The efficacy of embedding special education instruction in teacher preparation programs in the United States. *Teaching and Teacher Education*, 24(8):2087–2094. DOI: 10.1016/j.tate.2008.02.013
- Cunningham, S. 2013. Teaching a diverse student body – a proposed tool for lecturers to self-evaluate their approach to inclusive teaching. *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education*, 8(1):3–27.
- Dalton, E.M., McKenzie, J.A. & Kahonde, C. 2010. The implementation of inclusive education in South Africa: reflections arising from a workshop for teachers and therapists to introduce Universal Design for Learning. *African Journal of Disability*, 1(1):13. DOI:10.4102/ajod.v1i1.13
- Deacon, R. 2016. *Newly qualified Intermediate Phase teachers in South Africa*. Final report on the ITERP NQT Symposium, July 2015. Johannesburg: JET Education Services.
- Department of Basic Education (DBE). 2015. *Action plan to 2019: towards the realisation of schooling 2030:1–68*. Pretoria: DBE.
- Department of Basic Education (DBE). 2021. *Inclusive education*. Available at: <https://www.education.gov.za/Programmes/InclusiveEducation.aspx>
- Department of Education. 2001. *Education White Paper 6. Special Needs Education: building an inclusive education and training system*. Pretoria: Government Printer.
- Department of Higher Education and Training (DHET). 2015. *Relationships between teacher supply and demand and the size, shape and substance of teacher education in South Africa*. Pretoria: DHET:1–93.
- Donohue, D. & Bornman, J. 2014. The challenges of realising inclusive education in South Africa. *South African Journal of Education*, 34(2):1–14.
- Fraser, N. 2005. Reframing justice in a globalizing world. *New Left Review*, 36:69–88.
- Fraser, N. 2007. Identity, exclusion, and critique: a response to four critics. *European Journal of Political Theory*, 6(3):305–38.
- Heslop, R. 2006. 'Doing a Maslow': humanistic education and diversity in police training. *The Police Journal*, 79(4):331–341. Available at: <https://doi.org/10.1350/pojo.2006.79.4.331>
- Hipkins, R., MacDonald, J & Whatman, J. 2018. *Challenges for initial teacher education in the context of 'twenty-first century' learning imperatives: setting directions for new cultures in teacher education*. DOI: 10.1007/978-981-13-2026-2_6
- Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qiu, M., Nomikoudis, M., Roelofs F. & Van Dam, L. 2017. Moving towards inclusive learning and teaching: a synthesis of recent literature. *Teaching & Learning Inquiry*, 5(1):1–14. Available at: <https://doi.org/10.20343/teachlearningqu.5.1.3>
- Mayne, J. 2008. Contribution Analysis: an approach to exploring cause and effect. *ILAC Methodological Brief*. Available at: http://www.cgjar-ilac.org/files/ILAC_Brief16_Contribution_Analysis_0.pdf
- Mayne, J. 2011. Addressing cause and effect in simple and complex settings through Contribution Analysis. In: R. Schwartz, K. Forss & M. Marra (eds), *Evaluating the complex*. Transaction Publishers.
- Moosa, M. & Bekker, T. 2021. Initial teacher education students' conceptualisation of inclusive education. *Journal of Education*, 85:55–74. DOI: <http://dx.doi.org/10.17159/2520-9868/i85a03>
- Mosito, C.P., Adewumi, T.M. & Nissen, C. 2020. Inclusive education at a South African university: awakening the sensitivities and democratic consciousness of pre-service teachers. *Academic Journal of Interdisciplinary Studies*, 9(5):158–165.
- Pawson, R. 2006. *Evidence based policy: a realist perspective*. Thousand Oaks, CA: Sage.
- Ramaahlo, M., Tönsing, K.M. & Bornman, J. 2018. Inclusive education policy provision in South African research universities. *Disability and Society*, Early online. DOI: <https://doi.org/10.1080/09687599.2018.1423954>

Republic of South Africa (RSA). 2000. *National Education Policy Act: Norms and standards for educators*. *Government Gazette*, 20844(415):1–33.

Republic of South Africa (RSA). 2011. *Policy on the minimum requirements for teacher education qualifications*. *Government Gazette*, 553(34467). Pretoria: Government Printer.

Republic of South Africa (RSA). 2015. *Revised policy on the minimum requirements for teacher education qualifications*. *Government Gazette*, 38487(596):1–72.

SAFacts. 2022. *List of all universities in South Africa*. Available at: <https://safacts.co.za/list-of-all-universities-in-south-africa/#:~:text=South%20Africa%20has%2026%20public,%E2%80%93%20Technical%20vocational%20education%20training>

Sayed, Y., Carrim, N., Badroodien, A., McDonald, Z. & Singh, M. 2018. *Learning to teach in post-apartheid South Africa: student teachers' encounters with initial teacher education*. Stellenbosch: African Sun Media.

Sayed, Y., Salmon, T. & Balie, L. 2020. *Embedding inclusive education in teacher professional development in South Africa: impact evaluation report on the Teaching for All project*. Johannesburg: British Council. Available at: <https://www.britishcouncil.org.za/programmes/education/teaching-all>

Singh, M., Wessels, H. & Kanjee, A. 2018. Beliefs about professional knowledge. In: Y. Sayed, N. Carrim, A. Badroodien, Z. McDonald & M. Singh (eds). *Learning to teach in post-apartheid South Africa: student teachers' encounters with initial teacher education* (1st ed.). Stellenbosch: African Sun Media. Available at: <http://www.jstor.org/stable/j.ctv1nzg08s>

Somma, M. & Bennett, S. 2020. Inclusive education and pedagogical change: experiences from the front lines. *International Journal of Educational Methodology*, 6(2):285–295. DOI: 10.12973/ijem.6.2.285

Sosu, E.M., Colucci-Gray, L. & Mtika, P. 2010. Does initial teacher education make a difference? The impact of teacher preparation on student teachers' attitudes towards educational inclusion. *Journal of Education for Teaching*, 36(4):389–405. DOI: 110.1080/02607476.2010.513847

UNESCO. 2017. *A guide for ensuring inclusion and equity in education*. Available at: <http://bit.ly/2N8a5Nm>

Van der Berg, S., Gustafsson, M. & Burger, C. 2020. *School teacher supply and demand in South Africa in 2019 and beyond*. Pretoria: DHET.

Chapter 2

Embedding Teaching for All at the Cape Peninsula University of Technology: student perspectives and voices

Charlene Nissen and Cina P. Mosito

Introduction

This chapter describes the research conducted in the second phase of the Teaching for All project in the Faculty of Education at the Cape Peninsula University of Technology (CPUT). This research focussed on how the Teaching for All module with related materials is embedded in the four-year Bachelor of Education Foundation Phase (BEd FP) programme. The site of the study is the Mowbray campus of the Education Faculty. The aims of the study are to understand the students' perspectives on how CPUT has embedded inclusive education using the Teaching for All materials and explore how the BEd FP student teachers have experienced the materials. The study was guided by the following research questions:

- How has CPUT embedded inclusive education using the Teaching for All materials based on student teachers' perspectives and experiences?
- How have student teachers experienced the existing Teaching for All materials?

Context of the study

The Cape Peninsula University of Technology (CPUT) was established on 1 January 2005 when the Cape Technikon and the Peninsula Technikon merged as part of the transformation process of higher education after 1994. It is the largest university in the Western Cape and the only university of technology in the province (CPUT, n.d., *History*). The vision of the university is to “be Africa’s leading Smart University of Technology, globally renowned for innovation, with graduates that shape a better world for humanity”. The core values of the university include kindness, compassion, diversity, Ubuntu, redress, equality, restoration and unity (CPUT, n.d., *Vision*).

The Education Faculty was established in 2006 when various teacher training colleges across Cape Town were amalgamated into the Education Faculty including the Education Departments of the Cape Technikon in Cape Town and the Peninsula Technikon in Bellville. The Education Faculty has two campuses, one in Mowbray and the other in Wellington. The Wellington campus primarily focusses on providing teachers for

schools where Afrikaans is the medium of instruction.

The Education Faculty of CPUT at the Mowbray campus has been part of the Teaching for All project since the inception of the project in 2018. In Wellington, the medium of instruction is Afrikaans, and because the Teaching for All material is only in English they opted not to be part of the project. This is one evident limitation to the study. The Teaching for All material has, however, been made available to students on both campuses in an online format as well as hard copies which were placed in the libraries.

The Education Faculty of CPUT is the biggest provider of teachers in the Western Cape and offers programmes to cater for all levels of schooling in South Africa, i.e. BEd FP (Grades R–3), BEd IP (Grades 4–6), BEd SP FET (Grades 7–12) and the Postgraduate Certificate in Education: SP FET (Grades 7–12). Many teachers who qualify from CPUT work in provinces throughout South Africa.

Inclusive education is a core priority for the Education Faculty at CPUT. The process of incorporating the Teaching for All material in the existing education courses at the Mowbray campus was a relatively straightforward one. It is the only

Education Faculty in the Western Cape that teaches inclusive education in all its teacher education programmes and across four years of the BEd programmes. The faculty also offers an inclusive education specialisation course as part of their BEd (Honours) programme. Consequently, as a result of this exposure, many of the teachers who have qualified from CPUT are able to secure posts at special schools and as learning support teachers.

Embedding the Teaching for All materials in the education programmes

In 2019, the Teaching for All module was first implemented at the Mowbray campus within the BEd FP programme, followed by the BEd IP and the PGCE: FET. From 2020, the module was fully implemented at all year levels, except the BEd SP FET, where only parts of the programme were taught. From 2019 to 2022, all BEd FP and BEd IP students were taught inclusive education using the Teaching for All materials.

The following table shows how the various Teaching for All units of the module were implemented across the various programmes and years (see Chapter 1 for unit topics and themes).

TABLE 2.1: UNITS IMPLEMENTED AT CPUT FACULTY OF EDUCATION

TEACHING FOR ALL UNIT	TOPICS/THEMES COVERED	YEAR (1st, 2nd, 3rd, 4th)	PROGRAMME
1 (2019)	Selected parts of all themes	1st	BEd FP; IP and SP-FET
1 (2020)	All	1st	BEd FP and IP, PGCE
1 (2021)	All	1st	BEd FP and IP, PGCE
1 (2022)	All	1st	BEd FP and IP
2 (2019)	Selected parts of all themes	2nd	BEd FP; IP and SP-FET
2 (2020)	All	2nd	BEd FP and IP
2 (2021)	All	2nd	BEd FP and IP
2 (2022)	All	2nd	BEd FP and IP
3 (2019)	All	4th	BEd FP and IP
3 (2020)	All	4th	BEd FP and IP
4 (2019)	Selected parts of all themes	3rd	BEd FP and IP
4 (2020)	All	3rd	BEd FP and IP
4 (2021)	All	3rd	BEd FP and IP
4 (2022)	All	3rd	BEd FP and IP

We see that the Education Faculty were consistently able to incorporate the various units of the Teaching for All module over the four years, allowing for continuity and scaffolding of student learning around inclusive education over time, and resulting

in learners developing a comprehensive understanding.

The table below shows the total number of students who were taught using the Teaching for All material from 2019 to 2022.

TABLE 2.2: NUMBER OF STUDENTS AT CPUT WHO WERE TAUGHT USING THE TEACHING FOR ALL MATERIALS 2019–2022

COURSE	2019	2020	2021	2022
BEd FP 1st year	193	206	193	296
BEd FP 2nd year	120	147	169	157
BEd FP 3rd year	102	104	146	140
BEd FP 4th year	73	89	95	141
BEd IP 1st year	186	205	205	251
BEd IP 2nd year	111	147	154	137
BEd IP 3rd year	124	102	147	141
BEd IP 4th year	77	118	86	128
PGCE-FET	184		132	

Although there are some gaps in the use of materials in certain years for the PGCE students due to changes in teaching staff, it is encouraging to note the continuity in the BEd programmes. Consequently, the 2021 final year cohort of BEd FP and BEd I P students graduated with four years of inclusive education, three of those years while using the Teaching for All materials. The current (2022) cohort will graduate with four years of being taught with the Teaching for All materials.

Theoretical framework

The Teaching for All materials were developed to provide student teachers with skills, attitudes and knowledge to teach inclusively in diverse classrooms in diverse communities (British Council South Africa, 2019). In this section, we examine theories that explain how best to frame teaching and learning environments so that students can develop intended skills,

attitudes and knowledge for different subjects. Constructivism is a widely accepted theory in explaining the best way learners arrive at knowing (Alt, 2016; Ngussa & Makewa, 2014). Broadly speaking, constructivist learning entails providing students with opportunities to create meaning for themselves as opposed to giving them knowledge (Gogus, 2012). This study sought to understand student experiences of using the Teaching for All materials. Areas of interest include how they approached learning, what meanings they created following their interactions with the materials, and whether these meanings meant they could have experienced the intended shifts underpinning the material.

In higher education, there are unresolved debates about what the purpose of education is (McKenna, 2013). Providing cohesion to the debate, however, is the understanding that each profession, such as the teaching profession, has distinctive

disciplinary and situated knowledge that students should graduate with, commonly called “graduate attributes” (Winberg, Engel-Hills, Garraway & Jacobs, 2013). One specific feature of all teacher education programmes is school-based learning (teaching practice) which strengthens students’ preparedness by exposing them to knowledge and skills in practice (Resch & Schritteser, 2021). Ordinarily, outside the constraints of a pandemic, BEd FP students at CPUT gain this kind of experience at both mainstream and special schools where they could apply what they have learnt relating to inclusive education in practice. However, since 2020, while school-based learning has continued at mainstream schools, it has unfortunately not been possible for students to do teaching practice at special schools because of concerns from the schools and Covid-19 regulations.

Methodology

This study sought to explore how the Faculty of Education at CPUT embedded Teaching for All materials in their teacher education programmes and how students taking these courses experienced the use of the materials. A case study approach was used, and data was collected using qualitative and quantitative methods.

The sample was drawn from the CPUT Education Faculty student population on the Mowbray campus. All BEd students were invited to join the research study. All 41 students who ultimately participated in the study were female and part of the BEd FP fourth-year cohort. This was a purposive sample chosen because inclusive education was a mandatory subject in their degree

course and because they had maximum exposure to the Teaching for All materials. In other words, the research participants had been studying inclusive education for nearly four years, first engaging with the Teaching for All materials in the second semester of their first year. A focus group of eight students was drawn from the original 41 participants.

For the quantitative component of the study, data was collected via a questionnaire. The questionnaire comprised 44 questions specific to key aspects of the Teaching for All material, divided into five sections covering the following aspects: access to the Teaching for All material; engagement with the materials; the usefulness of the materials; and student views on the material. In the quantitative data-collection phase, the material evaluation form (questionnaire) was sent to all the students who were part of the BEd FP fourth-year cohort by email. Forty-one (41) students who returned completed forms made up the final sample.

The qualitative part of the research was conducted through a focus group with eight students. A student focus group interview discussion sheet was used that included 14 open-ended questions focussed on the following topics: general understanding of inclusive education; Teaching for All materials; delivery of Teaching for All module; inclusive education in initial teacher education programmes; knowledge gains and practice; challenges; and future impact. For the collection of the qualitative data, a focus group consisting of eight students from the BEd FP fourth-year cohort was conducted. They were each sent a Microsoft Teams invitation link. Responses were recorded and transcribed.

Data from the questionnaires was analysed using SPSS. The data emanating from the focus group was analysed and coded according to themes. The themes address the two main objectives of the study, which were to explore the students' perspectives and experiences of how CPUT embedded inclusive education using the Teaching for All materials in their programmes, and to understand student views of how the materials have or have not worked, and why.

Ethical procedures

Ethical processes were observed before, during and after the study. Ethical clearance was granted by the ethics committee of the Education Faculty. Participants all signed consent forms to verify that they had not been coerced. Participants were treated anonymously throughout the study and were assured of confidentiality. The students are referred to as Student 1 (S1) to Student 8 (S8) in these and other reports to protect their identities.

Findings

The following section reports on the findings of the study based on the data collected. The aim of this study is to understand how CPUT embeds inclusive education using the Teaching for All in their programmes from the students' perspectives, and to understand the views of the students on how the materials have or have not worked and why this may be the case. The first section of the findings focusses on the data from the questionnaire (i.e. quantitative data). It relates to the accessibility of the materials, and the coverage, usefulness and

overall views of the materials. The second section draws on the data from the focus group interview.

Findings from the quantitative data

Access to materials

In terms of access to the Teaching for All materials, 100% (N = 41) i.e. all the student teachers reported that they were able to access the materials electronically, while 17.1% (N = 7) also had access to the materials in printed format; 97.6% (N = 40) accessed on their own digital devices, while 63.4% (N = 26) were able to access the multimedia linkages embedded in the materials.

TABLE 2.3: STUDENT TEACHERS ACCESS OF TEACHING FOR ALL MATERIALS AT CPUT

ACCESS	N	%
Electronically	41	100.0
Printed format	7	17.1
Own digital device	40	97.6
Multimedia	26	63.4

Content coverage

Student teachers also had to select whether the content of the Teaching for All materials covered key aspects related to inclusive education across the four units. The following table presents a summary of responses.

TABLE 2.4: UNITS OF THE TEACHING FOR ALL MATERIALS COVERED AT CPUT

TOPICS COVERED	% COVERED / N	% NOT COVERED / N
Unit 1		
The context of exclusion in education	97.6 (40)	2.4 (1)
Societal values underpinning inclusive education	97.6 (40)	2.4 9 (1)
Academic theories and models of inclusive education	100 (41)	–
Inclusive education policies, laws and agreements: South Africa and beyond	97.6 (40)	2.4 (1)
Inclusive education in the South African context	100 (41)	–
Unit 2		
Learner diversity, intersectionality and equity	100 (41)	–
Responding to learner differences	100 (41)	–
Language, culture and learning	100 (41)	–
Unit 3		
Building inclusive school communities	95.1 (39)	4.9 (2)
The South African framework and tool for building inclusive schools	95.1 (39)	4.9 (2)
Practices that promote collaboration in inclusive school communities	87.8 (36)	12.2 (5)
Unit 4		
Understanding inclusive pedagogy	92.7 (38)	7.3 (3)
Using diversity as an asset: practical strategies that support learning for all	90.2 (37)	9.8 (4)

The table shows that most of the content was covered in the module presented to this group of students.

Usefulness of learning materials

Student teachers were asked to indicate how useful they found the learning activities embedded within the Teaching for All materials.

TABLE 2.5: STUDENT TEACHERS' VIEWS ON THE USEFULNESS OF THE TEACHING FOR ALL MATERIALS

ACTIVITIES	% VERY USEFUL / N	% QUITE USEFUL / N	% NOT VERY USEFUL / N	% NOT AT ALL USEFUL / N	% NA / N	% MISSING / N
Journal	56.1 (23)	36.6 (15)	2.4 (1)	–	2.4 (1)	2.4 (1)
Reading	51.2 (21)	46.3 (19)	–	–	–	2.4 (1)
Writing	61.0 (25)	31.7 (13)	2.4 (1)	2.4 (1)	–	2.4 (1)
Audio visual	53.7 (22)	24.4 (10)	7.3 (3)	–	12.2 (5)	2.4 (1)
Discussion	65.9 (27)	31.7 (13)	–	–	–	2.4 (1)
Suggested assessment tasks	70.7 (29)	24.4 (10)	–	–	2.4 (1)	2.4 (1)

All learning activities in the materials were found to be useful. 29 out of the 41 students (70.7%) reported that they found the Suggested Assessment Tasks *very useful*, while more than 60% of the students found the Discussion and Writing activities *very* or *quite useful*.

Views on the Teaching for All materials

Lastly, the student teachers provided their views of the Teaching for All materials used in their module in terms of knowledge, skills, dispositions, design and overall impression.

TABLE 2.6: STUDENT TEACHERS' VIEWS OF THE TEACHING FOR ALL MATERIALS

VIEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
Knowledge					
Materials include inclusive education	73.2 (30)	22.0 (9)	–	–	4.9 (2)
Materials include the South African, regional and global inclusive education policy context	61.0 (25)	34.1 (14)	–	–	4.9 (2)
Materials have an equity focus	73.2 (30)	22.0 (9)	–	–	4.9 (2)
Materials support my learning about inclusive education	78.0 (32)	17.1 (7)	–	–	4.9 (2)
Materials are relevant to the South African context	68.3 (28)	26.8 (11)	–	–	4.9 (2)
Skills					
Materials provide me with sufficient guidance on how to teach inclusively	48.8 (20)	43.9 (18)	2.4 (1)	–	4.9 (2)
Materials taught me about SIAS and how to use it in the classrooms	43.9 (18)	51.2 (21)	–	–	4.9 (2)
Materials taught me how to apply human rights principles in my teaching	53.7 (22)	39.0 (16)	–	–	7.3 (3)
Materials are useful and easy to use on my own	58.5 (24)	36.6 (15)	–	–	4.9 (2)

VIEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
Dispositions					
Materials positively changed my values about inclusive teaching	73.2 (30)	22.0 (9)	–	–	4.9 (2)
Materials were helpful in improving my attitude towards inclusive education	70.7 (29)	24.4 (10)	–	–	4.9 (2)
Learning materials positively influenced how I think about teaching inclusive education	78.0 (32)	17.1 (7)	–	–	4.9 (2)
Design					
Terminology and language used are well-explained	51.2 (21)	39.0 (16)	4.9 (2)	–	4.9 (2)
Illustrations and images are accurate and well-integrated into the material	41.5 (17)	46.3 (19)	4.9 (2)	2.4 (1)	4.9 (2)
Chapters and units are arranged logically	53.7 (22)	39.0 (16)	–	2.4 (1)	4.9 (2)
Summaries of key messages are helpful	51.2 (21)	39.0 (16)	2.4 (1)	2.4 (1)	4.9 (2)
Overall					
Learning materials help in developing my competency to teach inclusively	68.3 (28)	26.8 (11)	–	–	4.9 (2)
Learning materials are useful for the advocacy of inclusive education	68.3 (28)	24.4 (10)	–	2.4 (1)	4.9 (2)
I will use the materials in my teaching	78.0 (32)	17.1 (7)	–	–	4.9 (2)
I have used the materials in my teaching	43.9 (18)	34.1 (14)	9.8 (4)	7.3 (3)	4.9 (2)
Learning materials are innovative	51.2 (21)	43.9 (18)	–	–	4.9 (2)

The results indicate that, with regard to knowledge, the percentages range from 78% (N = 32) for the statement: 'The materials supported my learning about inclusive education', to 61% (N = 25) for the statement: 'The materials provided me with knowledge of South African, regional and global inclusive education policy content'. This gives an overall positive indication of the students' views on knowledge provided by the materials.

In the skills section, the *strongly agree* percentages range from 58.5% (N = 24) for the statement: 'The materials are useful and easy to use on my own', to 43.9% (N = 18) for the statement: 'The materials taught me about SIAS and how to use it in the classroom'. The skills section therefore scores lower than the knowledge section.

For the disposition section, the *strongly agree* percentages range from 78% (N = 32) for the statement: 'The learning materials positively influenced how I think about inclusive education', to 70.7% (N = 29) for the statement: 'The materials were helpful in improving my attitudes towards inclusive education'. The disposition section scored the highest of the sections.

For the design section, the *strongly agree* percentages range from 53.7% (N = 22) for the statement: 'The chapters are arranged logically', to 41.5% (N = 17) for the statement: 'Illustrations and images are accurate and well-integrated into the material'. This is the section that scored the lowest.

In the overall section, 32 of the 41 students (78%) *strongly agreed* that they would

use the material in their teaching, while 18 of them (43.9%) said they had used the material in their teaching. This is positive because it indicates intention even though they might not yet have had this opportunity as student teachers.

Findings from the qualitative data

Data from the focus group interview was analysed and assigned to the following categories or themes:

- Students' understanding of inclusive education
- Students' experiences of embedding of inclusive education at CPUT
- Students' views on inclusive education in an initial teacher education programme
- Students' reflections on the Teaching for All materials
- Students' perspectives on what they have learnt about inclusive education versus the reality of the classroom

Overall, the data seems to indicate that the students showed a common understanding of the concept of inclusive education. They had a positive experience of inclusive education and found the Teaching for All material to be important for their own learning, accessible and useful for their practice as future teachers. The findings will be presented by theme. Longer quotes from the focus group interview have been included to give voice to the students' opinions and contexts and to reflect the discussions between the students during the focus group interview.

Theme 1: Students' understanding of inclusive education

The data seems to indicate that through Teaching for All the students developed a broad understanding of inclusive education which included human rights, social justice, quality education for all and that all children can learn. This finding is evidenced by their detailed explanations of how they see inclusive education.

I think it is providing every child, an opportunity towards or for education. I think it is creating accommodations within the classroom setting, within the school curriculum to provide every learner with this fair opportunity in education and I think it is basically not leaving anyone behind. (S1)

I think inclusive education is about breaking down barriers, about teaching all learners within a classroom. So, I think inclusive education can be used as a steppingstone to allow all learners in the classroom to participate and give them an opportunity to succeed as well, and like S1 said, do not leave anyone behind, because every child should have an opportunity to learn equally, but we should also give them the tools that they need to succeed individually. (S2)

I think inclusive education is being able to help everyone, is being able to treat everyone the same, or on the same level. To be able to help the one boy with ADHD and the other boy that just has problem with maths on the exact same level. So, for me it is being treated the same and being able to accommodate everyone in the classroom in a fair manner. (S3)

I believe that each child should be treated equally. I think it is about including everyone. We need to provide everyone with equal education, even if it means going a step further to help the next person understand. We should strive for equal education and strive to protect everyone else, despite their differences and we should look at everybody the same, especially the learners. (S5)

For me inclusion is more about accepting. It is like a teacher accepting everyone for who they are and including them ... not separating them or treating them different, because of their abilities and being a diverse teacher so that you give every learner a voice, every learner showing every learner that they matter, regardless their different abilities. (S8)

The quotes indicate that students generally understand the concept of inclusive education.

Theme 2: Students' experiences of the embedding of inclusive education at CPUT

Overall, students seemed to find higher levels of inclusion in the inclusive education class compared to other classes and their experience of the institution as a whole. The reasons they gave for this were that in the inclusive education class they were free to express themselves, whereas in other classes they were expected to be a certain other way. This finding is illustrated in the following quotes.

I feel like as far as this specific module and the specific subject, it is quite inclusive. Everybody is given a platform

to speak and if we needed additional support, we are free to request that. My only concern is, if I look at it holistically within the whole of CPUT as an institution, there is no inclusion ... So luckily enough we have the inclusive education lecturer that constantly calls us back to remind us that we have the opportunity to freely express ourselves, but then we always triggered by others that are like, you do not fit in the mould. (S1)

So I believe that yes, the inclusive module is inclusive. But others are not very inclusive. (S3)

These responses show that the relevant (inclusive education) lecturer made a specific effort to “practise what they preach”, i.e. to teach about inclusive education through employing the philosophy and strategies of inclusive education.

Theme 3: Student views on inclusive education in an ITE programme

Students were asked for their views on the extent to which IE is included in ITE programmes. Some students highlighted the need for more practical exposure to different types of schools, like full-service schools and special schools, during the initial teacher education programme.

I would say a lot more practical exposure. So, exposure to a special needs school for example with special needs classroom. (S1)

I think it should be much more practical. I think what I would include is maybe a few days spent at a special needs school. Firstly, and then obviously spending a

few days at a school that implements inclusive education. Not only per say a special needs school but, a school that has a hybrid system in place. Where, let us call it a model school for inclusive education. A few days spent at a school that, that just specifically works with special needs children and then another school that also works with special needs children. (S4)

Others asked that there be more discussion around understanding the environment where they would be teaching, so that they could have a better understanding of the learners they would be teaching.

So, I feel like that is one important thing that could maybe be added more, more knowledge about different circumstances that can affect the learner seated in your classroom and not just the basic things like, the learner is not paying attention, maybe because he is hungry, but dive deeper into maybe more psychological issues that the learner is facing. I would say, because a learner or a student in our class yesterday, posted a story or a screenshot about how learners in certain areas, how they can recognise the sound of different types of bullets being shot in the air and that just makes me nervous for a second, because obviously I never experienced that before, but I think bring more attention and awareness to the things that I was not aware of that is actually happening right now. Make the students more aware of that and different factors that might affect a learner, because in schools we see various, like a spectrum of learners and it is not just option one, two, three and four. (S2)

One student identified the need to be taught more practical, innovative and realistic strategies.

I would also suggest more scaffolding strategies. I know the Teaching for All manuals would say that you could do this or that, but maybe more innovative ideas and strategies that we could use in the classroom and it would be a viable idea. It should be a realistic idea that is relevant to the South African schools and not something that is so broad. (S2)

Another student would like to learn how to develop resources that all learners can use.

And then also how to develop resources that all learners can use, because as we know not all our learners learn the same and everybody is different ... It is just that providing the teachers about training about more inclusive resources that can be used, because all our learners are not the same. (S6)

Students have identified a number of pertinent ways that they think would be useful in an initial teacher education programme in inclusive education – including learning more practical strategies, learning more about the socio-economic circumstances of learners they will be teaching, and learning to develop resources that all learners can use.

Theme 4: Students' reflections on the Teaching for All materials

Positive impact on view of the world

Students found that the material influenced their views on inclusive education positively and impacted how they viewed the world

in general. Student 1 (S1) and others stated this clearly.

Also, more importantly the material really does change your mindset. It changes your perspective as to how you view your classroom that you are about to enter and just society in general. I feel now that I have reached the fourth year of doing inclusive education and obviously you are dealing with the material provided, it is important to have such a greater consideration towards others. It is important to be able to see beyond the stigmas and the stereotypes in society and to ask the question of, but why you know, does this person, you know face the challenges that they do. Why are they not sufficiently supported? So, I really think it is a mind shift and a mindset change that happens. (S1)

If I may be honest, before coming to university I saw those children as challenged, if I may say so. But after like going, through the manual and taking part in our class discussions regarding the case studies and whatever, it like really opened up a lot of possibilities I would say it is a great programme. I would honestly really recommend it to anybody because you really understand and learn so much from it and you are able to spot so many things so quickly within the classroom because you are so aware of it. (S5)

I think that the Teaching for All manuals really actually broadened my knowledge on what inclusion truly entailed and I actually look at certain situations as they need perspective. It is not also just the theories that was in the manual, but

practical examples that will be shown and explain which makes the understanding of the work much easier. (S6)

For me, the Teaching for All Manuals helped me as an eye opener as to how to go about to teaching to be an inclusive teacher. (S8)

The students also mentioned certain concepts from the Teaching for All material that they found useful for their own understanding. The “iceberg” model which in the material is used as a metaphor to understand that we can view learners in our classes as “icebergs” because often we are only aware of what we see and hear and are not aware of the underlying issues that learners might be experiencing (Teaching for All Unit 2), as well the “onion” wherein the different layers represent psychosocial wellbeing (Teaching for All Unit 2).

So the teaching for all material has really opened my eyes to different learners in my classroom, not only the iceberg, the image of the iceberg, but there was another image of like an onion or something. The layers, yes. So, like the different emotions that learners may be feeling. (S7)

Accessibility

Students found the Teaching for All material accessible because it was inclusive of different learning styles.

I feel that the material in itself is inclusive because it applies to the different types of learning styles. So, I am a visual learner and I love the fact that not only does it, like it presents the option of an audio, it presents the option of a video that

you can refer to. Presents the option of journaling your response. So, I feel like that is inclusive within itself. (S1)

Relevance

They also found that the material was relevant to the South African context. The case studies were welcomed because student teachers found them relatable.

My personal view of the Teaching for All material is that I personally enjoyed it, because first of all, it links to the South African context and it makes you understand things much better, because of how can I say, material was not written in such a very difficult way to read or understand I would say. It is very easy. You can read it and I am as well a visual learner, but I am also, I would say, language learner. So, I would love seeing the words, but I also like seeing the picture, it adds to my understanding. (S2)

The Teaching for All material is actually very well detail orientated, especially the case studies, because the case studies majority of us can now relate to when we sit, when we are standing or sitting in a classroom and we can, like we can fast track what each learner’s needs are or we can better help them when it comes to their needs. (S3)

So, it is, even if you look at the content itself or the case studies itself, some of them if not most of them, they even speak to our African Culture. ... It is names that we understand. It is names that we know yes. So, it shows that there is, there were a lot of research going into it and it shows that really someone is paying attention.

Someone is making it more ethnocentric, yes. So, for me it shows that especially with all of these, all of our study guide, it shows that there is someone who is paying attention and that there is inclusivity within inclusive education. (S4)

Useful during TP

Some students found the material useful during teaching practice.

Then the one thing that I also love about this material is that it is like a little manual that you can take with everywhere and it can give you a fresh perspective, because I know last year, I encountered a learner with ADHD and I was like, I do not know what to do. I mean something told me like, go to the teaching for all and maybe something is going to help you there, instead of messaging the lecturer. I went there and then there was so many tips and strategies on how I could accommodate the learner, while the learner was in front of me and then I used the strategies that they listed like you know, keeping the learner busy. Maybe handing out worksheets, so that he can stay on his feet and he, in my way I could see he felt appreciated, because I was not shutting him to the back of the classroom, and he felt included. So, I feel like this material is actually vital, not only in our four years of study, but it is something that we can use forever. It is a very good resource and that is why I am having it bound and printed. (S2)

I would just like to say that this course really helped me, because in my first year I remember in Grade R there was this boy who could hardly pronounce a word or

write anything, he would draw and then the teacher would like to say: no leave him. He is like, he is how he is ... Because she did mention something like that and if I look back at it now Ma'am, like that is wrong. You are supposed to be there, supporting this child and all that stuff and yes, Ma'am it really helped me. It opened my eyes to the point where I feel like helping more now, because I know more now than I did that then. (S5)

Overall, the students found that the Teaching for All materials had an impact on their views on inclusive education. They found that the way in which concepts were presented bolstered their understanding of inclusive education. Furthermore, they found the material accessible to different learning styles and extremely relevant to the South African context. Some students found the materials useful during teaching practice and a number gave examples of having used the materials.

Theme 5: Student perspectives on what they have learnt about inclusion versus the reality of the classroom

Some students expressed frustration about the disconnection they felt between what they have learnt in class and the reality they face in the classroom.

So, for me it felt bitter-sweet. The sweet part was the fact that this is a platform that I could come to and that I can come to and express whatever challenges and whatever genuine concerns, sorry for that background, but whatever genuine concerns I have and I could get guidance from Ma'am and it was very instrumental, but the bitter part is, in a way it is so hard

so that you learn so much and you can see how this module can work and then you go on teaching practice and in the class room. It is like this whole dream vanishes before your eyes and that is why I said bitter-sweet. It is because I am coming with this expectation of how amazing my inclusive education class is and now, I want to apply this in, like in real time and then I am solely disappointed. (S1)

And then another thing that I found that was disheartening is that in the real classroom environment, I did not see a lot of inclusion. (S7)

Students were concerned that there is a disjuncture between what they have experienced in their university classes and in school classrooms, as opposed to what they learnt in class during the inclusive education lectures.

Discussion

The findings for both the qualitative and quantitative parts of the research are that student experiences of the embedding of inclusive education and the Teaching for All materials into the BEd FP programme at CPUT were overall meaningful and beneficial. The same goes for student views on using the existing Teaching for All material.

The interview data clearly indicates that after nearly four years of being taught about inclusive education using the Teaching for All programme, the students shared a common understanding of what inclusive education is. From this finding, one could argue that the students will enter the field with requisite knowledge for the profession of teaching, successfully meeting one of the aims of

higher education (Winberg et al., 2013). This is corroborated by questionnaire responses showing that most students covered most of the topics of all the units and that most students strongly agreed that the materials provided them with knowledge about inclusive education and supported their learning.

The findings from the interview showed that, while inclusive education as a subject was taught inclusively, this was not the case throughout the faculty nor in their experiences within the university. It is interesting that inclusion or inclusivity is not mentioned explicitly in the vision and mission of CPUT as an organisation, but is alluded to in the core values. This highlights the very important issue of inclusive education being perceived as the domain of a few teacher educators, not necessarily fully embedded in every subject that makes up the teaching degree course. The ideal situation would be that all teacher educators, regardless of their subject, should incorporate inclusive education principles in their respective subjects.

Another important finding from the interview is that students expressed the need for more practical exposure to special and full-service schools to give them a better understanding of the continuum of inclusive education provision in South Africa. This was a practice at CPUT before Covid-19 but unfortunately for the last two years, students have not been able to undertake teaching practice at these schools. These visits were appreciated by students because it gave them insight into how individual educational plans work and they were able to see a much more diverse perspective of education in South Africa.

These sessions at special and full-service schools can be regarded as bridging the gap between theory and practice (Resch & Schritteser, 2021).

While they acknowledged that there are some practical strategies in the Teaching for All material, some interviewed students expressed that they wanted more innovative and realistic strategies. Zagona, Kurth and MacFarland (2017) have identified the need for more practical strategies in integrating inclusive education into an initial teacher education programme, and Walton and Rusznyak (2017) support this.

The findings from the interview show that students found the Teaching for All material accessible for students who learn in different ways. This is in line with the finding from the questionnaires that the students found the different learning activities in the materials useful. An interesting finding from the questionnaires was that the students did not rate the design of the material very high compared to other aspects of the materials.

While the Teaching for All materials were found to be relevant, in the interview the case studies in the materials were singled out as being particularly relevant. The students found that they could relate to the situations and that the context was clearly South African. This raises the issue that there has long been a need for materials that are relevant to student contexts, a point echoed by Sekome and Mokoale (2022), who write about the importance of acknowledging the diversity of students, especially during online learning.

In the questionnaires, the students reported that the materials provided them with

knowledge about inclusive education. Similarly, in the interview, several students stated that they found the materials to be useful during teaching practice because they provided them with knowledge about different barriers to learning and disabilities to assist in the classroom during teaching practice. In contrast, students responded quite low to whether the material enabled them to learn skills in inclusive education. The reason for this could be that for the past two years with Covid-19, learning moved online and it was no longer possible to demonstrate and do practical activities in class that would lead to learning new skills. This is in line with the International Labour Office report on skills development during Covid-19 which confirmed that skills development was not happening as it should because most learning had moved online (International Labour Office, 2021).

In both the questionnaires and the interview, students reported that the Teaching for All material influenced their dispositions and views on inclusive education positively. This is a very important finding because disposition and attitudes of teachers towards inclusive education have been found to be an indicator for successful inclusion (Pit-ten Cate et al., 2018).

With regard to the delivery of the Teaching for All material during lectures, students found that because of Covid-19 and having to move online, lessons were not as interesting as before. This is in line with findings from other studies that looked at students' experiences with online teaching during the Covid-19 lockdown (Almendingen et al., 2021).

An important finding was that students noted a disconnect between what they learnt in the inclusive education class and what they experienced in classrooms during school-based teaching practice. They admitted that some teachers are not interested in engaging with learners who are struggling and were excluding learners experiencing barriers to learning. Some student teachers reported that they were actively discouraged from supporting certain learners. This points to a serious need for in-service teachers to receive further education and training with regard to inclusive education so that they can understand the importance of inclusion. At the time of publication, an equivalent continuing professional teacher development (CPTD) programme for Teaching for All was being piloted in the Western Cape. The lessons learnt from the pilot will inform further rollout in the province as well as inspire rollout to in-service teachers throughout the country.

Conclusion and thoughts on future research

The aims of this study were to understand how the students experienced the embedding of inclusive education and the Teaching for All materials at CPUT and how the students experienced the materials. The students reported positively on their experiences of all aspects of the Teaching for All module delivery and materials. The

findings show that, while students found the materials and the way the materials were presented to be inclusive, they did not experience inclusion practised in their other subjects or when they dispersed to the schools for teaching practice.

Some thoughts on future research:

1. To explore how best to embed the Teaching for All materials across the curriculum in initial teacher education and what models work in which contexts
2. To investigate in-service teachers' understanding and practices of inclusive education. This will provide a base for further developing a common, deeper understanding of the need for inclusive education in our country
3. To understand the process of becoming inclusive teachers by enabling students to reflect on their stories and the interplay of what they bring, and how that interfaces with what they learn through the Teaching for All materials

Inclusive education is essentially about providing access for all learners to quality education. This is especially important in a racially and socially diverse country like South Africa. Every effort must be made to ensure that all teachers, both pre- and in-service, understand the need for and the value of practising inclusive education. The Teaching for All materials have proven to be useful in these efforts.

References

- Almendingen K., Morseth M.S., Gjølstad E., Brevik A. & Tørris C. 2021. Students' experiences with online teaching following COVID-19 lockdown: a mixed methods explorative study. *Plos One*, 16(8):1–16.
- Alt, D. 2016. Contemporary constructivist practices in higher education settings and academic motivational factors. *Australian Journal of Adult Learning*, 56(3): 374–399.
- British Council. 2019. *Teaching for All Unit 2*. Available at: https://www.britishcouncil.org.za/sites/default/files/t4a_hei_study_guide_unit_2_-_learner_diversity.pdf
- CPUT. n.d. *History of Cape Peninsula University of Technology*. Available at: <https://www.cput.ac.za/about/history>
- CPUT. n.d. *Vision and mission of Cape Peninsula University of Technology*. Available at: <https://www.cput.ac.za/about/vision>
- Gogus A. 2012. Constructivist learning. In: N.M. Seel (ed), *Encyclopedia of the sciences of learning*. Boston, MA: Springer. DOI: https://doi.org/10.1007/978-1-4419-1428-6_142
- International Labour Office. 2021. *Skills development in the time of COVID-19: taking stock of the initial responses in technical and vocational education and training*. Geneva: International Labour Office.
- McKenna, S. 2013. Introduction: the aims of higher education. *Kagisano 9*. Pretoria: Council of Higher Education.
- Ngussa, B.M. & Makewa, L.N. 2014. Student voice in curriculum change: a theoretical reasoning. *International Journal of Academic Research in Progressive Education and Development*, 3(3):23–37.
- Pit-ten Cate, I.M., Markova, M., Krischler, M. & Krolak-Schwerdt, S. 2018. Promoting inclusive education: the role of teachers' competence and attitudes. *Insights into Learning Disabilities*, 15(1):49–63.
- Resch, K. & Schritteser, I. 2021. Using the service-learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, Feb 2021:1–16.
- Sekome, N.P. & Mokoee, N.J. 2022. Adapting to elearning during COVID-19: neglecting student diversity. *International Journal of Entrepreneurship*, 26:1–9.
- Walton, E. & Rusznyak, L. 2017. Inclusive education in initial teacher education in South Africa: practical or professional knowledge? *Journal of Education*, 67:101–128.
- Winberg, C., Engel-Hills, P., Garraway, P. & Jacobs, C. 2013. Professionally-oriented knowledge and the purpose of professionally-oriented higher education. *Kagisano 9*. Pretoria: Council of Higher Education.
- Zagona, A.L., Kurth, J.A. & MacFarland, S.Z.C. 2017. Teachers' views of their preparation for inclusive education and collaboration. *Teacher Education and Special Education*, 40(3):163–178.

Chapter 3

Embedding inclusive education in an initial teacher education programme: a reflexive case study of an Accounting teaching educator

Anita Hiralaal

Introduction

When South Africa achieved democracy in 1994, there was a drastic transformation of government policy from a racially divided structure to a framework based on an equitable provision of services to all citizens of the country. Part of this process included an inclusive education system that made provision for the education of learners with learning disabilities. The term “inclusive education” in the South African context is defined as the rights of all children, especially those who require extra educational support because of learning or physical shortcomings, social disadvantages, cultural differences or other barriers to learning (Department of Education: *White Paper 6*, 2001). Consequently, the development of an inclusive system of education was outlined in the country’s founding document, the *Constitution of the Republic of South Africa* (RSA, 1996).

Following on from this, a framework for an inclusive education system was laid out in *Education White Paper 6: Special Needs*

Education: Building an Inclusive Education and Training System (Department of Education, 2001). This policy asserts that, in order to promote the development of inclusive education in South Africa, there needs to be a radical shift with regard to providing support for learners who experience shortcomings in their learning.

Consequently, the Department of Basic Education adopted a strategy to initiate the implementation of inclusive education policies. This strategy comprised two components, namely: *National Strategy on Screening, Identification, Assessment and Support* (SIAS), which was intended to guide “inclusive education policy by defining the process of identification, assessment, and enrolment of learners in special schools, and curb the unnecessary placement of learners in special schools” (DBE, 2014) and *Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements*, which provided “practical guidance to school managers and teachers on planning and teaching to meet the needs of a diverse range of learners” (DBE, 2011).

Thus, the education system in South Africa had an increased responsibility to effectively teach learners whose learning styles and needs vary widely, through inclusive education models. To achieve this, teachers needed effective training that integrated variations for learning and teaching in the goals, methods, materials and assessments of instruction as laid out in *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System* (Department of Education, 2001).

Responding to the diverse ways in which learners learn, the British Council, in collaboration with the Centre for International Teacher Education (CITE) at the Cape Peninsula University of Technology (CPUT), came together on a joint project that focussed on mainstreaming inclusive education in initial teacher education (ITE) in South Africa and supported teacher education through the development of quality teacher education materials, resources and partnerships. The responsibility for the programme'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). The partners came together on this action through a shared passion for inclusive education and a belief that every classroom should be an inclusive classroom in order to ensure quality education for all (Sayed, Salmon & Balie, 2020).

The project commenced in 2017 with Phase 1 implementation, which involved materials being developed, implemented and surveyed across several higher education institutions (HEIs). All materials

were informed by research conducted with pre- and in-service teachers countrywide and from a review of existing policy and programmes. Furthermore, the Centre for International Teacher Education (CITE), together with the partners, completed a monitoring and evaluation plan, provided baseline figures, submitted a report against the logical framework document, and compiled an evaluation of the project (Sayed, Salmon & Balie, 2020).

In 2021, the project commenced with Phase 2 of its development where the focus was on deepening the knowledge generated from Phase 1 by further examining the embedding of inclusive education in ITE and continuing teacher professional development (CPTD). This phase sought to extend the research on inclusive education by focussing on creating a community of practice of researchers working in the field of ITE across the ten previously researched HEIs. This also included conducting case studies of each institution and how institutions embed inclusive education using the Teaching for All materials in their programmes.

Context

One of the ten HEIs involved in this project is the Durban University of Technology (DUT): School of Education, which is housed in the Faculty of Arts and Design. From 2002 until 2015, the only qualification offered in the School of Education was a four-year Bachelor of Education (BEd) degree in FET teaching with three specialisation areas: Science, Technology, and Economic and Management Sciences.

In 2015, the Bachelor of Education degree in FET teaching was re-curriculated to include

Senior Phase (SP) teaching and a language specialisation. The new qualification, entitled Bachelor of Education degree in SP and FET teaching, was introduced in 2019 on an incremental basis, and is now in its fourth year of implementation with four areas of specialisation: Natural Sciences, Technology, Economic and Management Sciences and Languages.

When the School of Education at DUT volunteered to be part of the Teaching for All programme, it was agreed that one of the inclusive education modules, Module 4, would be embedded in the Education 201 curriculum. However, at the commencement of Phase 2 of the project in 2021, it was agreed that all the Teaching for All modules would be embedded across the four years of the newly-curriculated BEd degree in SP and FET teaching. The Teaching for All materials were to be embedded in a major module entitled "Education", since this is a compulsory module for all students from Level 1 to 4 of the BEd degree. The idea was to take each unit from Unit 1 to 4 of the Teaching for All materials and include it as a topic within the module Education 101 as follows: Unit 1 will be offered in the first year and will be embedded as part of the module Education 101; Unit 2 will be embedded in the second-year module Education 201; Unit 3 will be embedded in the third-year module Education 301; and Unit 4 will be embedded in the fourth-year module Education 401. Unfortunately, before this plan could come to fruition, student protests across the entire institution disrupted the academic programme at DUT.

Hence, this research paper has taken an alternative direction. Instead of implementing a case study approach

collecting data on students and teacher educators' experiences of using the Teaching for All materials, I decided to adopt a reflexive case study approach. I am an Accounting teacher educator in the DUT School of Education and took the decision to present the Teaching for All materials to my Accounting Education students only, collecting data on their experiences. Unfortunately, Accounting is only offered from the first year to the third year of the BEd degree programme, so the materials were taught to Accounting Education students from first to third year.

Methodology

This paper adopted a mixed-methods approach using a reflexive case study design whereby data was collected and analysed quantitatively and qualitatively. According to George (2022), mixed-methods research integrates elements of both quantitative and qualitative research to answer the research question. This approach can lead to a more holistic depiction of the study because it combines the benefits of both methods. In this case study, quantitative data was gathered from Accounting Education student teachers and analysed quantitatively using the software package created for the management and statistical analysis of social science data, Statistical Package for the Social Sciences (SPSS). Raw data from the results of the student questionnaires was used to create tables and charts containing frequency counts or summary statistics over the case study and variables, running inferential statistics such as ANOVA, regression and factor analysis, saving data and output in a wide variety of file formats.

Since this is a reflexive case study, I also included my reflections and analysed these reflections qualitatively. This involved an in-depth examination of my experiences of using the Teaching for All materials to teach my Accounting Education students. Reflexivity, according to Berger (2015:220), means “turning of the researcher lens back onto oneself to recognise and take responsibility for one’s own situatedness within the research and the effect that it may have on the setting and people being studied, questions being asked, data being collected and its interpretation”.

In the Accounting Education classes, there are 93 students in first year, 68 students in second year and 99 students in third year. The Teaching for All materials were taught to students during lessons planned for Accounting. However, approximately 60% of the total number of students in each cohort attended the online classes during the lesson time due to connectivity and data issues. Consequently, only 32 students completed and returned the questionnaires. In addition, I was also a participant in this research study as I was enacting a reflexive case study approach.

In terms of data collection and procedure, structured questionnaires were issued to students using the Microsoft Teams online platform. Questionnaires were also uploaded in the institutions learning management system (LMS), Moodle. In addition, all Accounting classes have a WhatsApp group and questionnaires were uploaded to each WhatsApp group from Level 1 to 3. Finally, questionnaires were emailed to students using their DUT email addresses. Students primarily used email and WhatsApp groups to return the completed questionnaires.

Research question

The overarching research question is: How did a university of technology embed inclusive education using the Teaching for All materials in their initial teacher education programme based on student teacher and teacher educator perspectives and experiences?

Theoretical framework

This study is framed within Pawson’s realist theory. Conventional methods of appraising and reporting on the efficacy of a particular intervention have produced results fraught with contradictory evidence, which provides reasons for the intervention success or lack thereof. The realist approach, while not giving reasons why an intervention was successful or not, will provide a deeper and more meaningful understanding of the intervention, which will be more valuable to those implementing the intervention (Pawson, 2006).

Hence, the realist theory was chosen to frame this study because the objective of this research project was not to evaluate whether the intervention of embedding Teaching for All materials into initial teacher education (ITE) programmes was successful or not, but to evaluate the Teaching for All materials and establish how they influenced student teacher understanding of inclusive education.

Findings

The findings are reported in two parts. The first part is the quantitative data extracted from student teacher questionnaires. The second part is the qualitative data

comprising my personal reflections on engaging with the inclusive education materials and teaching the materials to accounting education student teachers, which have been thematically analysed and presented as such.

Findings from quantitative data

Data analysis in quantitative research is the reduction, organisation and statistical testing of information obtained in the data-collection phase (Gray et al., 2017:46). Quantitative data was analysed using version 27 of the SPSS. In total, 32 (N) student teachers participated and completed the evaluation forms. The evaluation sheet consisted of 44 questions specific to key aspects of the Teaching for All materials.

In answer to the first question in the questionnaire about student access to the Teaching for All materials, 96.9% (N = 31) of the student teachers were able to access these materials electronically; 50.1% (N = 16) had access to the materials in printed format; 93.8% (N = 30) on their own digital devices; and 65.6% (N = 21) had access via multimedia. The reason for the high number

of students who were able to access the materials electronically is that students do not receive any instruction in the traditional face-to-face mode but are taught in an online mode, so they were easily able to access materials from the online classrooms, through email and via WhatsApp groups.

TABLE 3.1: STUDENT TEACHERS' ACCESS TO TEACHING FOR ALL MATERIALS AT DUT

ACCESS	N	%
Electronically	31	96.9
Printed format	16	50.1
Own digital device	30	93.8
Multimedia	21	65.6
N	32	

The student teachers also had to select whether the content of the Teaching for All materials covered key aspects related to inclusive education. This was based on what they thought was covered in the four units, compared to what they thought was not covered.

TABLE 3.2: STUDENT TEACHERS' VIEWS ON THE CONTENT COVERED AT DUT

TOPICS COVERED	% COVERED / N	% NOT COVERED / N	% MISSING / N
Unit 1			
The context of exclusion in education	96.9 (31)	3.1 (1)	–
Societal values underpinning inclusive education	87.5 (28)	–	12.5 (4)
Academic theories and models of inclusive education	84.4 (27)	3.1 (1)	12.5 (4)
Inclusive education policies, laws and agreements: South Africa and beyond	81.3 (26)	6.3 (2)	12.5 (4)
Inclusive education in the South African context	81.3 (26)	6.3 (2)	12.5 (4)
Unit 2			
Learner diversity, intersectionality and equity	100 (32)	–	–
Responding to learner differences	100 (32)	–	–
Language, culture and learning	84.4 (27)	–	15.6 (5)
Unit 3			
Building inclusive school communities	93.8 (30)	6.3 (2)	–
The South African framework and tool for building inclusive schools	93.8 (30)	6.3 (2)	–
Practices that promote collaboration in inclusive school communities	81.3 (26)	3.1 (1)	15.6 (5)
Unit 4			
Understanding inclusive pedagogy	90.6 (29)	6.3 (2)	3.1 (1)
Using diversity as an asset: practical strategies that support learning for all	75.0 (24)	9.4 (3)	15.6 (5)

Unit 1

With regard to 'The context of exclusion in education', 96.9% (N = 31) agreed that this section was *covered*, while 3.1% (N = 1) felt that this topic was *not covered*. In terms of 'Societal values underpinning inclusive

education', 87.5% (N = 28) felt that this topic was *covered* and 12.5% (N = 4) did not answer this question. Regarding 'Academic theories and models of inclusive education' 84.4% (N = 27) were of the opinion that this topic was *covered*, while 3.1% (N = 1)

felt that it was *not covered* and 12.5% (N = 4) did not answer this question. For the topic 'Inclusive education policies, laws and agreements: South Africa and beyond', 81.3% (N = 26) agreed it was *covered*, 6.3% (N = 2) agreed that it was *not covered* and 12.5% (N = 4) did not answer this question. For 'Inclusive education in the South African context', 81.3% (N = 26) felt it was *covered*, 6.3% (N = 2) felt it was *not covered* and 12.5% (N = 4) did not answer this question.

Despite the many challenges experienced in offering these students the inclusive education materials, results indicate that a large majority of student teachers agreed that the topics 'Societal values underpinning inclusive education', 'Academic theories and models of inclusive education', 'Inclusive education policies, laws and agreements: South Africa and beyond' and 'Inclusive education in the South African context' were covered. This is positive because time was against offering every unit in its entirety and certain sections had to be prioritised over others.

Unit 2

The full contingent of students, 100% (N = 32), were positive that the topic 'Learner diversity, intersectionality and equity' was *covered*. Also 100% (N = 32) agreed that the topic 'Responding to learner differences' was *covered*. A slightly lower 84.4% (N = 27) were of the opinion that this topic was *covered*, while 15.6% (N = 5) did not complete this question. 'Responding to learner differences' was a topic that was thoroughly interrogated by student teachers and the teacher educator, which resulted in all participants agreeing that it had been

covered. Also, student teachers were keen on learning about 'Language, culture and learning' which led to 84.4% (N = 27) being in agreement that this topic was *covered*.

Unit 3

'Building inclusive school communities' stirred student teachers' interests and they showed much enthusiasm in building their own communities; therefore, 93.8% (N = 30) of the students strongly agreed that this topic was *covered*, and only 6.3% (N = 2) students did not cover this topic. 'The South African framework and tool for building inclusive schools' was indicated as *covered* by 93.8% (N = 30), while 6.3% (N = 2) did not cover this topic.

For the topic 'Practices that promote collaboration in inclusive school communities', 81.3% (N = 26) felt it was *covered*, while 3.1% (N = 1) felt it was *not covered* and 15.6% (N = 5) did not answer this question. Having not dealt with policy issues and strategies to promote inclusive education, when this topic was taught, students displayed interest and enthusiasm resulting in high numbers agreeing that this topic was covered.

Unit 4

Most of the students, 90.6% (N = 29), felt that the topic 'Understanding inclusive pedagogy' was *covered* because it related to them directly as they felt that they needed not only to learn about inclusive education but also to learn how to put it into practice in the classrooms. Only a few, 6.3% (N = 2), felt it was *not covered* because they were absent for that lecture, while 3.1%

(N = 1) did not answer this question. The topic 'Using diversity as an asset: practical strategies that support learning for all' was covered according to 75.0% (N = 24) of the students, 9.4% (N = 3) did *not* cover it, and 15.6% (N = 5) did not answer this question. Students enjoyed the videos and practical aspects of the teaching and learning as

they felt that it gave them ideas for how inclusive education was implemented in actual classrooms. In addition, student teachers were asked to indicate how useful they found the learning activities embedded within the Teaching for All materials used within their module.

TABLE 3.3: STUDENT TEACHERS' VIEWS IN THE USEFULNESS OF THE TEACHING FOR ALL MATERIALS AT DUT

ACTIVITIES	% VERY USEFUL / N	% QUITE USEFUL / N	% NOT VERY USEFUL / N	% NOT AT ALL USEFUL / N	% NA / N	% MISSING / N
Journal	31.3 (10)	21.9 (7)	3.1 (1)	–	15.6 (5)	28.1 (9)
Reading	43.8 (14)	18.8 (6)	–	–	9.4 (3)	28.1 (9)
Writing	40.6 (13)	18.8 (6)	–	–	15.6 (5)	25.0 (8)
Audio visual	46.9 (15)	25.0 (8)	6.3 (2)	–		9.4 (3)
Discussion	40.6 (13)	15.6 (5)	6.3 (2)	–	9.4 (3)	28.1 (9)
Suggested assessment tasks	40.6 (13)	12.5 (4)	3.1 (1)	–	15.6 (5)	28.1 (9)

Materials

The responses provided by students to these questions are influenced by students not having sufficient time to experience each of these learning resources because the inclusive education materials were offered during their Accounting Education lessons which only take place three times a week at two hours a session. Had the materials been offered as originally planned, over the semester in the module Education,

students would have been able to use these resources more effectively.

Journal

While 31.3% (N = 10) reported that the journal was very useful, 21.9% (N = 7) felt it was quite useful, 3.1% (N = 1) found the journal not very useful, 15.6% (N = 5) felt this question was not applicable, while 28.1% (N = 9) did not answer this question.

Reading

Only 43.8% (N = 14) found the reading very useful, 18.8% (N = 6) found the reading quite useful; 0.4% (N = 3) found the reading not applicable, while 28.1% (N = 9) did not answer this question.

Writing

Regarding writing, 40.6% (N = 13) found the writing very useful, 18.8% (N = 6) found the writing quite useful; 15.6% (N = 3) found that writing was not applicable, and 25.0% (N = 8) did not answer this question.

Audio-visual

Regarding audio-visual materials, 46.9% (N = 15) found audio-visual very useful, 25.8% (N = 8) found audio-visual quite useful,

6.3% (N = 2) found audio-visual not at all useful, while 9.4% (N = 3) did not answer the question.

Discussion

In terms of discussion, 40.6% (N = 13) found discussion very useful, 15.6% (N = 5) found discussion quite useful, 9.4% (N = 3) reported that discussion was not applicable, and 28.1% (N = 9) did not answer this question.

<Suggested Assessment Tasks

Regarding suggested assessment tasks, 40.6% (N = 13) found them very useful; 12.5% (N = 4) found them quite useful, 3.1% (N = 1) found them not useful at all, while 15.6% considered them not applicable, and 28.1% (N = 9) did not answer this question.

TABLE 3.4: STUDENT TEACHERS' VIEWS ON THE TEACHING FOR ALL MATERIALS ON SKILLS, KNOWLEDGE AND DISPOSITION AT DUT

VIEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
Knowledge					
Materials include Inclusive education	40.6 (13)	34.4 (11)	–	–	25.0 (8)
Materials include the South African, regional and global inclusive education policy context	31.3 (10)	50.0 (16)	3.1 (1)	–	15.6 (5)
Materials have an equity focus	21.9 (7)	50.0 (16)	3.1 (1)	–	25.0 (8)
Materials support my learning about inclusive education	34.4 (11)	37.5 (12)	3.1 (1)	–	25.0 (8)
Materials are relevant to the South African context	21.9 (7)	53.1 (17)	–	–	25.0 (8)
Skills					
Materials provide me with sufficient guidance on how to teach inclusively	25.0 (8)	50.0 (16)	–	–	25.0 (8)
Materials taught me about SIAS and how to use it in the classrooms	34.4 (11)	50.0 (16)	–	–	15.6 (5)
Materials taught me how to apply human rights principles in my teaching	31.3 (10)	43.8 (14)	–	–	25.0 (8)
Materials are useful and easy to use on my own	34.4 (11)	40.6 (13)	–	–	25.0 (8)

VIEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
Dispositions					
Materials positively changed my values about inclusive teaching	34.4 (11)	50.0 (16)	–	–	15.6 (5)
Materials were helpful in improving my attitudes towards inclusive education	40.6 (13)	34.4 (11)	–	–	25.0 (8)
Learning materials positively influenced how I think about teaching inclusive education	31.3 (10)	43.8 (14)	–	–	25.0 (8)
Design					
Terminology and language used are well explained	34.4 (11)	40.6 (13)	–	–	25.0 (8)
Illustrations and images are accurate and well-integrated into the material	25.0 (8)	46.9 (15)	3.1 (1)	2.4 (1)	25.0 (8)
Chapters and units are arranged logically	28.1 (9)	53.1 (17)	3.1 (1)	2.4 (1)	15.6 (5)
Summaries of key messages are helpful	28.1 (9)	43.8 (14)	3.1 (1)	2.4 (1)	25.0 (8)
Overall					
Learning materials help in developing my competency to teach inclusively	40.6 (13)	34.4 (11)	–	–	25.0 (8)
Learning materials are useful for the advocacy of Inclusive Education	28.1 (9)	40.6 (13)	3.1 (1)	–	28.1 (9)
I will use the materials in my teaching	53.1 (17)	31.3 (10)	–	–	15.6 (5)
I have used the materials in my teaching	3.1 (1)	34.4 (11)	21.9 (17)	15.6 (5)	25.0 (8)
The learning materials are innovative	28.1 (9)	46.9 (15)	–	–	25.0 (8)

Lastly, the student teachers provided their views of the Teaching for All materials used in their module based on knowledge, skills, dispositions, design and overall value. Despite the fact that Accounting Education students were not exposed to all the inclusive education materials in each unit, they did acquire some knowledge and skills as evidenced by the responses. It was difficult to give an overall impression of the materials or to assess if the materials had influenced their teaching because most of them would only go out in July 2022 for the teaching practice. Also, students in Levels 1 and 2 of the BEd degree do not go out and teach but merely observe. So, while they did respond, the results could be skewed because they had no practice of implementing the inclusive education materials in a real classroom situation.

Knowledge

Just under half, 40.6% (N = 13) of the students strongly agreed that the materials included inclusive education, 34.4% (N = 11) agreed, and 25.0% (N = 8) did not answer this question. While 31.3% (N = 10) strongly agreed that the materials included the South African, regional and global inclusive education policy context, 50.0% (N = 16) students agreed, 3.1% (N = 1) disagreed, and 15.0% (N = 5) did not answer this question. Regarding the materials having an equity focus, 21.9% (N = 7) strongly agreed, 50.0% (N = 16) agreed, 3.1% (N = 1) disagreed, and 25.0% (N = 8) did not answer this question.

Only 34.4% (N = 11) strongly agreed that the materials supported their learning about inclusive education, 37.5% (N = 12) agreed,

3.1% (N = 1) disagreed, and 25.0% (N = 8) did not answer this question. Less than a quarter, 21.97% (N = 7), strongly agreed that the materials are relevant to the South African context, 53.1% (N = 17) agreed, and 25.0% (N = 8) did not answer this question.

Skills

Only 25.0% (N = 8) strongly agreed that the materials provided them with sufficient guidance on how to teach inclusively, 50.0% (N = 16) agreed, and 25.0% (N = 8) did not answer this question. While 34.4% (N = 11) strongly agreed that the materials taught them about SIAS and how to use it in the classrooms, 50.0% (N = 16) and 15.6% (N = 5) did not answer this question. About a third, 31.3% (N = 10), of student teachers strongly agreed that the materials taught them how to apply human rights principles in their teaching, 43.8% (N = 14) agreed, and 25.0% (N = 8) did not answer this question. Again, about a third, 34.4% (N = 11), of the participants strongly agreed that the materials are useful and easy to use on their own, 40.6% (N = 13) agreed, and 25.0% (N = 8) did not answer this question.

Dispositions

Of the total number of student teachers, 34.4% (N = 11) strongly agreed that the materials positively changed their values about inclusive teaching; 50.0% (N = 16) agreed, and 15.6% (N = 5) did not answer this question. In terms of the materials being helpful in improving their attitudes towards inclusive education, 40.6% (N = 13) strongly agreed, 34.4% (N = 11) agreed, and 25.0% (N = 8) did not answer this question. Of the total number of participants, 31.3% (N = 10)

strongly agreed that the materials positively influenced how they think about teaching inclusive education, 43.8% (N = 14) agreed, and 25.0% (N = 8) did not answer the question.

Design

About a third, 34.4% (N = 11) strongly agreed that the terminology and language used are well explained, 40.6% (N = 13) agreed, and 25.0% (N = 8) did not answer this question. While a quarter, 25.0% (N = 8), strongly agreed that illustrations and images are accurate and well-integrated into the materials, 46.9% (N = 15) agreed, 3.1% (N = 1) disagreed, and 25.0% (N = 8) did not answer this question. Just over a quarter, 28.1% (N = 9), strongly agreed that the chapters and units are arranged logically, 53.1% (N = 17) agreed, 3.1% (N = 1) disagreed, and 15.6% (N = 5) did not answer this question. Regarding the summaries of key messages as being helpful, 28.1% (N = 9) strongly agreed, 43.8% (N = 14) agreed, 3.1% (N = 1) disagreed, and 25.0% (N = 8) did not answer this question.

Overall

Student teachers strongly agreed (40.6%, N = 13) that the learning materials help in developing their competency to teach inclusively, 34.4% (N = 11) agreed, and 25.0% (N = 8) did not answer this question. Not a very large number of student teachers (28.1%, N = 9) strongly agreed that the learning materials are useful for the advocacy of inclusive education, while a majority (40.6%, N = 13) agreed. Only one student teacher (3.1%, N = 1) disagreed, and 28.1% (N = 9) did not answer this

question. On a more positive note, 53.1% (N = 17) strongly agreed that they would use the materials in their teaching; and 31.3% (N = 10) agreed, while only 15.6% (N = 5) did not answer this question.

Only one student teacher (3.1%, N = 1) strongly agreed that they had used the materials in their teaching, 34.4% (N = 11) agreed, 34.4% (N = 11) disagreed, 15.6% (N = 5) answered not applicable. A quarter, 25.0% (N = 8), was an acceptable number because many of the student teachers had encountered inclusive education so intensively for the first time. Although only 25.0% (N = 8) of the participants strongly agreed that the learning materials are innovative, a larger number 46.9% (N = 15) agreed, and 25.0% (N = 8) did not answer this question. This was the case because many of the student teachers had not had a chance to put the inclusive education materials into practice in a typical classroom situation as data was collected before they undertook their teaching practice.

Findings from the qualitative data

Qualitative data analysis involves the “identification, examination, and interpretation of patterns and themes in textual data and determines how these patterns and themes help answer the research questions at hand” (Elliot, 2020:1). My personal reflections of engaging with the Teaching for All materials were analysed using a thematic analytical approach. Thematic analysis is used to deduce the meaning behind the words people use (Braun & Clark, 2006).

Theme 1: Process and strategy to embed Teaching for All materials into an ITE programme

At DUT School of Education, the initial plan of action with regard to offering inclusive education to Bachelor of Education SP and FET in teaching was to embed Units 1 to 4 into the module Education from Level 1 to 4. This decision was based on the premise that inclusive education, gaining popularity in South Africa after 1994 when the country achieved democracy, is an effective approach for educating all children by increasing their presence in schools as well as their participation in academic and social achievement (Ainscow, Booth, Dyson & Farrell, 2006; Forlin, 2013).

Consequently, I interrogated the curriculum of the BEd degree in SP and FET teaching. The qualification is divided into four specialisation areas: Languages, Economic and Management Sciences, Technology and Natural Sciences. If I were to embed inclusive education into the specialisation areas, I faced a dilemma because each specialisation has its own core modules specific to that learning area, and I did not want to dilute the content for a particular specialisation because we needed the student teachers to acquire comprehensive knowledge of their subject content.

However, within each specialisation, students have to register for core modules that are common for all students, irrespective of their area of specialisation. These modules are Education, Professional Studies, Work Integrated Learning (Teaching Practice) and Life Skills. All these modules, with the exception of Life Skills, are offered from Level 1 to 4 of the BEd degree. Life

Skills is offered up to Level 3 only, so I ruled that one out.

Work integrated learning is another name for teaching practice when students go out to schools, observe, teach learners and are assessed. Since we had to teach student teachers theoretical knowledge on inclusive education, I felt that this module was not a feasible one within which to embed inclusive education materials. Also, the module Professional Studies is a practically-orientated module for students to learn how to teach, in other words, with this module, students acquire pedagogical content knowledge (PCK). Lessons for this module typically take place in a micro-teaching venue that is fully equipped with teaching aids and resources. As the curriculum champion in the School of Education, my colleagues left the final decision to me to choose between Professional Studies and Education within which to embed the inclusive education materials.

As this was a significant decision with far-reaching consequences I reflected on the problem and recorded my reflections in my reflective journal. I have included some of my reflections below.

I have to really think very carefully about this decision because if things do not work out as planned, I will be blamed. What can I do so that I can make an informed decision. (Personal reflection, 3 March 2021)

Maybe, I could consult some literature to help me with this decision. (Personal reflection, 3 March 2021)

As I read my reflections, I grew convinced that I should consult relevant literature. I learnt from Sharma, Forlin, Loreman and

Earle (2008) that making student teachers aware of inclusive education materials and practices would help dispel their negative attitudes about learners with learning difficulties while simultaneously enhance their teaching practice.

Ha, I just had a brilliant thought, maybe I should speak to the Education and Professional Studies teacher educators and ask to see their study guides so I can get an idea what constitutes their curriculum. (Personal reflection, 6 March 2021)

I coordinated discussions with the Education and Professional Studies lecturers and requested permission to peruse their study guides. Looking through the study guide for Professional Studies, nothing really stood out for me. But in looking through the Education study guide, I found that aspects of inclusive education were currently being taught in the Education curriculum, as follows:

- Issues in gender, equity and inclusive education
- Discussions on inclusive education which include:
 - The shift from categories of disability to levels of support
 - The description and role of full-service schools
 - The description and role of resource centres
 - The role of resource centres in the implementation of inclusive education
 - Multicultural education
 - Gender issues in education
- Quality education

Following a discussion with education lecturers, we decided that the inclusive education materials would be embedded as follows:

- Inclusive Education Unit 1 will be embedded in Education 101 curriculum
- Inclusive Education Unit 2 will be embedded in Education 201 curriculum
- Inclusive Education Unit 3 will be embedded in Education 301 curriculum and
- Inclusive Education Unit 4 will be embedded in Education 401 curriculum

We decided that the inclusive education units would form the curriculum for the entire second semester of each year for the module Education 202, because we determined that students needed time to engage with the materials and work through the activities thoroughly. Lecturers also felt that they needed time to familiarise themselves with the inclusive education content, which they would do in the first semester in preparation for effective teaching of the material in the second semester.

Theme 2: Innovative ways in which inclusive education and Teaching for All materials have been used, including modifications, additions and adaptations

Unfortunately, the plans did not come to fruition because at the beginning of 2022, violent student protests erupted on all campuses of DUT, particularly the campus on which the School of Education is located, forcing the DUT management to close all campuses to protect staff, students and school infrastructure because students were damaging the buildings. Hence, the academic programme came to a standstill with only online learning proceeding.

However, students then began disrupting online classes to such an extent that these classes could not continue.

Also, the lecturers who had agreed to familiarise themselves with the inclusive education materials did not do so because they were busy working on developing PowerPoint slides with voiceovers which they were uploading on WhatsApp groups and on the institutional learning management system, Moodle, so that students who wanted to learn could access necessary content and information. When the academic programme resumed in April 2022, lecturers explained that they would find it difficult to offer the inclusive education materials in the second semester because they were not familiar with the content and they were busy catching up with the first semester curriculum. I expressed my disillusionment by recording my reflections in my reflective journal.

I am feeling very disappointed and disillusioned that students have lost out on a very good opportunity to learn about Inclusive education. I am cross with the lecturers but this is really not their fault, I do not think it's right that I am cross with them. I am going to pull myself together and make a plan because I am strong and I do not give up that easy. (Personal reflection, 14 April 2022)

After some deep introspection, I shifted to being more proactive.

I know what I am going to do. I am going to read all the Inclusive education materials from Unit 1 to Unit 4 and take it from there. (Personal reflection, 16 April 2022)

I captured a moment of inspiration in this reflection.

Why did I think that only Education lecturers can teach this content? I know I am an Accounting lecturer, but I trained as a teacher, so I studied Education, I taught in a school for many years; my son had ADD and I had to teach him. I can do this; I can teach this content to the students. (Personal reflection, 20 April 2022)

I then felt invigorated to teach the inclusive education content, though the materials were quite intense and complex. I also faced another problem: how would I teach all the BEd students? I still had to teach my Accounting students from Level 1 to 3, and due to the suspending of the academic programme, I was behind with work. So, I pondered on the issue.

Maybe I should have evening classes with all the BEd students but from past experience, I know they will not come if it is not for marks. That's the first question, they will ask me, "is it for marks". No, that will not work. What can I do? Upload the PowerPoint slides in the Moodle classroom and on WhatsApp? But I know for sure they will never look at it if it's not for marks. Oh my, why did I not think of this before, I will teach my Accounting Education students. (Personal reflection, 20 April 2022)

Once I took that decision to teach all my Accounting Education students, I began perusing the materials again and selected certain sections from each unit. I decided it was important for them to do Unit 1 in its entirety because they needed to get a good

understanding of inclusive education. I did not change any of the content but what I did was upload each unit into the Moodle classroom, and the Teams classroom which I use for teaching, and on email and WhatsApp. So, students had access to all the modules. During each two-hour Accounting lecture, I tried to cover as much as possible of the content in each unit.

Unfortunately, most of my students would not complete the activities given to them to complete on their own. When I persisted, they complained that the material was not for Accounting, so why did they have to do this when it was not for marks? So I relented and tried to finish the content of each unit in lectures. I went through the PowerPoint slides with students, but we could not finish the activities. When I detected a loss of interest, I showed them materials and videos designed for the continuing professional development teachers which sparked their interest. I moved between the videos and the unit content to maintain their interest.

Theme 3: Student and lecturer views about use and benefits of the materials for promoting inclusive education

Students mostly enjoyed the discussions surrounding inclusive education. Many admitted to being under the impression that inclusive education was about including learners who were physically or mentally disabled. After studying the materials with me, they now have a clearer understanding of inclusive education. They also voiced the opinion that inclusive education should not be an add-on to their curriculum but should be a permanent part of the curriculum. They expressed the view that during teaching

practice, they should spend some time in a school for children with learning difficulties.

Students did express the sentiment that the materials in some of the units identified certain learning difficulties that learners may experience as a result of autism, ADD and ADHD, foetal alcohol syndrome as well as depression, but it did not explain how to teach such a learner. From a teacher educator's point of view, I also felt lost when I taught this section because my students asked questions I was unable to answer. In speaking with the Education lecturers about these circumstances, several also admitted to not having all the answers:

You know, students ask me these questions all the time and I cannot answer them because I am not a doctor so I don't know how to treat a child who may have an epileptic fit in the class.

Another lecturer admitted to feeling inadequate at times because students ask questions he cannot answer. I asked him for an example, and he replied:

You know those questions about gay and lesbian people and all that? I do not know what to say. One student asked what I would do if a gay man approached me and asked me out. I said I will tell him I am not gay; I have a wife and children. The student said, "Sir, you know many gay men have wives and children." Eish, I was so embarrassed, I didn't know what to say.

While the majority of students agreed that having gone through the inclusive education materials with me, they have learnt a great deal about children with learning difficulties, but they feel as if they only learnt the theoretical part of inclusive

education. It became apparent that there is a need for inclusive education pedagogical approaches to be demonstrated practically to students, as one student remarked:

Mam, why in Professional Studies we only learn how to prepare and give lessons to learners who do not have problems learning, even now when you taught us about inclusive education, you should have taken us to the micro-teaching class and showed us how to teach a child, say maybe a child who got an autistic problem or maybe a child who cannot hear nicely. That will help us more.

While teaching the students the materials, I also experienced a shift in mindset because, while I knew that inclusive education was more than just including learners with physical disabilities, I came to realise the following:

As a teacher educator, it is important for me to have an in-depth understanding of inclusive education and its dynamics. This raises the question that while we are trying to prepare student teachers for the inclusive classroom, what about training for teacher educators. I feel that to be able to impart the Inclusive education content to student teachers, we as teacher educators need to be trained first so that we can assist out students. (Personal reflection, 24 May 2022)

Theme 4: Effects and benefits for the faculty and university of taking an inclusive education focus in ITE

Inclusive education is one of the top challenges in today's world, and, while educational systems are making efforts to

become more inclusive, the faculty need to be made aware that new teachers must be developed to be more inclusive in their future practice. Quality education means creating real opportunities to achieve success in the learning experience; in other words, the quality of education must not be measured in terms of performance, graduation, infrastructure, technology and comfort, but the capacity of the university, the faculty and the School of Education to create learning opportunities for every student.

Inclusion in education means respect for the diversity of all our students and if this is to be realised, it must include several changes in terms of educational content, pedagogical and didactical approaches, the structure of the department, and educational strategies. Inclusive education will not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, gets the opportunity to flourish because Inclusive education has the power to create a positive learning environment. Inclusive education generates and provides acceptance and understanding towards the needs of students and also identifies the differences, diversity and cultural background of the students.

A student's characteristic differences are also included, such as the physical, cognitive and social abilities. Those students who have no disabilities also develop a positive and supportive attitude and broaden their perspective of people with disabilities, and they accept differences with an open mind. Students improve their skills

and learn specific critical human values when they assist their peers who have specific disabilities.

There is a growing need for the university and faculty to understand that the quality of the teaching has the largest impact on students' academic performance; hence, it is imperative that building excellence through pre-service teacher training is central to making the educational setting more inclusive for all. Inclusive education is now firmly established as the main policy imperative to remove barriers to learning, improve outcomes and remove discrimination.

Discussion of findings

The main research question for this paper is: How did a university of technology embed inclusive education using the Teaching for All (Teaching for All) materials in their initial teacher education programmes based on student teacher and teacher educator perspectives and experiences?

The findings of this research paper are discussed below.

Implications for the field of changing ITE programme and curriculum processes to promote IE

The results obtained from the student questionnaires revealed that the majority of student teachers were able to access the Teaching for All materials electronically, they covered the major topics in each of the units, and the materials provided adequate knowledge on inclusive education to prepare student teachers to become

inclusive teachers in the classroom. In addition, the Teaching for All materials taught them about respecting human rights and valuing human dignity. They found the Teaching for All materials to be well organised and the language to be easily understandable, and the materials also assisted them to change their attitudes towards Inclusive education while simultaneously causing them to think positively about Inclusive education.

This creates a positive impact on the changing face of ITE programmes and curriculum processes to promote inclusive education because it demonstrates that embedding Inclusive education materials into ITE programmes will be well received by student teachers who also indicated that embedding of inclusive education materials into their initial teacher education programmes should not be a once-off event but should become a permanent feature. The Teaching for All materials embedded in the ITE programmes will not only encourage student teachers to become responsive to diversity but challenge their thinking and attitudes to inclusive education, a perspective that is strongly supported by Moosa and Bekker (2021).

Institutional and other enablers and obstacles to embedding IE in ITE

Enablers

Although the implementation of the Teaching for All materials was hindered by student protests at DUT and lack of leadership support in the School of Education itself, the commitment of the

institution in facilitating support and participation in the project came from the Disability Unit at DUT and the DVC Research, Innovation and Engagement, who hold the belief that inclusive education requires the development of teachers with knowledge and skills of inclusive practices, and consider it imperative that teachers are prepared for and have the capacity to implement inclusive education practices.

The other enabling factor was the willingness and interest of the Accounting Education student teachers in learning about inclusive education. Despite the fact that these students were sacrificing their Accounting lessons to learn about inclusive education, they still displayed enthusiasm and revealed that they were strong opponents of inclusion. While learning about inclusive education, many students displayed a sincere sensitivity to students' diversity and motivation to provide meaningful learning experiences for learners with disabilities. Marsh (2018) postulated that student teachers' personal attitudes to inclusion affect them in many ways and can shape their learning experiences. This rang true for this paper because the student teachers' compassionate and caring dispositions played a significant role when they were learning about the inclusion from the Teaching for All materials.

Obstacles

The major obstacle to the implementation of the Teaching for All materials at DUT was the student protest and subsequent forced closure of the university and suspension of the academic programme from January 2022 to April 2022. At DUT, the main cause

of the student protest has been around the financial support from the National Student Financial Aid Scheme (NSFAS), the South African government student loan and bursary scheme. Another issue that exacerbated the student unrest at DUT was the students' silent protest. When the violent protest settled, students found another way of giving voice to their discontent: attending online classes to disrupt the online Teams lessons by removing the other students from the online class, playing music while lecturers were trying to teach online, and muting the lecturers while they were teaching. It was as if students were testing the tenacity of the lecturers and the management of DUT. When this tactic did not work, students resorted to violent protests once again. Tragically, campuses were damaged, and more specifically, the campus where the School of Education is situated was petrol-bombed, resulting in serious damage to the infrastructure and the burning of nine vehicles. The entrance to the campus was blocked by students and, despite the presence of security forces and South African Police Services, the academic programme could not continue. Although students were dispersed from the campus and student residences were shut to maintain some semblance of order, students resorted to disrupting the online classes by hacking into the Teams platform used for teaching at DUT, disrupting the lessons by removing the instructors and students, and taking control of the classes by chanting protest songs and insulting the instructors. This situation was prevalent throughout the seven DUT campuses and erupted into a situation where it was impossible to continue with academic programme. The DUT

management closed some other campuses and suspended the academic programme to maintain order and minimise further damage to university property.

Besides student protest, the Covid-19 pandemic has disrupted the higher education environment in unprecedented ways (Toquero, 2020). At DUT, Covid-19 set the scene to rapidly change the teaching and learning environment, as university management realised the need to start thinking differently about how they train students by strengthening their active learning abilities outside the traditional face-to-face context. Although Covid-19 was a public health issue, the impact on higher education institutions (HEIs) in particular, was apocalyptic (Krishnamurthy, 2020).

The Covid-19 pandemic led to campus closures to enforce social distancing measures so we were compelled to identify and implement various strategies to sustain academic activities, including engaging in emergency remote learning and teaching, working from home arrangements for staff, and finding alternative ways to support students. Rashid and Yadav (2020) point out that during the Covid-19 pandemic, there were no best practices for HEIs to emulate and no known models to follow; consequently, many questions were raised about how to go about salvaging the academic year.

The role of lecturers and leaders in promoting inclusive education in ITE

Role of lecturers

Although teacher educators' attitudes towards inclusive education were more positive than negative, they insisted that they needed more training and familiarity with the Teaching for All materials to appropriately plan and effectively teach the materials to student teachers. Coupled with this was the lecturers' lament about the fact that they needed more time to engage with the materials so they could enhance their understanding, as they complained that the content in each unit was very complex and involved; therefore, they needed more time to engage with the materials.

Also, some lecturers had a negative attitude towards teaching the Teaching for All materials claiming that it was over and above what they were required to teach, and this adversely affected the actual teaching of the Teaching for All materials. As so rightly argued by Kraska and Boyle (2014) that teachers' attitudes in successful implementation of inclusion is crucial, since they are in charge of implementing the curriculum, teachers' attitudes at DUT did affect the teaching of the materials.

More importantly, Swain, Nordness and Leader-Janssen (2012:76) suggest teachers with more positive attitudes toward inclusion are more apt to implement the inclusive education curriculum. Just as attitude and implementation work together, so does the use of innovative and creative teaching strategies educators need for teaching inclusion (Mohammed & Watson, 2019).

This was relative to the situation where most of the lecturers are not permanently employed in the School of Education but are on contract for limited periods, so they did not feel that commitment to teach the Teaching for All materials to the student teachers. Also, they felt that they lacked the capacity and experience needed to teach Inclusive education to student teachers.

Overall, it is important for all teaching staff to take responsibility and work collaboratively for the students to be successful. Allday, Neilsen-Gatti and Hudson (2013:299) believe those teachers who “accept responsibility to lead an inclusive classroom ... are more likely to improve their quality of instruction”.

Leadership support

Leadership in an academic institution is different from the leadership in a business organisation in that academic leaders should lead their people “with an academic bend of mind in that academic leadership should be unorthodox and less dogmatic as compared to the leaders of the past where there was lesser space for a democratic form of leadership” (Biswas, 2017:1).

However, this was far from the reality of the situation that I found myself in where the leadership was not supportive of advocating for inclusive education among staff and students in the School of Education and the wider DUT community, despite the fact that the academic leader signed a memorandum of understanding with the British Council to embed inclusive education into our teacher education programme. This had major negative ramifications for the advancement of inclusive education in

the School of Education at DUT, when the academic leader placed obstacles in the path of whatever ideas and innovations were suggested to advocate for inclusive education.

What does the case of the institution tell us about how inclusive education in ITE works, and under what conditions?

The findings of this research paper have revealed that inclusive education should be a necessary component of all ITE programmes. It should not be merely a once-off experience but should be an independent module – not embedded in another module but a stand-alone, credit-bearing module. Inclusive education should be a core component across all the years of the BEd programme.

What has come out strongly is that teacher educators themselves need to be trained in inclusive education because it emerged that teacher educators felt that they cannot teach the student teachers optimally about inclusive education if they themselves lack the capacity and experience in teaching inclusive education. Also, if inclusive education is a compulsory component of ITE programmes, then students will have to complete the module irrespective of any disruptions to the academic programme because if it is taught as a once-off non-credit-bearing add-on, it can be easily eradicated from the curriculum.

Conclusion

It has become abundantly clear from the study that student teachers will benefit from having inclusive education as a core component of their ITE programme. More importantly, as a teacher educator, my own belief and understanding of inclusive education was positively impacted. Old myths and ideas that inclusive education was only concerned with learners who had physical or mental disabilities were dispelled when I engaged with the Teaching for All materials in preparation for teaching my Accounting Education student teachers. This also became apparent among the accounting education student teachers who were taught using the Teaching for All materials. They claimed that they had always believed, based on what they were told at school and in society, that inclusive education was restricted to people who were mentally and physically

disadvantaged. My Accounting Education students and I have come to understand that inclusive education is about providing support to all learners, especially those with learning barriers, physical challenges, social disadvantages or cultural differences. Even though inclusion is rooted in positive intentions, occasionally its execution falls short and leaves the practice ineffective; hence the need to make inclusive education a compulsory credit-bearing standalone module within ITE programmes. If a student teacher has low self-efficacy or does not believe in the practice, the teacher will not implement inclusion to the benefit of the children that teacher will teach in the future. Providing future educators with positive experiences of inclusive education will promote self-efficacy by providing direction on implementing effective inclusion, which will benefit both themselves and their future learners.

References

- Ainscow, M., Booth, T., Dyson, A. & Farrell, P. 2006. *Improving schools, Developing Inclusion*. London, Routledge.
- Allday, R. A., Neilson-Gatti, S. & Hudson, T. M. 2013. Preparation for Inclusion in Teacher Education Pre-Service Curricula. *Teacher Education and Special Education, The Journal of the Teacher Education Division of the Council for Exceptional Children*, 36:298–311.
- Berger, R. 2015. Now I see it, now I don't: researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15:219–234.
- Biswas, S. 2017. *Leadership: master tutorials* [Online].
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3:77–101.
- Department of Education. 2001. *Education White Paper 6. Special Needs Education: building an inclusive education and training system*. Pretoria: Government Printer.
- Department of Basic Education (DBE). 2011. *Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements*. Pretoria, South Africa: DBE.
- Department of Basic Education (DBE). 2014. *National strategy on Screening, Identification, Assessment and Support (SIAS)*. Pretoria, South Africa: DBE.
- Elliot, R. 2020. Quantitative vs qualitative data. GeoPoll. Available at: [https://www.scribbr.com/methodology/exploratory-research/](https://www.geopoll.com/blog/quantitative-vs-qualitative-data/Forlin, C. 2013. Special edition: transitions for students with learning difficulties. Australasian Journal of Special Education, 37:1–17.</p><p>George, T. 2021. Mixed methods research: definition, guide and examples. <i>Scribbr</i>. Available at: <a href=)
- Gray, R.G., Grove, S.K. & Sutherland, S. 2017. *The practice of nursing research: Appraisal, synthesis, and generation of evidence*. 8th edition. Elsevier Saunders, 3551 Riverport Lane, St Louis. Missouri
- Kraska, J. & Boyle, C. 2014. Attitudes of preschool and primary school pre-service teachers towards inclusive education. *Asia-Pacific Journal of Teacher Education*, 42:228–246.
- Krishnamurthy, S. 2020. The future of business education: a commentary in the shadow of the Covid-19 pandemic. *Journal of Business Research*, 117:1–5.
- Marsh, H. 2018. Do university teachers become more effective with experience? A multilevel growth model of students' evaluations of teaching over 13 years. *Journal of Educational Psychology*, 99:775–790.
- Mohammed, P.S. & Watson, N. 2019. Towards inclusive education in the age of artificial intelligence: perspectives, challenges and opportunities. *Artificial intelligence and Inclusive Education*, 17–37.
- Moosa, M. & Bekker, T. 2021. Working online during COVID-19: accounts of first year students' experiences and well-being. *Frontiers in Psychology*, 85.
- Pawson, R. 2006. *Evidence-based policy: a realist perspective*. Thousand Oaks, CA: Sage.
- Rashid, S. & Yadav, S. 2020. Impact of Covid-19 Pandemic on Higher Education and Research. *Indian Journal of Human Development*, 1:1–5.
- Republic South Africa (RSA). 1996. *Bill of Rights*. Pretoria: Government Printer.
- Republic of South Africa (RSA). 1996. *Constitution of the Republic of South Africa, Act No. 108 of 1996*. Pretoria: Government Printer.
- Sayed, Y., Salmon, T. & Bailie, L. 2020. *Technical report for the impact evaluation of the Teaching for All project*. Unpublished report.
- Sharma, U., Forlin, C., Loreman, T. & Earle, C. 2008. The sentiments, attitudes, and concerns about inclusive education. revised (SACIE-R) Scale for measuring pre-service teachers' perceptions about inclusion. *Exceptionality Education International*, 21:50–65.
- Swain, K.D., Nordness, P.D. & Leader-Janssen, E.M. 2012. Changes in preservice teacher attitudes toward inclusion. preventing school failure. *Alternative Education for Children and Youth*, 56:75–81.
- Toquero, C.M. 2020. Challenges and opportunities for higher education amid the COVID-19 pandemic: the Philippine context. *Pedagogical Research*, 5.

Chapter 4

Reflections of faculty on preparing student teachers to meet the needs of diverse learner populations through an engaging curriculum: the case of Nelson Mandela University

Cina P Mosito, Sanet Deysel and Charlene Nissen

Introduction

Teacher education is regarded as a key driver towards creating inclusive education systems (Ackers, 2018). Underlying this perspective is an assumption that there is a strong link between the quality of the teaching force and educational achievement (Guerriero, 2017). Initial teacher education (ITE) schools, therefore, have the bulk of the responsibility to graduate teachers who are adequately prepared to fulfil these two mandates. Sayed and Ahmed (2015:336) contend that “teachers, teaching and teacher education make a difference ... world class education systems get the right people to be teachers and develop them into effective instructors to ensure that the system delivers the best possible instruction for every child”. The Teaching for All (Teaching for All) curriculum is one of the responses in initial teacher education that resonates with the idea that well-trained teachers are crucial in realising the potential of education. At its inception in 2017, Teaching for All aimed to mainstream

inclusive education in ITE in South Africa and support teacher education through the development of quality teacher education materials, resources and partnerships (British Council & Center for International Teacher Education, 2022). Through this, the core intent was to provide student teachers with the skills, attitudes and knowledge to teach inclusively in diverse classrooms in diverse communities, thereby contributing to the prevention and reduction of children being excluded from education (Sayed, Salmon & Balie, 2020).

Following the uptake of the Teaching for All curriculum and materials by Higher Education Institutions (HEIs), the project has entered its second phase in 2022. Phase 2 is aimed at deepening the knowledge generated from Phase 1 by further examining the embedding of inclusive education in ITE and continuous professional teacher development (CPTD). While the main focus and priority in Teaching for All is understandably on student teachers (HEIs) and in-service

teachers in the CPTD leg of the project, our focus in this chapter was on understanding our positioning as teacher educators in the embedding of the curriculum. We sought to understand this in relation to our histories and backgrounds in inclusive education. Existing research has demonstrated that what teachers (us included) believe about themselves, content subjects, their teaching and their learners, greatly influences how they teach (Biesta, Priestly & Robinson, 2015). Accordingly, in this study we interrogated how our interaction with the curriculum is shaped and informed by our histories, beliefs, values and backgrounds in inclusive education. Within this process, we sought to understand how we in turn facilitate learning for our students. In this sense, embedding the Teaching for All material is not a once-off event but an ongoing process through which we are challenged to reimagine ways in which the curriculum should remain a live product and process that can continually be interrogated and reshaped. This kind of process, in a sense, allowed us to ask and answer questions that could bring to the surface factors that have informed how we embed the Teaching for All curriculum at NMU. Nestled against the broader aim of Teaching for All Phase 2, the central question in the NMU study became: What factors informed the embedding of Teaching for All materials and curriculum by lecturers at NMU?

Theoretical background

There is a growing interest in higher education research that privileges studies of self (Trahar, 2013; Austin & Hickey, 2007). This body of research resonates with what we aim to achieve in this chapter as we seek

to “acknowledge our subjective involvement in the creation of social knowledge” (Austin & Hickey, 2007:1). For example, what are our professional and personal histories in inclusive education? How do these histories intersect with how and why we teach inclusive education? Why do we teach the way we do? What informs our selection of the content from Teaching for All? Underlying these questions is our desire to reflect deeply on the process of integrating Teaching for All material into our teaching in relation to our personal conceptions about our teaching.

A concept that we found useful for making sense of these conceptions is epistemic cognition (Brownlee Ferguson & Ryan, 2017; Greene & Yu, 2016). The term encompasses “how people acquire, understand, justify, change, and use knowledge in formal and informal contexts” (Greene & Yu, 2016:46). Of interest would be how our own inclusive education knowledge acquisition, understanding and justification influence our teaching approaches, the pedagogic strategies we use, our expectations for students, and most importantly, our decisions as to what we select from the Teaching for All material.

Included in epistemic cognition are related concepts like epistemic beliefs and epistemic assumptions. This construct affords us avenues through which to reflect on what personal epistemologies, epistemic beliefs and assumptions have contributed to our understanding of what constitutes good inclusive education knowledge from Teaching for All and how to acquire such knowledge. Included in our reflections are conceptions of how, along with those beliefs

and assumptions, we arrive at decisions on how best to teach inclusive education (Brownlee, Ferguson & Ryan, 2017; Green & Hood, 2013). The choice on the focus of this chapter is supported by observations made elsewhere that “social and cultural practices shape lived experience and ... the former is said to structure social action” (Baxen, 2008:310).

There is a growing body of evidence that suggests that teaching across various disciplines should involve explicit opportunities for teachers (and learners) to account for the origin of the beliefs they have about their knowledge and knowing (Singh, Wessels & Kanjee, 2018; Green & Hood, 2013; Bendixen & Rule, 2003). Alongside this is a widely held view that education should have as a primary goal preparing students to thoughtfully participate in a democratic society. To achieve this goal, the primary focus of teaching and learning should not only be basic acquisition of relevant knowledge and necessary skills, but also promotion of critical thinking around the many complex and controversial issues of the modern world (Greene & Yu, 2016), such as those located in the Teaching for All material. The implication of this for our teaching is whether we (teacher educators) consider how relevant our thinking is to these complex goals of education that transcend basic knowledge and skills. The question is: to what extent do our epistemic revelations (1) indicate our awareness of inclusive teaching that does more than scratch the surface, and (2) instead move student teachers towards the space of thinking critically about and through Teaching for All, which in turn

equips them with tools for addressing complex problems. These are critical questions backed by mounting evidence indicating that “students work and learn better in an inclusive teaching environment with respect to interactive classroom communities and an appreciation of the value of different backgrounds and opinions, and social culture on campus” (Howson & Kingsbury, 2021:4). In the context of this study, the questions specifically address the extent to which our reflections about what constitutes knowledge and knowing of inclusive education might provoke critical engagement in our teaching that allows for a more evaluative, as opposed to absolutist, perspective on learning. A teaching-learning environment managed by an evaluative teacher will allow for learner participation and the exchange of information that exposes students to divergent views (Barzilai & Zohar 2014; Kuhn, Cheney & Weinstock, 2000). Through this context of differing opinions, students are afforded opportunities to evaluate their perspectives against a variety of opinions. A teacher holding absolutist perspectives will most likely thwart any possibilities of moving beyond expert knowledge such as that stipulated in textbooks and even Teaching for All material, and by so doing, will rob students of experiencing differentiated approaches to learning (Barzilai & Eshet-Alkalai, 2015; Barzilai & Zohar, 2012).

The above theoretical insights on epistemic cognition have influenced methodological decisions in this study. It was necessary to establish our personal journeys in inclusive education in relation to Teaching for All descriptions of what it means to be inclusive in contemporary theorisation of the subject.

As indicated in the Teaching for All material, inclusive thinking is variable and lends itself to a nuanced understanding of the context in which teaching and learning takes place. A need to evaluate our approaches to inclusive education is heightened by UNESCO's Sustainable Development Goal 4, Quality Education, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030" (UNESCO, 2019). Embedded in this goal is a commitment to tackle educational challenges and build inclusive education systems that are equitable and relevant to all learners. Of concern would be whether teacher educators think about their work and translate these thoughts into practice in a manner that supports and promotes sustainable development goals. All these factors highlight a need for teachers' epistemic cognition that is robust and differentiated to a point that their view of knowledge and knowing is not limited to one conception of what inclusive education and becoming inclusive teachers entails (Green & Yu, 2016).

Nelson Mandela University

Nelson Mandela University (NMU) is the result of a merger of the Port Elizabeth Technikon, University of Port Elizabeth and Port Elizabeth campus of Vista University (Vista PE). As stated on the university's website, the merger of institutions was part of the government's countrywide restructuring of higher education – intended to deliver a more equitable and efficient system to meet the needs of South Africa, the continent and the world in the 21st century (Nelson Mandela University, 2022). In line with historical developments

brought about by the merger, the university has undergone several name changes from University of Port Elizabeth prior to 2005 to Nelson Mandela Metropolitan University (NMMU) on 1 January 2005 and now currently as Nelson Mandela University since 20 July 2017. The university management decided to change the name as a rebranding strategy for continental and global positioning while also ushering in a new era of meaningful transformation.

President Nelson Mandela valued diversity within which the coming together of different minds, backgrounds, talents and approaches to achieve greatness was vital. Nelson Mandela University draws from these values and specifically states in Vision 2030 (Nelson Mandela University, 2022) that the university is in the service of society to co-create a sustainable socially just world by cultivating socially conscious and connected citizens who serve the public good. As a vehicle towards realising this strategic focus, all business and curriculum transformation at the university is underpinned by what is called a humanising pedagogy. Based on the liberatory education philosophy of Paulo Freire, humanising pedagogy informs a curriculum agenda that speaks to "what it means to be human, honouring and respecting everyone's humanity and unique background, developing consciousness and agency in relation to issues of social justice/injustice, and teaching to enable development of people's (inclusive of students and staff) full human potential" (Nelson Mandela University, 2022). Of interest to us in this study is the link between the humanising pedagogy philosophy and inclusive education. We

wish to understand how consciously (and unconsciously) the philosophy informs our decisions on content, methodology, lecturer-lecturer interactions and student-lecturer interactions.

Inclusive education at Nelson Mandela University

NMU offers two categories of ITE: a Bachelor of Education (BEd) degree for prospective foundation phase (FP), intermediate phase (IP) and senior phase (SP); and Further Education and Training (SP-FET) and PGCE (FET) and PGCE (SP/FET). In line with expectations from the *Minimum Requirements on Teacher Education*

Qualifications (MRTEQ) (DHET, 2011, 2015, 2018), at the onset of the Teaching for All project NMU was already offering inclusive education in the two programmes, as well as promoting research in inclusive education through the BEd Honours Educational Psychology specialisation (DHET, 2015). In 2018, NMU became one of the institutions that participated in the piloting of the Teaching for All curriculum and later infused the material in two IE modules from 2019. The BEd component is a standalone module offered once a week for a full year, while the PGCE module is offered twice a week for a semester. Table 4.1 below depicts enrolment figures in the two modules for 2018–2022.

TABLE 4.1: IE ENROLMENT FIGURES AT NMU 2018–2022

COURSE	2018	2019	2020	2021	2022
PEDS 300 (FP, IP and SP-FET 3rd year BEd students)	338	337	442	275	327
BEd graduation figures		318	321	403	
PGEF 401 (PGCE-FET)		103	137	103	125
PGCE graduation stats		102	130	98	

Stated clearly on the Nelson Mandela University website is the fact that the university embraces respect for diversity, social justice, equality, Ubuntu and integrity. These values are paramount in the context of Nelson Mandela University as they reflect the personal values characterised and instilled by the former president after whom the university is named. In the same vein, the Faculty of Education at Nelson Mandela University is guided by the same

values and has aligned its vision and mission to complement the generic university principles and underpinnings of humanising pedagogy, human rights and social justice. Scrutiny of the vision and mission of the Faculty of Education at Nelson Mandela University (NMU Faculty of Education, 2022) verifies that it is aligned with the philosophies and principles of inclusive education. Inclusive education in teacher education is described as “learning to

respect and respond to human differences in ways that include, rather than exclude, learners from what is ordinarily available in the daily routines of schooling” (Pantic & Florian, 2015:334).

While the Faculty of Education does not have a policy on inclusive education per se, it is on a mission to cultivate, “passionate, engaged, knowledgeable, effective and compassionate teachers, researchers and leaders who are critical thinkers and agents of hope, change and social justice through practising humanising pedagogies, establishing collaborative partnerships with relevant stakeholders, using future oriented technologies creatively and bringing the classroom into the world and the world into the classroom (NMU Faculty of Education, 2022).

This mission supports the values and beliefs embedded in inclusive education in the South African context which strives to promote all children’s rights to access quality education. And because the faculty understands the tools that should be in place for this right to be realised, it embarked on a re-curriculation process informed by the mission statement, MRTEQ and other pertinent policies. Through this process, the old curriculum was assessed, amended and strengthened towards a framework for the faculty. The implementation of the new curriculum occurred in 2019. Coincidentally, the new curriculum kicked in at the same time as the Teaching for All project was introduced in the faculty. We had an inclusive education module as part of our old curriculum, so we adapted the existing module according to the Teaching for All content and material.

Then we aligned the units of the new inclusive education module accordingly.

The inclusive education module is a mandatory module and part of the core Education modules in our faculty. All third-year students across the BEd programmes (FP, IP, and FET phase) must take this module. This module is also compulsory in the PGCE (FET) and PGCE (SP/FET) curricula. We offer the inclusive education module throughout the year, once a week, carrying 20 credits for the BEd students. The PGCE students do the module in one semester, twice a week, carrying 12 credits. Although the inclusive education module is a standalone module, we believe that many lecturers implement inclusive education principles, philosophies and practices within their lecture sessions, perhaps even unknowingly. This practice can manifest in continuous agency and awareness of inclusive education.

Methodology

This qualitative case study involving three teacher educators sought to determine how their experiences, past and present, inform their interaction with the Teaching for All curriculum.

The lecturers reflect on their

- (i) own educational journeys,
- (ii) past and present teaching experiences,
- (iii) values and beliefs on inclusion,
- (iv) content and pedagogical choices related to the Teaching for All curriculum, and
- (v) classroom experiences with students.

This means that, while the ultimate focus was on what students would leave the programme with, it was equally important for us as their educators to understand how our own knowledge, skills and attitudes support the students' journey of becoming inclusive educators. This related focus on the teachers' side implied locating our research within a design that would allow for the emergence and interrogation of our actions and thinking in the process of teaching. Because we team-teach in the two modules (two of us teach PGCE students and all three of us teach the three BEd groups together), it was necessary to locate our thinking and actions in a relevant design that would do justice to these dimensions of our work and this, we agreed, was autoethnography.

Steiner (2022:1) defines *autoethnography* as "a qualitative research method that involves reflexive self-observation". Within this approach, "the researcher-practitioner consciously embeds himself or herself amidst theory and practice, and by way of intimate autobiographic account, explicates a phenomenon under investigation or intervention" (Mcilveen, 2008:1). In this manner, a reflexive self-observation involves turning the gaze inward as researchers and participants while maintaining the outward gaze of the larger teaching-learning context where our experiences occurred (Haynes, 2017a). We aimed to engage reflexively with how we think about inclusive education, what experiences have shaped and continue to shape our thinking, and how this thinking translates into practice as we facilitate teaching online and work together as a group. In this sense, we turned the gaze on ourselves in the effects our situatedness in the process of teaching-learning as a

research setting "may have on the setting and people being studied, questions being asked, data being collected and its interpretation" (Haynes, 2017b:2).

As mentioned above, the case study consists of three lecturers at Nelson Mandela University in the Eastern Cape who teach inclusive education. A case study is defined as "an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units" (Heale & Twycross, 2018:7). Case study methodology has been found effective for investigating and understanding issues that are elusive in actual settings, such as the experiences of participants in a study (Mosito, Adewumi & Nissen, 2020). The three participants in the study were selected purposefully and conveniently as the three of them team-teach Inclusive Education to BEd and PGCE students at Nelson Mandela University, and the fourth participant is a member of the management team at the university. A purposive sample consists of participants who have knowledge about the phenomenon being studied (Connelly, Shaik & Mosito, 2020). In this case, the main inclusion criteria were for participants to be teaching Inclusive Education at Nelson Mandela University and therefore able to provide information on the institution's and faculty's philosophy on inclusion. We refer to the participants as Lecturer 1 (L1), Lecturer 2 (L2), Lecturer 3 (L3) and Academic Manager (AM). Two of the lecturers have taught at another university that is also embedding Teaching for All in its ITE programmes. The sample was also convenient as it consisted of participants who are easily available within the site that is being studied.

The data-collection consisted of:

- (i) one “small” focus group interview on the Microsoft Teams platform in which the three educators took turns interviewing each other,
- (ii) guided written reflection pieces by the lecturers and
- (iii) one interview with one of the academic managers in the faculty of education.

For the focus group, Lecturer 3 (L3) would pose a question to Lecturer 1 (L1). L1 would then pose the same question to Lecturer 2 (L2) and L2 would then ask L3 the same question. The agreement was that either of the two lecturers who were listening to a particular response could probe and comment for clarity. This rotation of questions, answers and probing was followed until all the questions were covered. In effect, all the three participants were also researchers in the process. Lecturer 3 was also the moderator of the focus group who explained how the process would unfold during the interview.

Following the analysis of the focus group interview, we felt that a different set of data that consisted of guided reflection by each lecturer could give a more in-depth and organised data set than the focus group discussion. Guided reflection involved us responding to a set of agreed on guidelines to examine our “interpretations, looking at one’s own perspectives from another perspective, and turning a self-critical eye onto one’s own authority as interpreter and author” (Kwenda, Adendorff & Mosito, 2017:143). While in the process of the study, there was intentionality and a conscious decision to reflect on what informs our decisions about what to teach and how

to teach it. The norm is that a module coordinator facilitates weekly lectures. As part of our weekly reflections, we had to consider who besides the module coordinator would be teaching a particular section, what transpired during lectures, additional literature (videos and articles), and other issues related to the modules. This could be prior to or after weekly lectures to make content or pedagogical decisions and to reflect on aspects of a particular lecture including student interactions.

Accordingly, a focus group interview consisting of three Inclusive Education lecturers was one of the data-collection methods. A focus group is described as a qualitative approach used to gain an in-depth understanding of an issue from a purposely selected group of individuals (Ochieng, Wilson, Derrick & Mukherjee, 2018). The individual lecturer instrument from CITE was adapted for use in the interviews. The only difference would be probing and comments from the other participants during the process. We found the data from the focus group too dense and lacking sharpness of focus regarding factors. However, the data was useful in suggesting the focus of the next data-collection process. The second data-collection involved guided reflections written by the three lecturers and an interview with one of the academic managers. In the stories, each lecturer reflected on what continually informs what and how they teach inclusive education. This understandably involved decisions on what aspects of Teaching for All curriculum were included in the modules as well as how to teach them. The third set of data

was an interview with one of the academic managers.

In addition, the study sought to arrive at responses to the question: What factors informed inclusive education lecturers at NMU in embedding the Teaching for All materials and curriculum? Because the question interrogates the “what” (factors) of the “how” (embedding), we embarked on the analysis with the intention of understanding both aspects of our work. Inadvertently, the analysis also interrogated the implied question of why we teach inclusive education in the ways that we do. This then allowed for the reflections around the source of our pedagogies within teacher education.

The constant comparative method, thick description and thematic analysis were used for data analysis. The first step of analysis began with a deeper engagement with the eight categories under which lecturer focus interview questions were arranged. This was done using the constant comparative method to refine the questions using what Maykut and Morehouse (1994) call the “look or feel alike criteria”. This allowed us to determine the possibility of fit between the findings and the four themes suggested for the write-up of the data. The comparison highlighted that the data was too dense, failing to help us to arrive at a focussed capturing of factors that inform lecturers nor structuring it as suggested for the write-up. This stage of analysis was not in vain as it suggested useful guideline for the guided reflection. The guided reflection data went through the same process of refinement that was underpinned by the question: What in the lecturers’ reflections speaks to factors that have informed how they

embed the Teaching for All material? The three sets of data – focus group interview, guided reflections, and academic manager interview – were triangulated to arrive at answers to the question: What factors informed the embedding of Teaching for All materials and curriculum by lecturers at NMU?

Findings

Brief introduction

The findings are derived from the three sets of data on the lecturers’ “small” focus group interview, individual reflections on what informs how each embeds the curriculum, and an interview with one of the academic managers. The focus group interview is based on a variety of variables that include lecturer’s educational and teaching backgrounds. Lecturer stories were written around the questions:

- (i) Who am I: education, previous experiences and anything they were comfortable sharing?
- (ii) How does teaching Teaching for All content, and IE generally, resonate with my identity and at times provokes me to introspect?
- (iii) Where does my knowledge about IE come from (e.g. first encounters with the subject)? What deepened my interest in it and why do I continue to teach it?
- (iv) When did I arrive at NMU? What have been my experiences (personal and professional) that have provoked/ challenged/ excited me around issues of IE: (e.g. interactions with colleagues/ students, the institution’s climate, institution’s vision and mission, timetable issues including team teaching)?

- (v) How do I think my identity, my educational and teaching history, and my personal and professional experiences have influenced my content (Teaching for All & IE) and methodological choices?
- (vi) Anything else of importance I feel is not covered in the five guiding questions?

Lecturer 1

I am a Black female academic who teaches inclusive education at Nelson Mandela University. I choose to privilege my Blackness in this reflection as from it I draw inspiration and lessons on how I approach the subject matter, inclusive education (IE). I have noticed that I sometimes reflect on why things work or not in relation to this aspect of my identity. This makes sense at several levels: first, painful and disturbing stories of racial discrimination that my father, uncles and aunts often shared about their experiences in Apartheid South Africa, and second, that every piece of literature I have interacted with since my student days alludes to issues of race, understandably because this is a seminal topic around which everything revolves and is analysed in SA.

In 2022, my 33rd year in teaching, I trace my explicit interest in IE from the early '90s when I was teaching a group of high school learners who were extremely demotivated and regarded themselves as failures. At the time my biggest concern was how their beliefs about themselves seemed to directly impact their approach towards work. This was the second school I was teaching at post my BA (with Education) graduation in 1989. My first teaching job at a convent school in Lesotho was like “a walk in the

park” as I am yet to experience such an inspired, motivated and ambitious group of girl learners. At the second school, I found myself wondering if I was adequately equipped to teach. I do not remember dwelling on intersections of race, ability and achievement at this stage maybe because most, if not all, of my students and colleagues were Black. This feeling of inadequacy on my side led me to UCT where I studied in succession, a Diploma in Specialised Education (DSE), BEd Honours, MEd and a PhD. During my DSE internship and after in Cape Town, I found myself wondering why all the students who were referred for remediation were Black and Xhosa speaking. With my English major cap on I often pondered if colleagues could not draw a distinction between “language problems” (which one can encounter in any language) and barriers experienced by those learning through a second language. During this period, I undertook research at one school in Cape Town where I witnessed a student being screamed and laughed at by others, calling him a “moffie” when he stood up to respond to a question in class. I was alarmed by the teacher’s lack of response to the situation and this experience stayed with me for years. I spent the second year of my doctoral studies at UCLA, as part of a Spencer Foundation Fellowship doing course work in Cognitive Development. I got the impression while at UCLA that if one does not voice an opinion, one easily gets dismissed as not knowing. This discovery added a new curiosity about learners in SA and elsewhere in African countries learning through a second language. I had been that kind of learner earlier in life (in primary and high school) as I wanted to make utterances that were

grammatically correct, I therefore refrained from speaking even if I knew an answer. As students we discussed this dilemma of “being locked in our heads” by a language (English) we did not feel confident to speak.

I came across people who believed in me and pushed me to realise my potential at UCT. In the last two years of my doctoral journey one of these people recommended me to do her teaching while she was on sabbatical. I taught three modules in PGCE (Diversity in Education, Inclusive Education, and Current Issues in Education: Teachers and HIV) and one in BEd Honours (Contemporary Policy Challenges in Education) that further strengthened my understanding of how different factors that do not reside in learners interact to place them in a continuous spiral of disadvantage if not attended to. Post my studies at UCT I was appointed at CPUT in the faculty of education. Being at CPUT resuscitated my awareness about a number of issues: that students do not fail because they are unable. Many find themselves in contexts that do not provide them with enabling mechanisms for success. This was clear among my students in both BEd and PGCE programmes who had never used a computer and had no email addresses, things which I had taken for granted while at UCT. While visiting my students at different schools in Cape Town during their school-based learning, I was struck by vast differences in resources which seemed to place schools that are historically for Black and Coloured students as the least provided for. When the Teaching for All programme took off in 2017, I was one of the people who conducted research for the initial report, *Mainstreaming Inclusive Education in*

Teacher Education, and later contributed to different sections of the four units.

I came to NMU in 2021 when all teaching and learning was online. All decisions regarding what and where the Teaching for All material would be embedded had already been made. My contribution has been largely on the *how*, which is also being done against the background of a pandemic when all teaching and learning activities are online. While I believe in the power of collaboration and team-teaching, I had never been placed at a position where this was the main way of interacting with students. There was a lot of adjustment I needed to do which included silencing internal noises about what my team-teaching colleagues could be thinking about what I was or not doing. This was an important exercise that allowed me to relate to the content of Unit 3 in Teaching for All, and I must add the best part of my teaching at Nelson Mandela University which I hope will remain. It allows me to speak with confidence on how to build an inclusive school community as I can draw from my own experiences. Our students seem to love having the three of us on the Teams platform at the same time and I have drawn this from one of the comments they made in the chat on 22/03/22 “I love your teamwork”, followed by another student, “Me too I love our lectures yho. They make this PEDS300 lecture enjoyable” and another student concluded with, “We will see all the lecturers after the holidays again. Thank you for a wonderful lecture” with lots of smiling faces and hearts. In the first semester of 2021, I attended several webinars on Humanising Pedagogy and spent a large part of 2021 trying to make sense of this philosophy in relation to all

the modules in IE. I also find the NMU a lot more caring and enabling. Because I am having such a warm experience, I find myself wondering if there is something more I can do to create an equally enabling atmosphere for my students as I teach.

In a nutshell, how I read the Teaching for All curriculum and teach from it is informed by a collection of diverse experiences which are further informed by the experiences students bring into lectures as we interact with the content. Often, their experiences stir something in me that speaks to my history in how I feel: I was marginalised in some contexts and what a difference it could have made if someone had acted in a humane and compassionate manner, or I did not play a decisive role where I could have created positive experiences for my students. For example, when I read a particular case study in Teaching for All units I look critically at how people from different racial backgrounds seem to be positioned in relation to poverty, achievement of language. I worry about how we tend to associate African names in some case studies with poverty and in the process overlook the influence of class as a layer that contributes to disharmony and barriers to learning. In this sense, to me inclusive education is not just a subject but a tool through which I cultivate with my students and colleagues a desire to disrupt, through dialogue, thinking and actions that disable learning – theirs and the learners they will be teaching.

Lecturer 2

I am a lecturer in Inclusive Education at Nelson Mandela University with many years

of experience in specialised education. I am especially interested in barriers to learning and learner support within Inclusive Education.

I grew up in an environment of obliviousness. I was unaware of politics and issues of power and privilege. These words were foreign and totally unfamiliar to me. As a child, I never heard conversations about politics and the influence of political decisions in our country. I never knew that injustices occurred. I did not know that I was part of a specific educational system and that other learners did not share the same privileges. My first conscious awareness of politics was with *riots* that would take place in Port Elizabeth. I would hear gunshots and remember that I was scared, but I never knew why there were riots and burning of tyres. I never asked why these incidents happened. My first awareness of democracy was in 1990 with the release of former President Nelson Mandela. By that time, I started my training as a teacher.

My initial training was as a Foundation Phase Teacher. In my first three years of teaching, I taught Grade R, Special classes and Music. However, my first permanent appointment was at a specialised school more than 20 years ago. In this environment, I discovered my niche. I never looked back. I taught there for ten years.

I studied further and obtained a Remedial Qualification, BEd (Hons) and MEd. I am currently busy with my PhD. I did contract work for the university for many years in their Advanced Certificate in Education programmes, lecturing learner support modules. I started my own private remedial practice where I supported learners who

experienced specific learning barriers. I was also involved with learner support within a mainstream school setup. Consequently, my permanent appointment at a higher education institution happened ten years ago.

One of the most profound days of my life happened when I visited a school in Nelson Mandela Bay with other lecturers from the faculty. The LOLT of the school was English. However, the home languages of the learners in the school were English, isiXhosa and Afrikaans. The Grade 3 class had 80 learners who were representative of all three languages. The school had limited resources, and learners were seated three at a desk. What was amazing during the visit was how the learners supported one another in their learning. They translated the work for each other during class time, embracing one another's differences. That day I experienced inclusive education pedagogy. I saw children making a change in one another's learning and embodying the principles of Ubuntu and a humanising pedagogy.

Our university embraces the values of social justice, diversity, Ubuntu and human rights. Therefore, the climate toward inclusive education was established and positive. The Faculty of Education adopted a humanising pedagogy. This pedagogy also underpins our vision and mission. My knowledge regarding inclusive education grew when I lectured an Inclusive Education module at our university. This module introduced me to philosophies, principles and policies around inclusive education. With our re-curriculation process in the faculty, we aligned our Inclusive Education module with the Teaching for All material.

The Teaching for All content resonates with me. I particularly appreciate the flow from theory to pedagogy. Community engagement is a passion of mine. Therefore, the building of school communities through engagement strongly resonates with me. I firmly believe in the value of the upliftment of the school through community engagement.

I thoroughly enjoy team-teaching the Inclusive Education module. I am used to collaborating and working within a multi-disciplinary team setup. Therefore, the team-teaching approach came naturally. Through this approach, we also model collaboration to our students.

My role as a mother is very close to my heart as I embrace and value this aspect of my life. I strive to create a nurturing, loving, warm, inviting and mutually respectful relationship with my children. Differences in opinions and viewpoints are encouraged and accommodated. With the Inclusive Education module, I strive to create the same inviting and nurturing relationship with the students, envisaging the lectures as a safe space where all opinions are respected and acknowledged, and differences accepted.

As my passion, interest and expertise aligned within specialised education, the transition to inclusive education came naturally. The principle of *every child matters* resonates with my beliefs and values. I believe that every child has the right to a quality education. Every child is important and has the right to respect, acknowledgment, acceptance, accommodation and belonging within a classroom. My beliefs often lead me to

introspect, especially regarding matters of access and provision of quality education for ALL. I try to align what should be happening to what is happening in our educational system. I struggle with incidents of children (still) dying when having to cross a bridge to access their school. I want to cry out and question policies when I hear of children dying and drowning in pit toilets at school because of challenges with infrastructure. I do believe that we need to advocate for agency and strive to be agents of hope and change!

Lecturer 3

I am a teacher educator teaching inclusive education at a South African university. I was born in 1960, the year of the Sharpeville massacre. At birth I was classified as Cape Coloured. This classification was meant to define who I was for the rest of my life. Apartheid laws mapped my life, my path, decided what I could or could not do. Yet I grew up in a family who were not prepared to accept the status quo which was forced on them. They were part of the resistance against apartheid, from the 1940s when they resisted the implementation of apartheid, right up to 1994 and the dawn of democracy in South Africa. My family also valued education and saw it as a means to improve their lives and the lives of others. There were eight teachers in our immediate family circle, including my mother and father.

This inspired me to both become involved in the resistance against apartheid as well as to become a teacher to make a difference and fight for a better education system for all learners in South Africa. My grandfather, Rev

Daniel Wessels, had a profound influence on me. He was a teacher, a minister of religion, a civic leader and for many years he was the president of the Teachers' League of South Africa, an organisation which worked for quality education for all and fought against apartheid. He was served with two banning orders, the second one when he was already over 70 years old. He died in 1975 and his funeral, held in Genadendal, was attended by thousands. Listening to the speeches at the funeral made by anti-apartheid leaders, at 15 years old, I was inspired to do my part in the struggle against apartheid.

I became a student activist, and I was involved in the United Democratic Front and the underground African National Congress in the eighties. As a teacher I was part of the progressive Western Cape Democratic Teachers Union in the 1980s and later also joined the South African Democratic Teachers Union. I saw myself as a teacher activist working to end apartheid, but to also to fight for the best education for our learners. I also spent time in detention during the 1985 State of Emergency while living in Graaff Reinet in the Eastern Cape. My husband and I were detained during the same time and spent the first six months of our marriage in separate prison cells.

I have three children and becoming a mother is very important to who I am; it is part of how I identify myself. When my second son was born in 1988, the country was in turmoil. The struggle against apartheid was at a crucial stage and my husband as an activist was in the midst of it all. In 1988 he was detained twice. During all of this turmoil I realised I was pregnant.

For a few months I attended antenatal care, took care of my first-born son and also tried to keep track of where my husband was being detained, while still holding a teaching job. It was common practice at the time to move political detainees around from police station to police station, to disorient the detainee but also to traumatise the family, who were not sure where their family member was being kept. In early December of that year, my husband was released and we went for a regular antenatal check-up, thinking that we still had a few weeks left before the birth of our baby. We were shocked when we were told that the baby was in distress and needed to be delivered soon if it was going to live. We were told that there was a fifty-fifty chance of the baby surviving. Our son was born by emergency caesarean section weighing 1.2 kg. In the days that followed he lost weight and went down to 900 g. When my son was six months old, we went for a regular check-up and expressed concern that he was only reaching out with one hand. The paediatrician examined him and confirmed what we had suspected: he had been born with cerebral palsy. Cerebral palsy is a lifelong motor disability which occurs as a result of damage before or after birth (Metz et al., 2022).

At the same time, I was a language teacher at a high school, and I was concerned that some of the learners were not able to read and write at grade level. I had always been interested in supporting learners experiencing barriers to learning but finding out that my son was born with cerebral palsy became the impetus for me to find out more and find the best path for our son educationally. I decided to study further and completed a remedial diploma and then

continued to finish BEd Honours and MEd in Specialised Education. I subsequently made a career change and began working in inclusive education.

When I encountered the idea of inclusive education during my studies at Stellenbosch University, I was excited. This was the way. I would be able to support all the learners in my class, but I could also see a different path for my son, a path that was more inclusive. At the time, my son was in Grade 2 at a special school, and we moved him to a small school which offered remedial and other support. The special school cautioned us against this, but it turned out for the best, as he went on to thrive and completed Matric at that school with a much more inclusive setting.

For me, inclusive education is where it all comes to together: the values that I have learnt from my family – to fight injustice, to be inclusive, to be kind and caring, to strive for equality and equity – together with putting this into practice by developing an inclusive education system, making sure that every child has access to quality education and is supported to learn in the best way possible.

I have worked in different capacities in inclusive education, first at school level where I offered learners support in reading, writing and comprehension; then I was appointed as a learning support advisor as part of a district-based support team. I then spent some time in the NGO sector both as part of management and as a trainer and facilitator with an NGO working in the inclusive education sector. Finally, I have more than eight years' experience teaching inclusive education in a higher education setting.

When I started teaching at CPUT in 2016 I was very happy when I realised how seriously the Education Faculty took inclusive education. It was taught in all four years of the BEd degree, in the PGCE qualification and there was an Honours degree in Inclusive Education. I felt the curriculum needed to be updated as some parts of the courses were a bit outdated. The news of the Teaching for All project was welcomed by all of us in the department; we were soon involved in the project.

For me, the implementation of the Teaching for All programme was like a dream come true. The message of inclusive education was being spread throughout the country and while there were initially ten universities taking part in the project, others would follow.

I have taught all four units and have found the material to be relevant, on point and designed to make the job of being a teacher educator so much easier. My students had ready access to the material; we uploaded it on the learning platform, made copies for the library and many students printed the material for themselves.

What I have really enjoyed about the material is that it presents complex societal issues in a format that is accessible to my students. I found the section on gender identity a bit challenging to teach, from the point of view of some of the students who had more conservative views, but this led to rich and deep discussions about culture, bias and prejudice.

I have left CPUT and now teach at Nelson Mandela University in inclusive education. I have settled right in and because they also

use the Teaching for All material and as I know the colleagues I teach with from the Teaching for All project, my transition has been seamless. I feel honoured to work with colleagues who share the same passion and enthusiasm for inclusive education and the Teaching for All material.

Conversation with the academic manager

Discussions among ourselves on how we embed Teaching for All at NMU have indicated that we share a common appreciation about being at an institution that clearly supports social justice, ethics of care and principles of Ubuntu. We discovered that we are all deeply aware of what the institution refers to as a humanising pedagogy philosophy and regard it as an important script from which we read what the institution expects of us. It was necessary, therefore, to locate from management point of view how the institution has managed to create this atmosphere that is so palpable to all. We had an open-ended interview with one of the academic managers (AM) in the deanery on two broad questions: the first on inclusive education and the second on the institution's philosophy of humanising pedagogy. On the former, we sought his understanding of inclusive education, management's expectation of the subject in relation to graduate attributes and who the faculty expects to champion inclusion. The discussion on humanising pedagogy sought clarity on the philosophy and how it links to the faculty's vision and mission, how it finds expression in various modules, how inclusive education is expected to

contribute to the cultivation of a humanising pedagogy, and how management advocate for this philosophy.

The AM indicated that he holds multiple interpretations of what IE is, all tied together by the uniqueness of each child. Within this perspective, a child's voice is celebrated, and teachers should promote a shift in power that promotes participation, interactive teaching and learning processes. He added that to make inclusion possible, a multisectoral approach that recognises that each stakeholder (teachers, parents, other teachers, learners themselves) is necessary. This translates to inclusive education being the responsibility of every academic in the faculty as they should all be emphasising the uniqueness of every child that our students work with in school-based learning (SBL) and in the future after they graduate.

In his opinion, when teachers are aware of these basic principles of inclusion, it is a clear example of being guided by Paulo Freire's philosophy of a humanising pedagogy. This philosophy is not a given; hence the conscious decision by the institution to adopt it as a guiding principle that should permeate all its processes across units and faculties. A need to adopt a humanising pedagogy was introduced by a previous faculty dean who later became the Deputy Vice Chancellor, Teaching and Learning. After she left the institution, the current Dean of Education was asked to drive this portfolio across the university. He explained that humanising pedagogy requires of all to be conscious about mutual respect, care for each other, and take into consideration the collective lived experiences and backgrounds of the

those (learners and teachers) with whom we interact in spaces of teaching and learning. This means all at NMU should respect human rights and strive to be a socially just community. He sees a close relationship between humanising pedagogy and inclusivity as within the two there exists an expanded opportunity to provide support and enable success in light of various barriers that people experience. When this philosophy is translated into practice, it requires the faculty to provide multiple opportunities for success. He gave examples of how some students need both laptops, and skills on how to operate the devices and navigate the virtual space. When academics develop modules, they are to keep in mind how both the content and pedagogies place learners at the centre and are guided by the humanising approach.

In this sense, it is not IE lecturers alone who should carry the baton for inclusion, but all academics who are offering academic programmes. He cited an example from one committee meeting that he referred as "learning from events" where he discovered that all but two people (himself and one of the researchers) knew what a SIAS document is. IE lecturers could play a central role in contributing to a curricular process that ensures that all academics consult different national policies on inclusive education and consider how these will inform their teaching. The university extends diversified support to student teachers; he sees this as a way of modelling to them what it means to be inclusive so that they in turn can graduate with attributes of care for their practice as teachers. As a manager in a faculty of education, he advocates strongly for a

humanising pedagogy across the whole institution. One of the most obvious ways in which the Education Faculty strives to humanise pedagogy has been through the removal of a traditional classroom set-up where desks are in rows and columns but are now in a layout that involves both lectures and students sitting around a table as a reflection that they are co-creators of knowledge. The rest of the university is slowly buying into this kind of classroom setup for some of their modules.

Comments

We were struck by how similar the governing principles of *doing* and *being* in the institution and university are to some of the teachings from the Teaching for All material. For example, the AM's emphasis on multiple opportunities for success resonates strongly with inclusive pedagogies described in Unit 4. The discussion also made clear suggestions on ways in which we can embed inclusive education widely in the faculty by leading a dialogue on how inclusive education policy can be translated into practice across different method modules on the subjects students will be teaching when they graduate.

Discussion of findings

The study aimed to explore and interrogate how our interaction with the curriculum is shaped and informed by our histories, beliefs, values and backgrounds in inclusive education. The aim was focussed by the question: What factors informed the embedding of Teaching for All materials and curriculum by lecturers at NMU? In the discussion that follows, we closely examine

our stories and the AM's interview with a view of drawing out factors that informed us in making decisions about content and pedagogic approaches.

One of the crucial findings from this research is how working within an institution that espouses care in its mission unconsciously impacts its community. Before this study, we had not shared opinions on the humanising pedagogy. In the focus group and during the interviewing of the AM, L1 revealed that she had been curious about this philosophy and had started to uncover its implications for her work. L2, who has been at the institution for longer, is passionate about the philosophy and is more conversant with what it means.

Running across our stories is a common factor of how our educational-teaching backgrounds have provided a theoretical and practical basis from which we understand inclusive education. For example, all three of us have qualifications in remedial education. We have previously worked within school settings where learners were experiencing barriers to learning. These two factors give us a knowledgeable voice on what transpires in schools. As a result, there is alignment between what the Teaching for All curriculum engenders and our epistemological assumptions on what passes as necessary knowledge and ways of knowing about inclusive education.

Teaching occurs in a highly contested space where those who teach find that making choices on *what* to teach and *how* to teach involve wrestling with different aspects of their identity (Baxen, 2008). Likewise, our stories reveal how the experiences that

shaped us within our families, educational spaces and the political climate, have provided useful points of reference for content and pedagogic decisions. We all realise the value of dialogue and courageous conversations about topics of discomfort, through which we experience shifts in perspectives and understanding. Teaching for All is full of such opportunities for expanding and challenging perspectives on race, sexuality, language and culture. For example, Lecturer 1 is aware that her Blackness impacts how she views the curriculum. Lecturer 3 refers to her religiously-politically conscious upbringing and family realities of having a child with cerebral palsy as added resources from which she reads the curriculum. Lecturer 2, coming from a historically protected White background, courageously confronts how she might at some stage have been oblivious and removed from the realities seeping into inclusive education discourses. University life and historical events that occurred at the time opened her eyes to other realities that she had not been privy to. Her work in a faculty of education where she also visits schools has given her access to environments for which she prepares her students. The Teaching for All curriculum, with its rich case studies that reflect multiple realities, is an important resource for students with similar experiences to Lecturer 2.

One of the issues we have shared in our stories is the team-teaching approach the university requires of us. Team-teaching requires negotiation within self and between others. The BEd module is coordinated by L2 while the PGCE module is coordinated by L1. Each lecturer is directly responsible

for one of the three BEd groups. This clear division of labour, the planning that goes behind the scenes, and our coming together every week on Microsoft Teams to discuss and chat makes for the most rewarding aspect of how we teach from Teaching for All. Developing Inclusive School Communities, the focus of Unit 3, is modelled through our team-teaching. The students are aware that at any given time we are scattered from different corners of South Africa but every week we come together to work seamlessly. The epistemic beliefs we hold about inclusive education as a project that requires collaboration of all stakeholders comes through this approach. This resonates with the AM's vision of making inclusive education the responsibility of all academics in the faculty.

Conclusion

When a call came to contribute a chapter to this monograph, our desire was to locate the embedding of Teaching for All curriculum in students' voices and experiences. The decision to focus on ourselves as teacher educators was born from a struggle to receive ethical clearance timeously. We embrace how this constraint manifested into an opportunity that directed us to turn a gaze on ourselves in terms of understanding what informed (and continues to inform) the choices we made in embedding the Teaching for All curriculum. The conversations we had among ourselves provided opportunities to share who we are in ways that we had never done. Writing the stories was a humanising experience that we feel has opened doors for compassion and opportunities for deeper and honest conversations as we

continue working together. Two aspects that require revisiting are, first, whether this kind of research contributes to gains for students that the Teaching for All curriculum was written around: to provide student teachers with the skills, attitudes and knowledge to teach inclusively in diverse classrooms in diverse communities, thereby contributing

to a prevention and reduction of children being excluded from education (Sayed et al., 2020). Second, beyond this chapter, we intend to extend this study to identify ways in which some of the scripts from which we act (our identities) will not dilute the curriculum.

References

- Ackers, J. 2018. *Teacher education and inclusive education*. Available at: <http://www.iiep.unesco.org/en/teacher-education-and-inclusive-education-478910>
- Austin, J. & Hickey, A. 2007. Autoethnography and teacher development. *The International Journal of Interdisciplinary Social Sciences: Annual Review*, 2(2):369–378. DOI:10.18848/1833-1882/CGP/v02i02/52189
- Barzilai, S. & Eshet-Alkalai, Y. 2015. The role of epistemic perspectives in comprehension of multiple author viewpoints. *Learning and Instruction*, 36:86–103.
- Barzilai, S. & Zohar, A. 2012. Epistemic thinking in action: evaluating and integrating online sources. *Cognition and Instruction*, 30:39–85.
- Baxen, J. 2008. Using narratives to develop a hermeneutic understanding of HIV/AIDS in South Africa. *Compare*, 38(3):307–319. DOI: 10.1080/03057920802066600
- Bendixen, L.D. & Rule, D.C. 2003. An integrative approach to personal epistemology: a guiding model. *Educational Psychologist*, 39(19):69–80. DOI: 10.1207/s15326985ep3901_7
- Biesta, G., Priestley, M. & Robinson, S. 2015. The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6):624–640. Available at: <https://doi.org/10.1080/13540602.2015.1044325>
- British Council & Centre for International Teacher Education. 2022. Draft inclusive education concept note.
- Brownlee, J.L., Ferguson, L.E. & Ryan, M. 2017. Changing teachers' epistemic cognition: a new conceptual framework for epistemic reflexivity. *Educational Psychologist*, 52(4):242–252. DOI: 10.1080/00461520.2017.1333430
- Connelly, A.S., Shaik, N. & Mosito, C. 2020. Grade R teachers' understanding of reflective practice. *South African Journal of Childhood Education*, 10(1):1–10. Available at: <https://doi.org/10.4102/sajce.v10i1.842>
- Department of Higher Education and Training (DHET). 2015. *Minimum requirements for teacher education*. Pretoria: Government Printers.
- Green, H.J. & Hood, M. 2013. Significance of epistemological beliefs for teaching and learning Psychology: a review. *Psychology Learning and Teaching*, 12(2). Available at: <http://dx.doi.org/10.2304/plat.2013.12.2.168>
- Green, J.A. & Yu, S.B. 2016. Educating critical thinkers: the role of epistemic cognition. *Policy Insights from the Behavioral and Brain Sciences*, 3(1):45–53. DOI: 10.1177/2372732215622223
- Guerriero, S. (ed). 2017. *Pedagogical knowledge and the changing nature of the teaching profession*. Educational Research and Innovation, OECD Publishing, Paris. Available at: <https://doi.org/10.1787/9789264270695-en>
- Haynes, K. 2017a. Autoethnography. In: C. Cassell, A. Cunliffe & G. Grandy (eds). *The SAGE handbook of qualitative business and management research methods*, Volume 2. Sage.
- Haynes, K. 2017b. Reflexivity in Accounting research. In: Z. Hoque, L.D. Parker, M.A. Covaleski & K. Haynes (eds), *The Routledge companion to Qualitative Accounting research methods*. London: Routledge.
- Heale, R. & Twycross, A. 2018. What is a case study? *Evidence-Based Nursing*, 21(1):7–8. Available at: <http://dx.doi.org/10.1136/eb-2017-102845>
- Howson, C.K. & Kingsbury, M. 2021. Curriculum change as transformational learning. *Teaching in Higher Education*. DOI: 10.1080/13562517.2021.1940923

- Kuhn, D., Cheney, R. & Weinstock, M. 2000. The development of epistemological understanding. *Cognitive Development*, 15:309–328.
- Kwenda, K., Adendorff, S. & Mosito, C. 2017. Student-teachers' understanding of the role of theory in their practice. *Journal of Education*, 69:139–160.
- Maykut, P. & Morehouse, R. 1994. *Beginning qualitative research: a philosophic and practical guide*. London: The Falmer Press/Taylor & Francis.
- McIlveen, P. 2008. Autoethnography as a method for reflexive research and practice in vocational psychology. *Australian Journal of Career Development*, 17(2):13–20.
- Metz, C., Jaster, M., Walch, E., Sarpong-Bengelsdorf, A., Kaindl, A.M. & Schneider, J. 2022. Clinical phenotype of cerebral palsy depends on the cause: Is it really cerebral palsy? A retrospective study. *Journal of Child Neurology*, 37(2):112–118.
- Mosito, C.P., Adewumi, T.M. & Nissen, C. 2020. Inclusive Education at a South African University: Awakening the sensitivities and democratic consciousness of pre-service teachers. *Academic Journal of Interdisciplinary Studies*, 9(5):158–165.
- Nelson Mandela University. 2022. *Faculty of Education vision and mission*. Available at: <https://education.mandela.ac.za/Vision-and-Mission>
- Nelson Mandela University. 2022. Nelson Mandela University: Humanising Pedagogy. Available at: <https://lt.mandela.ac.za/Humanising-Pedagogy>
- NMU Faculty of Education. 2022. Vision and mission – Faculty of Education. Available at: <https://bit.ly/3sbAJGR>
- Ochieng, N.T., Wilson, K., Derrick, C.J. & Mukherjee, N. 2018. The use of focus group discussion methodology: insights from two decades of application in conservation. *Methods in Ecology and Evolution*, 9:20–32. Available at: <https://doi.org/10.1111/2041-210X.12860>
- Pantic, N. & Florian, L. 2015. Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3):333–351.
- Sayed, Y. & Ahmed, R. 2015. Education quality, and teaching and learning in the post-2015 education agenda. *International Journal of Educational Development*, 40:330–33. Available at: <https://0-doi.org.wam.seals.ac.za/10.1016/j.ijedudev.2014.11.005>
- Sayed, Y., Salmon, T. & Balie, L. 2020. *Embedding inclusive education in teacher professional development in South Africa: impact evaluation report on the Teaching for All project*. Johannesburg: British Council. Available at: <https://www.britishcouncil.org.za/programmes/education/teaching-all>
- Singh, M., Wessels, H. & Kanjee, A. 2018. Beliefs about professional knowledge. In: Y. Sayed, N. Carrim, A. Badroodien, Z. McDonald & M. Singh (eds), *Learning to teach in post-apartheid South Africa: student teachers' encounters with initial teacher education* (1st ed). Stellenbosch: African Sun Media. Available at: <http://www.jstor.org/stable/j.ctv1nzg08s>
- Steiner, S. 2022. *How using autoethnography improved my teaching*. Available at: <https://bit.ly/3MATqgs>
- Trahar, S. 2013. Autoethnographic journeys in learning and teaching in higher education. *European Educational Research Journal*, 12(3):367–375
- United Nations Educational, Scientific and Cultural Organization (UNESCO). 2019. *Leading SDG 4 – Education 2030: coordinating the work to reach the ten targets of the Sustainable Development Goal for education*. Available at: <https://en.unesco.org/themes/education2030-sdg4>

Chapter 5

Embedding Teaching for All at Stellenbosch University: a case study

Carmelita Jacobs and Lorna M Dreyer

Introduction

Stellenbosch University has a long history with the notion of inclusion. Having received full university status in 1918, Stellenbosch University (SU) is one of the oldest universities in South Africa. According to Pretorius (2014), the philanthropist, Jannie Marais, bequeathed a substantial amount of money to the establishment of the university. His only condition was that Dutch/Afrikaans must have an equal status to English. For this it was required that lecturers must teach at least half their lectures in Dutch/Afrikaans. However, by 1930, little to no teaching was in English. In our recent history, under apartheid laws, like all “Whites only” institutions, SU continued to thrive on exclusionary policies and practices. However, with the new constitutional democracy since 1994 came a new institutional vision and mission with the core values of equity, respect, compassion, accountability and excellence. These values are focussed on guiding behaviour and inform the university’s code of ethics. The promotion of inclusivity is at the heart of the vision and mission statement. The Teaching for All project is thus inextricably linked to the values that SU espouses.

The need to transform education systems and accomplish Education for All (EFA) has become a global imperative. With this international shift towards inclusion, many countries have adopted relevant policies (Dreyer, 2021). Several policies that guide transformation in higher education institutions (HEI) in South Africa have been adopted in pursuit of a socially just society. The promotion of equality, “access and fair chances of success to all who are seeking to realise their potential through higher education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities” are imperative (DoE, 1997, Section 1.14).

Scientists agree that inclusive education is an integral branch of research and practice in the field of Educational Psychology (Eloff & Swart, 2017; Sayed, Salmon & Balie, 2020). Therefore, many universities, both local and international, have made a strategic move to locate Educational Psychology within faculties of Education, as Educational Psychology plays a significant role in providing insight to how psychological theories can be used in teaching and learning (Mampane, 2017). “Becoming a competent teacher requires the acquisition,

integration and application of different types of knowledge. Educational Psychology is [therefore] one of the disciplinary subjects that form the foundation of initial teacher education curriculum” (Eloff & Swart, 2017:8).

Educational Psychology forms part of the Faculty of Education as a “specialist psychology in the field of education” (Mampane, 2017:19). The department runs two master’s programmes, one focussing on Educational Support and the other on the training of educational psychologists. However, the department is also involved in teacher education by facilitating core modules in teaching and learning. Educational Psychology as a discipline is intricately linked to initial teacher education, which Mampane (2017) suggests has been a strategic move of locating Educational Psychology in educational faculties across South Africa.

One of our colleagues who had been working in the department for 19 years, currently retired, described how inclusive education was first introduced in 2002. At that time, it was introduced through an Advanced Certificate in Education, which focussed on teaching qualified teachers about “teaching children with special needs, teaching children with different disabilities, doing learning support with children and developing learning support programmes. So that programme addressed all of those needs in a specialist, stand-alone Advanced Certificate in Education” (Interview 2, line 75–77). The colleague went on to say that this programme was then discontinued a few years later and the department made an intentional decision to infuse the content of that programme into the general education

programme. This would allow all student teachers to benefit from this content. The BEd programme therefore included a module that introduced the students to Inclusive Education and Developmental Theories in their first year. In their third year they learnt about Addressing Barriers to Learning, and in their final year they took a module that focussed on Assessment and Support within the classroom setting. This module included a section familiarising students with the *Policy on Screening, Identification, Assessment and Support (SIAS)* (DBE, 2014). See table below for a summary.

TABLE 5.1: MODULES PRESENTED IN THE NEW BACHELOR’S IN EDUCATION PROGRAMME

YEAR	MODULE	CREDITS
1	Learning and Development	10
2	NA	N/A
3	Learner Diversity	15
4	Assessment and Support	15

Two colleagues who have both been at the university for more than ten years agreed that it was a strategic move of the department not to have a module called Inclusive Education in the undergraduate programme (Personal communication). The rationale for this was that inclusive principles should be embedded across the programme to encourage integration with the teaching curriculum. This is somewhat different to most education programmes in South Africa, where there is usually a

module specifically on inclusive education (Walton, 2017).

The Policy on the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) was published in 2011 (RSA, 2011). Stellenbosch University, along with other higher education institutions (HEIs), earnestly started revising curricula and programme offerings to align with the new requirements of the MRTEQ. This process followed a series of workshops and deliberations, and in 2018 the rollover to the new programmes began. The restructuring brought about the development of two separate programmes: BEd (Foundation Phase) and BEd (Intermediate Phase). Previously, it was one programme BEd (General Education) in which students could opt to specialise in either Foundation or Intermediate/Senior Phase. Currently, approximately 250–300 students are enrolled each year.

One of the main changes in renewing the programme was the introduction of the module *Becoming a Teacher* which students complete in their first year. The content of this module is closely aligned to the principles of *Teaching for All*. The emphasis is on the notion that inclusive education is not something additional one needs to do as a teacher; instead it should be an integral part of one’s identity and what it means to become a teacher. This is in line with the argument that teachers’ personal beliefs and interpretation of their roles play a critical role in their understanding and implementation of inclusive education (Engelbrecht & Savolainen, 2018; Swart & Oswald, 2008). The lecturer responsible for this module emphasised that reflection is a

key teaching strategy in this module, as the goal is “about shifting the mindset of what it means, or what do we mean when we talk about becoming a teacher” (Interview 3, line 26–27). In the second year, students are introduced to psychological theories that inform learning and development. As an introduction to this module, students’ attention is drawn to understanding the context, such as a school or any other educational setting. The emphasis is on understanding that learners learn and develop differently and at different paces, an important aspect of inclusive education. In their fourth year, students focus on addressing diverse barriers to learning. See the table below for a summary.

TABLE 5.2: MODULES IN THE NEW BACHELOR’S IN EDUCATION PROGRAMME: FOUNDATION AND INTERMEDIATE PHASE

YEAR	MODULE	CREDITS
1	Becoming a Teacher (FP)	15
2	Becoming a Teacher (IP)	10
3	Development and Learning	10
4	NA	NA
	Addressing Diverse Learning Needs	10

All the teacher educators agreed that what they perceive as problematic is that teaching inclusive principles seems to be largely the responsibility of the lecturers in Educational Psychology as opposed to successful

integration of inclusive education principles and practices in their curriculum subjects as well. In other words, even though steps have been taken to embed inclusive education throughout the programme (across the BEd curriculum), there is still a separation in terms of their teaching subjects and what they are taught about in Educational Psychology.

Therefore, as part of the Teaching for All project, a plan was set in motion to initiate a conversation with teacher educators in the Department of Curriculum Studies to introduce them to the Teaching for All materials. A session was held early in 2020 and several teacher educators from curriculum studies attended with much interest and willingness to participate. Overall, the conversation revealed a sense of separateness in the understanding of teacher educators between curriculum subjects and inclusive education. At that time, the teacher educators were encouraged to work through the Teaching for All materials; the plan was to have follow-up workshop sessions. However, due to Covid-19, these sessions have not been able to take place. The extract below was shared by one of the participants.

For inclusive education to really fly in the schools out there, the whole faculty needs to be invested and while we had a few members of the faculty being interested and coming to the party – which was excellent, and I was very energised by that – somewhere that didn't fly. I think partly because 2020 arrived with all of that – that 2020 you know, people not being present, people having to deal with lockdown and all of that. But that was something which I was very

hopeful about. Because we in Educational Psychology cannot implement inclusive education alone – it needs to be a faculty driven thing. And we need our other colleagues. (Interview 1, line 125–132)

The focus of this study is therefore to explore what has been done to advance inclusive education, and how the Teaching for All materials have been embedded and used. In addition, a secondary purpose is to reflect on the potentialities and opportunities for further advancing inclusive education in a faculty of education.

Theoretical framework

There is an international upsurge of consciousness around social injustice. Concerted efforts to support diversity should thus not merely be academic. Social justice has therefore become one of the most critical concerns in education today; that equal opportunities and access for all needs are to be prioritised. Despite policy and increased efforts by HEIs to create and sustain diversity, there is still a gap between policy and practice (Dreyer, 2017). However, a social justice perspective highlights that accepting students from diverse backgrounds and ability does not automatically translate into the experience and practice of inclusion. It does not necessarily prepare students of education to understand, respect and actively pursue inclusion when they enter the teaching profession. Teachers are in an advantageous position to disrupt social injustices, especially if they are trained to address it consciously (Cazden, 2012) and to imagine “different ways of doing and being” (McArdle, Knight & Stratigos, 2013:357).

Cazden (2012) further suggests that a social justice perspective encourages us to reflect on what is taught, how it is taught and to develop authentic collaborative processes, a process referred to as *recognition* in the literature related to social justice in education, as coined by Nancy Fraser (Cazden, 2012; McArdle et al., 2013). A social justice perspective as a lens for this research provides a framework to guide the understanding and implementation of initiatives to promote inclusion in educational institutions.

Research design and methodology

This research is embedded in a case study approach. This case study was undertaken within a social constructivist paradigm which recognises that reality is socially and personally constructed and that the participant is actively involved in the process of meaning-making (Delpont, Fouche & Schurink, 2011). A case study is defined by Merriam (2002:8) as “an intensive description and analysis of a phenomenon or social unit such as an individual, group or institution, or community”. However, “the unit of analysis [and] not the topic of investigation characterizes a case study” (Merriam, 2002:8). Within this case study, the act of research involves listening to the ways that participants describe their reality, and in this way the researcher can better understand their actions (Baxter & Jack, 2008). Participants’ lived reality will help to provide answers to the research question. The focus of this research, therefore, was to listen to the ways in which teacher educators and students embedded inclusive education

using the Teaching for All materials, and to understand their views on how the materials have or have not worked and why this may be. However, it was important to also gather quantitative data on the use of the Teaching for All materials. The research therefore took a mixed-methods approach where the focus on gaining insight to the experiences, beliefs, attitudes and actions of the participants could be mapped against the quantitative data collected. A case study design was chosen for this study, as the goal was not to generalise the findings, but instead to explore and understand the participants’ experiences in advancing Teaching for All (Merriam, 2009; Yin, 2009).

In this mixed-methods research, both quantitative and qualitative data was collected and analysed (Mertens, 2005; Patton, 2015). According to several researchers (Creswell, 2003; Patton, 2015), the use of mixed methodology offers a pragmatic approach, providing the researcher with a better understanding of the research problem; this allows for treating findings in a practical, contextually relevant and consequential manner.

The research question guiding this study was as follows: What were the experiences of staff and students of the implementation of Teaching for All in pursuit of authentic inclusivity?

The sub-questions were as follows:

- How has Teaching for All been embedded within the initial teacher education programme?
- How were the Teaching for All materials used to advance inclusive education?
- What potentialities do participants see in further using the materials?

Research sample

All the teacher educators in the Department of Educational Psychology who teach in the undergraduate programme were invited to participate in this study. One of the participants was a lecturer who retired in 2020. However, since she played a key role in embedding the Teaching for All materials, she was invited to participate. Then, all the students who are currently in their fourth year of the Education programme were invited to participate. These students were purposively sampled as they had

been exposed to the materials since their first year of study. The participants who agreed to participate in this research comprised three teacher educators and a focus group of two education students. Students were invited multiple times to participate; however, in the end, only two students participated in a focus group. But ten students participated in completing the online materials evaluation form. Tables 5.3 and 5.4 below present an overview of the participants and their engagement with the Teaching for All materials.

TABLE 5.3: TEACHER EDUCATOR PROFILES

TEACHER EDUCATORS	GENDER	AGE	YEARS OF EXPERIENCE IN ITE	MODULES THEY TEACH	YEARS IN WHICH TEACHING FOR ALL MATERIALS WERE USED
Interviewee 1	Female	60+	19	Addressing Diverse Learning Needs	2019; 2020
Interviewee 2	Female	50+	8	Becoming a Teacher	2019; 2020; 2021; 2022
Interviewee 3	Female	60+	38	Development and Learning	2022

TABLE 5.4: EDUCATION STUDENT PROFILES

EDUCATION STUDENTS	GENDER	AGE	YEAR OF STUDY	FIRST INTRODUCED TO TEACHING FOR ALL MATERIALS
Interviewee 1	Female	22	4th year	1st year
Interviewee 2	Female	22	4th year	1st year
10 students who completed the online questionnaire	NA	NA	4th year	4th year

Data-collection methods

Data-collection instruments included an information sheet, a consent form, a materials evaluation questionnaire, a semi-structured interview schedule for teacher educators, and a semi-structured interview schedule for a focus group with student teachers. These documents were created by CITE (Centre for Initial Teacher Education) and the British Council. Once ethical approval was granted to use the materials, the questionnaire was sent out. To reach more students, the questionnaire was converted to an online format which students could complete. The link to the online questionnaire was shared several times with the students. In the end, three teacher educators and ten students completed the questionnaires. Quantitative data was analysed using SPSS (Statistical Package for the Social Sciences) Software, version 28.0. Descriptive statistics, and in particular, frequencies were generated to obtain the percentages for the responses and questions.

The semi-structured interview guides were used to conduct three interviews with teacher educators. Students were invited to participate in a focus group interview many times and in diverse ways; however, in the end, only two students participated in a focus group discussion. The interviews were all transcribed and then analysed using a thematic content analysis method. A deductive approach was used to identify units of analysis that related to the following themes:

- Processes and strategy used to embed Teaching for All materials into ITE programme

- Innovative ways in which inclusive education and the materials have been used, including modifications, additions and adaptations
- Student and lecturer views of use and benefit of Teaching for All materials for promoting inclusive education
- The effect and benefits for the faculty and university of taking an inclusive education focus in ITE

Findings

The findings from the data collected for this mixed-methods research are presented sequentially. Firstly, the quantitative data from the questionnaires will be presented and discussed. Thereafter, the qualitative data from the semi-structured interviews will be presented thematically.

Quantitative findings

The following section will present and discuss the findings from the online questionnaire completed by three teacher educators and ten students. This data was quantitatively analysed using SPSS software.

Results from the teacher educator material evaluation questionnaires

In total three teacher educators participated and filled out the evaluation forms. The evaluation sheet consisted of 44 questions specific to key aspects of the Teaching for All material. Two open-ended questions were also included:

- (1) What do you think could be added/changed to the materials to improve the teaching of inclusive education at university level?

(2) What is the one thing that you found most beneficial/helpful about the Teaching for All learning materials?

The teacher educators had to select whether the content of the Teaching for All materials covered or did not cover key aspects related to inclusive education. This was based on the four units. Two (66.67%) of the teacher educators reported that Unit 1 *covered* all topics, whereas one teacher educator (33.33%) indicated that the unit did *not cover* inclusive education policies, laws and agreements in South Africa and beyond or inclusive education in the South African context. This teacher educator also

did not provide responses for the first three topics covered under Unit 1.

For Unit 2, two (66.67%) teacher educators felt that topics related to learner diversity, intersectionality and equity were *covered* by the Teaching for All materials. One (33.33%) teacher educator, however, felt that this was *not covered*. In addition, one (33.3%) teacher educator reported that Unit 2 *covers* topics on responding to learner differences, including language, culture and learning. But the remaining two (66.67%) teacher educators felt this was *not covered* in Unit 2. See Table 5.5 below for more details.

TABLE 5.5: TEACHER EDUCATORS' USE OF TEACHING FOR ALL MATERIALS

TOPICS COVERED	% COVERED / N	% NOT COVERED / N	% MISSING / N
Unit 1			
Context of exclusion in education	66.67 (2)	–	33.33 (1)
Societal values underpinning inclusive education	66.67 (2)	–	33.33 (1)
Academic theories and models of inclusive education	66.67 (2)	–	33.33 (1)
Inclusive education policies, laws, and agreements: South Africa and beyond	66.67 (2)	33.33 (1)	–
Inclusive education in the South African context	66.67 (2)	33.33 (1)	–
Unit 2			
Learner diversity, intersectionality, and equity	66.67 (2)	33.33 (1)	–
Responding to learner differences	33.33 (1)	66.67 (2)	–
Language, culture, and learning	33.33 (1)	66.67 (2)	–
Unit 3			
Building inclusive school communities	66.67 (2)	33.33 (1)	–
South African framework and tool for building inclusive schools	66.67 (2)	33.33 (1)	–
Practices that promote collaboration in inclusive school communities	33.33 (1)	66.67 (2)	–
Unit 4			
Understanding inclusive pedagogy	66.67 (2)	33.33 (1)	–
Using diversity as an asset: practical strategies that support learning for all	66.67 (2)	33.33 (1)	–

For topics covered in Unit 3, the above table shows that most of the teacher educators (N = 2, 66.67%) felt that the unit covers topics on building inclusive school communities and schools. Despite this, two (66.67%) teacher educators indicated that topics related to practices that promote collaboration in inclusive school communities were *not covered* in Unit 3. In addition, two (66.7%) teacher educators reported that Unit 4 covers all topics, whereas one (33.33%) teacher educator felt

that the two topics under Unit 4 were *not covered*.

Furthermore, two (66.67%) teacher educators indicated that they used the video clips, and one indicated the use of the power point slides (33.33%) and the glossary (33.33%). One (33.33%) teacher educator did not use any of the resources provided by the Teaching for All materials. See Table 5.6 below.

TABLE 5.6: TEACHERS’ USE OF TEACHING FOR ALL RESOURCES

LEARNING RESOURCES	% YES / N	% NO / N	% MISSING / N
Video clips	66.67 (2)	33.33 (1)	–
Power point slides	33.33 (1)	33.33 (1)	33.33 (1)
Glossary	33.33 (1)	33.33 (1)	33.33 (1)

The extent to which the three (100%) teacher educators were able to address the Teaching for All curriculum’s nine cross-cutting themes within their module shows that the primary themes covered to an adequate extent by all the teacher educators were those of values and human

rights, while social cohesion, and reflective, critical and creative thinking were covered to an inadequate extent. Two themes *not covered* at all included opportunities for sustaining wellness (N = 1, 33.33%) and indigenous knowledge systems (N = 2, 66.67%). See Table 5.7 below.

TABLE 5.7: CROSS-CUTTING THEMES ADDRESSED BY TEACHER EDUCATORS

TEACHING FOR ALL CROSS-CUTTING THEMES	% EXTENSIVELY / N	% TO AN ADEQUATE EXTENT / N	% TO AN INADEQUATE EXTENT / N	% NOT AT ALL / N
Opportunities for sustaining wellness	–	–	66.67 (2)	33.33 (1)
Indigenous knowledge systems	–	–	33.33 (1)	66.67 (2)
Values and human rights	–	100 (3)	–	–
Inclusion, diversity and power	33.33 (1)	66.67 (2)	–	–
Self-belief, resilience and agency	–	66.67 (2)	33.33 (1)	–
Systemic thinking	33.33 (1)	33.33 (1)	33.33 (1)	–
Social cohesion	–	–	100 (3)	–
Reflective, critical and creative thinking	–	–	100 (3)	–
Inclusive practices for the South African classroom	33.33 (1)	–	66.67 (2)	–

Teacher educator responses varied with regard to the extent to which inclusive education is embedded in the faculty's institutional processes and procedures. The findings show that all participants felt that the faculty promoted a culture that is accepting of difference to an inadequate extent (N = 3, 100%), and reported that inclusive education is embedded in the use of multiple assessment approaches to an adequate extent (N = 3, 100%). Responses were similar for the availability of (learning) resources and ensuring lessons are prepared with knowledge of students in mind (i.e. 33.33% *extensively*; 33.33%

to an adequate extent; and 33.33% *to an inadequate extent*). Despite this, most teacher educators (66.67%; N = 2) reported that policies governing ITE programmes; availability of student support services; valuing all students equally; and fostering positive relationships between students, lecturers and management are embedded to an adequate extent in their faculty's institutional processes and procedures. Most teacher educators (66.67%; N = 2) reported that the faculty's institutional processes and procedures, only *to an inadequate extent*, actively redresses inequalities.

TABLE 5.8: INCLUSIVE EDUCATION EMBEDDED IN INITIAL TEACHER EDUCATION

EMBEDDING IE IN ITE PROGRAMMES	% EXTENSIVELY / N	% TO AN ADEQUATE EXTENT / N	% TO AN INADEQUATE EXTENT / N	% MISSING / N
Availability of (learning) resources	33.33 (1)	33.33 (1)	33.33 (1)	–
Promoting a culture that is accepting of difference	–	–	100 (3)	–
Ensuring lessons are prepared with knowledge of students in mind	33.33 (1)	33.33 (1)	33.33 (1)	–
Policies governing ITE programmes	–	66.67 (2)	–	33.33 (1)
Availability of student support services	33.33 (1)	66.67 (2)	–	–
Actively redressing inequalities	–	33.33 (1)	66.67 (2)	–
Valuing all students equally	–	66.67 (2)	33.33 (1)	–
Using multiple assessment approaches	–	100 (3)	–	–
Fostering positive relationships between students, lecturers and management	–	66.67 (2)	33.33 (1)	–

Finally, the teacher educators provided their views of the Teaching for All materials based on knowledge, skills, dispositions, design and overall impact (Table 5.9). The results indicate that the participants agree that the materials are successful in most areas, especially in terms of being relevant in the

South African context, that the materials are practical and user-friendly, and that they foster positive attitudes and beliefs about inclusive education. Furthermore, the design was rated highly by all the participants, and there appeared to be consensus that it is a valuable resource in their teaching toolkit.

TABLE 5.9: TEACHER EDUCATOR VIEWS OF TEACHING FOR ALL MATERIALS

VIEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N
Knowledge			
The materials provide students with knowledge about inclusive education	66.67 (2)	33.33 (1)	–
The materials provide students with knowledge of the South African, regional and global inclusive education policy context	66.67 (2)	33.33 (1)	–
The materials reflect an equity focus with regard to gender, sexual orientation, race/ ethnicity, religion, socio-economic status, intellectual and physical abilities	33.33 (1)	66.67 (2)	–
The materials help students learn about inclusive education	33.33 (1)	66.67 (2)	–
The learning materials are relevant to the South African context	–	100 (3)	–
Skills			
The materials provide sufficient guidance on how to teach inclusively	–	100 (3)	–
The materials educate students about SIAS and how to use it in the classrooms	33.33 (1)	66.67 (2)	–
The materials educate students on how to apply human rights principles in their teaching	–	100 (3)	–
The materials are easy to use with student teachers	–	100 (3)	–
Dispositions			
The materials develop positive student beliefs about inclusive teaching	–	100 (3)	–
The materials help in improving student attitudes towards inclusive education	–	100 (3)	–
The learning materials positively influence how I think about teaching inclusive education	33.33 (1)	66.67 (2)	–

VIEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N
Design			
The terminology and language used is well-explained	34.4 (11)	40.6 (13)	–
Illustrations and images are accurate and well-integrated into the material	25.0 (8)	46.9 (15)	3.1 (1)
The chapters and units are arranged logically	28.1 (9)	53.1 (17)	3.1 (1)
The summaries of key messages are helpful for the students	28.1 (9)	43.8 (14)	3.1 (1)
Overall			
Overall, the learning materials help in developing students' competency to teach inclusively	–	100 (3)	–
The learning materials are useful for the advocacy of Inclusive Education	33.33 (1)	66.67 (2)	–
I will use the materials in my teaching	–	100 (3)	–
The learning materials are innovative	–	66.67 (2)	33.33 (1)

Results from student material evaluation questionnaires

In total, ten (N) student teachers participated by completing the evaluation forms. The evaluation sheet consisted of 44 questions specific to key aspects of the Teaching for All materials.

In terms of access to the Teaching for All materials, 90.0% (N = 9) of the student teachers were able to access these materials electronically; 30.0% (N = 3) had access to the materials in printed format; 80.0 % (N = 8) on their own digital devices; and 80.0% (N = 8) had access via multimedia.

TABLE 5.10: STUDENT ACCESS TO TEACHING FOR ALL MATERIAL

ACCESS	N	%
Electronically	9	90.0
Printed format	3	30.0
Own digital device	8	80.0
Multimedia	8	80.0
N	10	

The student teachers also had to select whether the content of the Teaching for All materials covered key aspects related to inclusive education. This was based on the four units, and what they think is covered compared to what they think is not covered. The results show that most of the students indicated that all sections were covered.

TABLE 5.11: STUDENTS OPINIONS ON THE COVERAGE OF INCLUSIVE EDUCATION

TOPICS COVERED	% COVERED / N	% NOT COVERED / N
Unit 1		
Context of exclusion in education	90.0 (9)	10.0 (1)
Societal values underpinning inclusive education	100.0 (10)	–
Academic theories and models of inclusive education	100.0 (10)	–
Inclusive education policies, laws and agreements: South Africa and beyond	70.0 (7)	30.0 (3)
Inclusive education in the South African context	100.0 (10)	–
Unit 2		
Learner diversity, intersectionality and equity	90.0 (9)	10 (1)
Responding to learner differences	100.0 (10)	–
Language, culture and learning	100.0 (10)	–
Unit 3		
Building inclusive school communities	90.0 (9)	10 (1)
The South African framework and tool for building inclusive schools	100.0 (10)	–
Practices that promote collaboration in inclusive school communities	100.0 (10)	–
Unit 4		
Understanding inclusive pedagogy	100.0 (10)	–
Using diversity as an asset: practical strategies that support learning for all	100.0 (10)	–

Furthermore, the student teachers had to indicate how useful they found the learning activities embedded within the Teaching for All materials used within their module. They

reported that most of the activities were *quite useful*, although one student indicated that journal activities and the audio-visual activities were *not particularly useful*.

TABLE 5.12: STUDENT OPINIONS ON THE USEFULNESS OF THE LEARNING ACTIVITIES

ACTIVITIES	% VERY USEFUL / N	% QUITE USEFUL / N	% NOT VERY USEFUL / N	% NOT AT ALL USEFUL / N	% NA / N
Journal	10.0 (1)	50.0 (5)	10.0 (1)	–	30.0 (3)
Reading	20.0 (2)	70.0 (7)	–	–	10.0 (1)
Writing	10.0 (1)	70.0 (7)	10.0 (1)	–	10.0 (1)
Audio visual	50.0 (5)	20.0 (2)	10.0 (1)	10.0 (1)	10.0 (1)
Discussion	40.0 (4)	40.0 (4)	10.0 (1)	–	10.0 (1)
Suggested assessment tasks	10.0 (1)	80.0 (8)	–	–	10.0 (1)

Lastly, the student teachers provided their views of the Teaching for All materials used in their module based on knowledge, skills, dispositions, design and overall impact. The results (see Table 5.13 below) show that all the students indicated that the materials had contributed to their knowledge about inclusive education, including regional and global contexts; an understanding of

gender, sexual orientation, race/ethnicity, religion, socio-economic status, intellectual and physical abilities; and that this knowledge supported their learning. One (10%) student indicated that the materials were not relevant to the South African context. Table 5.13 is divided into five sections to provide a clearer presentation of the data.

TABLE 5.13: STUDENT VIEWS ON THE TEACHING FOR ALL MATERIAL BASED ON KNOWLEDGE

IEWS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
Knowledge					
Materials include inclusive education	60.0 (6)	30.0 (3)	–	–	10.0 (1)
Materials include the South African, regional and global inclusive education policy context	30.0 (3)	70.0 (7)	–	–	–
Materials reflected an equity focus with regard to gender, sexual orientation, race/ethnicity, religion, socio-economic status, intellectual and physical abilities	40.0 (4)	60.0 (6)	–	–	–
Materials support my learning about inclusive education	40.0 (4)	60.0 (6)	–	–	–
Materials are relevant to the South African context	50.0 (5)	40.0 (4)	10.0 (1)	–	–

Secondly, most students indicated that the materials provided them with skills to apply inclusive teaching, to use the SIAS policy and to apply human rights principles in their teaching (90% of participants indicated *strongly agree* or *agree*). One student (10%) *disagreed* that the materials were useful in

this regard. Three (30%) students indicated that they *strongly agree* that the materials were easy to use; six (60%) indicated that they *agree*; and one student (10%) indicated that the materials were not easy to use on their own.

TABLE 5.14: STUDENT VIEWS ON THE TEACHING FOR ALL MATERIAL BASED ON SKILLS

SKILLS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
Materials provide me with sufficient guidance on how to teach inclusively	40.0 (4)	50.0 (5)	10.0 (1)	–	–
Materials taught me about SIAS and how to use it in the classrooms	40.0 (4)	50.0 (5)	–	–	10.1 (1)
Materials taught me how to apply human rights principles in my teaching	30.0 (3)	60.0 (6)	10.0 (1)	–	–
The materials are useful and easy to use on my own	30.0 (3)	60.0 (6)	10.0 (1)	–	–

Thirdly, the majority of students indicated they strongly agree or agree that the materials played a role in forming their dispositions, especially in positively shaping their values, improving their attitudes towards inclusive education, and shaping

how they think about themselves as teachers. One (10%) student indicated that the materials did not contribute to a positive change in their values or the way they think about inclusive education.

TABLE 5.15: STUDENT VIEWS ON THE TEACHING FOR ALL MATERIAL BASED ON DISPOSITION

DISPOSITIONS	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
The materials positively changed my values about inclusive teaching	30.0 (3)	60.0 (6)	10.0 (1)	–	–
The materials were helpful in improving my attitudes towards inclusive education	20.0 (2)	80.0 (8)	–	–	–
The learning materials positively influenced how I think about teaching inclusive education	40.0 (4)	50.0 (5)	10.0 (1)	–	–

The students also agreed that the design of the materials was very helpful. Eight (80%) participants agreed that the terminology and language use was well-explained. Seven (70%) participants agreed that the

illustrations and images were accurate and well-integrated into the material. In addition, there was agreement on logical flow and that the summaries

TABLE 5.16: STUDENT VIEWS ON THE TEACHING FOR ALL MATERIAL BASED ON DESIGN

DESIGN	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
The terminology and language used are well-explained	20.0 (2)	80.0 (8)	–	–	–
Illustrations and images are accurate, and well-integrated into the material	30.0 (3)	70.0 (7)	–	–	–
The chapters and units are arranged logically	50.0 (5)	50.0 (5)	–	–	–
The summaries of key messages are helpful	40.0 (4)	60.0 (6)	–	–	–

Overall, most of the participants agreed that the materials contributed to their becoming an inclusive teacher, and that the materials are useful for advocacy of inclusive

education. All participants agreed that they will use the materials in their teaching, and 90% of the participants indicated that they have already used the materials.

TABLE 5.17: STUDENT VIEWS ON THE TEACHING FOR ALL MATERIAL CONTRIBUTING OVERALL TO BECOMING AN INCLUSIVE TEACHER

OVERALL	% STRONGLY AGREE / N	% AGREE / N	% DISAGREE / N	% NA / N	% MISSING / N
The learning materials help in developing my competency to teach inclusively	50.0 (5)	50.0 (5)	–	–	–
The learning materials are useful for the advocacy of inclusive education	40.0 (4)	50.0 (5)	–	10.0 (1)	–
I will use the materials in my teaching	50.0 (5)	50.0 (5)	–	–	–
I have used the materials in my teaching	40.0 (4)	50.0 (5)	–	10.0 (1)	–
The learning materials are innovative	40.0 (4)	40.0 (4)	10.0 (1)	–	10.0 (1)

Qualitative findings

The following section will present and discuss the findings from the data analysis of three interviews with teacher educators and a student focus group discussion with two students who are currently in their fourth and final year of study. Three themes emanated from the content data analysis. Both the data collected from teacher educators and students will be presented and discussed under the same headings. The rationale for this is to provide a holistic understanding of the themes from teacher educator and student perspectives.

Advancing inclusive education as an intentional strategic action

One of the main findings in this case study is that Teaching for All is a philosophy that the

Department of Educational Psychology has been actively working towards embedding within initial teacher education programmes for the past 20 years. Interviewee 1 stated that “this department had always been interested, focussed and had a purpose to see inclusive education implemented by teachers as they went out into schools ... and how they thought about barriers to learning” (line 89–90). The philosophy of inclusive education was therefore present in the way the participants expressed their own understanding and values towards embedding Teaching for All in their teaching practices. This is evident in a number of extracts.

So, for me, I tried to keep abreast of how I saw the importance of the module.

So, when I started on the module, I was very disability-focussed. But as the years

progressed, I really moved away from that and looked at the broad barriers to learning in the broader sense until I got to a point you know, where I implemented the Teaching 4 All material which was broader. (Lecturer 1, line 89–97)

At the end of my teaching of inclusive education, disabilities featured very low you know. It was a very small, a very small portion of the module with disability. It was mainly not disability; it was mainly all sorts of other things and there are also social justice issues concerned. (Lecturer 1, 215–218)

People who promote inclusive education also still need to think beyond just the disability, the SIAS document. There are many more social factors – economic factors that, that inhibit inclusivity and so for me I try to promote that also in higher education. (Lecturer 2, line 174–176)

Because it's not about special needs education, it's about inclusivity in general, especially looking at where our country comes from in terms of a socio-political perspective. There is no other way that we cannot infuse it as an underlying philosophy for everything that we teach. (Lecturer 3, line 355–359)

And that is where that concept of the paradigm shifts comes in, because one talks about inclusive education but you use the rhetoric, but in practice you do something else because you think that the, using another language is actually inclusive education, while it's a whole understanding, a whole philosophy, a whole paradigm that is different from what we previously adhered to. (Lecturer 3, line 158–166)

The participant teacher educators seemed to espouse a shared understanding that Teaching for All meant a clear shift away from a focus on special needs and disability-focussed teaching, to a broader understanding that acknowledges many differences that can act as barriers to learning in a classroom.

The students' understanding of inclusive education also reflects this broader understanding that encompasses more than a focus on disability and special education.

My perspective on inclusive education is where we create a holistic learning environment whereby every single learner's needs are met and whereby we accept each learner, individually, for their cultural background, societal background, where they come from, their communities and we create an environment or inclusive in the sense of each learner is respected for who they are, where they come from, their beliefs, their values and like that is my sense of inclusion, is to make each individual feel welcome and to feel comfortable and safe where they are. (Student 1, line 45–51)

I'd say, when I think of inclusive education, acceptance and understanding are probably the two words I think of. Just in that, yeah, what C was saying, accepting learners for who they are, they have different strengths, they have different needs, they different weaknesses. They have different cultures, different languages and I think it's looking at the whole view of a learner and making sure that nothing to do with them is being pushed away or excluded. (Student 2, line 5–58)

Using the Teaching for All materials to advance inclusive education

The initial teacher education programme at Stellenbosch University is a four-year programme (120 credits). The findings show that one of the main strategies for embedding inclusive education in the programme was to prescribe the Teaching for All materials as additional prescribed reading. The goal was to provide students with a resource they could use throughout their four-year programme and hopefully even beyond the programme. The findings suggest that all participants agreed that the materials fitted in with the philosophy and direction the department was taking. Furthermore, the materials were welcomed, especially the parts that fitted in with what they were already doing or offered support in furthering an understanding with the students. Interviewee 1 noted:

That it had been, the materials had been, aspects of it had been taken and embedded in the existing module. It fits perfectly with philosophy – of this whole department’s philosophy towards inclusive education so that is not, there is no conflict there – not at all. It is just the materials were then taken, aspects of it taken out of there and infused with what was already there and you know, with other new things that people found. (Lecturer 1, 266–270)

Emphasis seemed to be on the idea that lecturers used the parts that fitted with their existing module. For example, one teacher educator shared how, as part of her endeavour to broaden student understanding of learner differences, she

was quite excited about using the parts in the material that spoke to gender identity and sexual orientation (Unit 2, Section 1.2.7).

Ja, it just you know, because I included things like the differently gendered or presentations of gender and gender identity, etcetera. More than I had done previously. So, for me it builds on towards an evolution of inclusive education and the Teaching 4 All material was like, you know, sort of a pinnacle, I don’t know how to say that, but a high point on. (Lecturer 1, line 99–103)

Another teacher educator shared how an important concept within her module centres on classroom management and managing the different behavioural difficulties that learners may present with. She described how Section 2.1 in Unit 4, which discusses what it means to create an inclusive classroom environment, especially using positive discipline, was particularly useful.

We use Teaching for All a lot there when we look at violence and aggression in the classroom – managing that, conflict resolution. (Lecturer 2: Line 297–299)

One of the strategies this participant used was to provide links in her PowerPoint presentation to the sections in the Teaching for All materials, which students could then follow to read and think about (Lecturer 2: lines 306–312). She also emphasised that the case studies were especially useful.

So, I put that in my PowerPoint, and I tell them you can, so that it would be easy for them to link and then to consider. I like the case studies – the case studies are particularly useful for

me – I like those. So I used a lot of case studies in applying and integrating both your textbook, your lectures and your Teaching for All in addressing these case studies that you look at, so that you don't just use the Teaching for All material as a comprehension activity you know, you just look at finding answers ... when they had to do their own presentations on how they would navigate different experiences, we encouraged them to use different sources, including the Teaching for All materials to create their own presentation. (Lecturer 2, line 311–320)

Another participant indicated that she used the case studies as well as the video materials.

I actually can't remember. I do know that some of the conceptual tools like their case studies that would carry through a whole you know, emerge several times over the module. I used a lot of, I used some of their video material. My lecture notes – mainly I made my own lecture notes. There were some things that were some things that one could use as transparencies, but I didn't use those. But I found the conceptual tools very useful. I mean even the things like, like the iceberg metaphor, you know the pictures of equity and equality, so there were lots of little things that I could use over – come back to it, come back to it and so on as we moved to a new aspect of, a new part of the material. (Lecturer 1, line 454–460)

Another teaching strategy was to give the students an assignment that they had to complete during their practical teaching experiences. The goal of the assignment was to reflect critically about the inclusive

concepts they had learnt about in class. Interviewee 1 noted this succinctly.

But I had a project which required them to, in their practical year, to identify a learner who needed additional support for reading or whatever. And then to look at how they would use the content and ideas of the module that we taught to address those. (Lecturer 1, line 250–254)

Parts of the Teaching for All materials were therefore used when they fitted into the lecturer's framework for the module and when they could support understanding and critical thinking of certain concepts.

However, there were a few lessons learnt during the process of introducing and using the materials with the education students. One of the lessons learnt, which a participant reflected on, was that even though one of the main strategies of using the material was to offer it as additional reading material, the education students had to be introduced to the material in a systematic and relevant way. This teacher educator explained it this way:

That was a critical learning, so if we say this is the unit we are using, so we upload that unit again for that section and we refer you to go back to Unit 2 uploaded on that date. So, I don't put all the units up. When you use it it's important for you to add different, you know, to do your own units as you use them. Just to make that link – I think that's a powerful way to make a link for them to see the Teaching for All is not just a book. Your textbook is also not just a book – so we use that. (Lecturer 2, line 376–381)

So now what is more useful is to go into and say this is the unit we are using, this is what we are talking about, check this section. (Lecturer 2, line 412–413)

Offering the material in this way appeared to ensure that the education students were not overwhelmed by the material, which could cause them to overlook the value of the materials as an additional source.

It's a lot of information this Teaching for All – it was overwhelming for me, so. I realise the value of it. But negatively, it's too much. It, it just feels like a massive book that you are asked to memorise and I'm not going to be able to do that. (Lecturer 2, Line 418–420)

However, the findings also show that the participants shared the understanding that the materials on their own were not enough to advance Teaching for All. Two of the teacher educators noted the following:

For me it had been a, as I say, an organic development because it wasn't this material alone you know because over the years, I had already started the shift for myself. It wasn't I had been teaching disabilities only until the material – no it hasn't. And I can look at m module frameworks to look at that, is that there has been a gradual change, but I think in the final year with the material, broadened it a little bit more. (Lecturer 1, line 220–224)

You can't just use one resource. Although I know Teaching for All has done a lot of effort to get multiple extensive resources ... so it is a resource, it is not the ultimate resource. (Lecturer 2, lines 403–406)

I needed to find some additional reading that would extend the students and get them to think and engage a little bit more and also in an academic way with what they were learning in the lectures. (Lecturer 1, line 286–288)

In addition, the materials were not embedded as extensively as planned in 2019. The Covid-19 pandemic played a major role as teacher educators had to move online with their teaching and assessments. Therefore, due to workload, they felt the material was overwhelming and did not give it the attention they had initially hoped to.

But I think maybe because we're academics that we're used to finding our own way around things. But it was good to have people to go to, to say what is, why is this. It was overwhelming and that probably added a little bit to the resistance to just going and do it. So, I think one needs to just break it down that if you become, if you commit, if you get involved in this then it's, you'll basically be trusted to manage it on your own to navigate it on your own, but there is a community of practice should you need. (Lecturer 2, 440–447)

But the material itself, I haven't used that much as yet. I really do hope and trust that once I don't have this heavy load of admin and management – that takes quite a lot of time – I will be able to really sit back and objectively look at what I have. Because I think there is a wealth of tools that can be used, which I till today, haven't really explored enough to be able to use. (Lecturer 3, 131–134)

The first quote above speaks to a community of practice that was formed as part of the process of embedding and planning to embed the materials. Another participant spoke about the support received at faculty level which contributed to the process of integrating the Teaching for All materials in the BEd programme.

What I did find supportive was that the Dean, the Dean willingly and without any sign of being bothered by or irritated by my constant request to sign off on certain things, he was very happy, so he knew what was happening and that he was happy to do it – to sign. (Lecturer 1, line 604–607)

Use and benefit of the materials for promoting inclusive education

The findings show that the lecturers found the materials helpful in encouraging the students to engage critically with the concepts. One lecturer described how in previous years she had experienced the students as quiet, and they often needed encouragement to voice comments or opinions on a topic. However, for the first time, she witnessed students actively and critically engaging with the topics in discussions.

You see, once people start using it and they see the value of the resource the way I did when I did the teaching, I found excellent material in there you know. And that was really lively and that the students could connect with, and the students would sit silently for the whole lesson or the whole lecture through and engage with me in critical ways around certain

things. That was really positive – it was a very good experience for me. (Lecturer 1, line 171–175)

Another participant shared how she used the materials as a tool to encourage students to think reflectively and to broaden their perspectives:

I tried to get them to focus on ways in which we can create schools as more inclusive spaces in the ways in which we ... the teachers there with the learners and with the parents. So how do we open the gaps and you know, work on the pathways. So, the pathways to quality education and quality learning is important for inclusive education. (Lecturer 2, line 178–182)

Students shared similar experiences, with one student making cognitive connections:

Definitely has helped with like cognitive connections across our whole studies like the whole from first to fourth year, touching on the time and learning different things, its cognitively shaped my understanding. (Student 2, line 111–113)

The findings show that, while students were provided the materials as an additional resource, they were able to make connections to how their understanding of inclusive education had developed over their four years of study. They also noted links to different modules across their programme, not only the modules presented by the Educational Psychology Department. They referred to modules such as Practical Learning and Sociology of Education wherein they also engaged with inclusive principles. One student described how during the Sociology module, students were

encouraged to read further and explore other works by Pam Christie. The student noted that at that point she remembered that she had read about Pam Christie in the Teaching for All materials, how she has experienced that section in the materials as helpful in understanding the South African context and how inclusion has developed over the years.

What I noticed in the materials is that the people that were referenced in the materials so uhm, what's her name, Christie, I think uhm she's referenced a lot within the teaching for all materials, about uhm that apartheid and schools. In the sociology we were also told to read up on what she has to say so just almost like two different, like the same thing but from two different aspects. (Student 1, line 75–79)

I also feel like it's given us a broader perspective, it's taken it away from the one-sided view. I didn't grow up in apartheid and I don't have any personal experience but obviously through those articles and through reading and doing research, it's given me a greater understanding and I've learnt a lot and I've learnt how it will affect the class I'll teach and the approaches I can adopt... You know, and how we can try and make a community where there is equality and foster these sorts of things in our classroom. Christie was good because she always kept speaking from other people's views and it wasn't very one-sided. It was broad and she just always incorporated lots of examples and lot of information to show why it's like that. (Student 2, Line 91–102)

The students' narratives suggest a faculty approach in embedding an understanding of inclusive education across the BEd programme, which is contrary to the teacher educator's perspective reported earlier. When talking about their curriculum subjects, both students shared experiences where inclusive principles had been embedded in their content subjects or demonstrated by their lecturer. For example, Student 1 shared an experience where the lecturer teaching mathematics demonstrated differentiation by asking her students to explain the same problem in different ways and from different perspectives.

She said, "Explain it again, explain it again", and that made us think in different ways, because you don't know, your learners are going to not think in one way; uhm, so that could touch on inclusive education. (Student 1, line 188–191)

Student 2 also reflected on how inclusive education was embedded within the Social Sciences module. She shared:

Within social science, I feel like we do touch on it quite a lot, especially to address the deep engrained stuff within our society ... So for social science all the history is apartheid, going back to the Anglo Boer War, it's like really going back into the nitty-gritty and how we as educators need to teach it from several perspectives and not have a one-sided approach, because we are going to have a range of cultural backgrounds in our class and we cannot take it from our view, we have to incorporate sources such as like primary sources, secondary sources, use articles, use newspapers, make the

kids read. Learn that yes, they think that way and yes that's how they think and there is this person who thinks this way too and then we also have to address how accurate history really is ... So we are learning how to create an inclusive environment where we are not just being one track minded. (Student 2, line 216–226)

The students' narratives indicate that inclusive principles are embedded across the BEd programme more than the teacher educators think it is; however, these were the only two examples that the students were able to share, which suggests there is much room for further integration and discussion around what it means to embed inclusive education as part of initial teacher education.

Discussion of findings

The findings of this case study provide a foundation for the Education Faculty and the Department of Educational Psychology to reflect critically on their teaching philosophy and implementation thereof in practice. It is clear from the interviews with students and teacher educators that, from a social justice perspective, there is a broad understanding of what inclusive education entails. Special needs education (SNE) has evolved from a medical focus on disability to the understanding and ensuring of authentic implementation of inclusion, systemically as well as systematically, as part of the ITE programme (Walton, 2017). This approach to the implementation of inclusive education is supported by the required programme renewal, necessitated by the MRTEQ requirements for ITE in the country.

From the findings above, one major obstacle to promoting inclusive education is the need for a more integrated faculty approach. However, currently, there are several institutional enablers to promote the implementation of inclusive education at the university. These enablers are easily accessible on the university web page in the students' portal. For example, there is a direct link to Student Support. This link directs students to the following: Centre for Student Counselling and Development, Disability Unit, Equality Unit, Unit for Academic Counselling and Development, and Unit for Psychotherapeutic and Counselling Services. Furthermore, in the quest to create a welcoming and inclusive environment, the university promotes the following:

- 1) The university's Language Implementation Policy (LIP) which acknowledges the diversity of language catered for in teaching and assessment and
- 2) The Disability Unit, which supports students who need assessment accommodation, assessments, counselling and other support. The disability unit also has a Braille centre and translations services available to students.

At faculty level, there is the faculty implementation plan (FIP) with two of its core values of equity and respect. One priority is the continued quantitative and qualitative transformation with a focus on increasing diversity, with two of the actions being to "ensure curriculum talks to the diversity of South African contexts" and "engage with student committee on

welcoming culture and student identity, linked to graduate attributes". As the university aspires to create sustainable hope for Africa, the graduate attributes to be developed at Stellenbosch University are stated as an inquiring mind, an engaged citizen, a dynamic professional, and a well-rounded individual (Stellenbosch University, 2022). Each of these attributes can be linked to the aims of the Teaching for All programme.

From an institutional and thus systemic position, there is a concerted effort to promote inclusivity within the university structures. These efforts provide a frame of reference with the necessary policies, structures and guidelines to ensure that education for all (EFA) can be implemented within the faculties and departments. More importantly, it provides guidelines for academics and support staff to "create contemporary curriculum spaces to sustain growth and transformation of students" (Stellenbosch University, 2022). In pursuit of true inclusion, care needs to be taken to eradicate even unintentional exclusionary behaviours and practices on the wider campus as well as in faculty and class situations.

As mentioned, the major challenge identified in the findings of this small case study is the lack of an integrated approach in the Faculty of Education. This is two-fold in which lecturers should be 1) using the policies and facilities available to promote inclusive practices, and 2) preparing student teachers to address diversity in the schools and other spaces in which they will be working.

The findings from this case study show that there is no uniform use of the Teaching

for All materials in ITE in the department. This can be attributed to the long history of promoting inclusive education as an underlying philosophy for the teaching and practice in the department. While some lecturers have used the materials as primary sources, depending on the focus and content to be taught, others have used it primarily as additional reading and research material. One interviewee recognised the value of the material beyond ITE at Honours level. What is clear is that the value of the material is acknowledged in that it creates opportunities to critically engage students and encourage reflexivity. This finding is aligned with two of the graduate attributes of Stellenbosch University: an enquiring mind and an engaged citizen.

Although there have been initiatives to expand the promotion of inclusive education beyond a single department, there is still much room for faculty engagement. Systemically, a concerted whole-faculty approach to infuse inclusive education into ITE is imperative. This goes beyond accepting students with disabilities in the programme. It requires lecturers to differentiate and create inclusive learning opportunities for all, and at the same time prepare student teachers to go out, equipped to teach to diversity in schools and other educational settings and institutions. Walton (2017) advises that although students often call for an approach that emphasises the practical steps of implementing inclusion, ITE should have a stronger theoretical grounding which enables students to transfer knowledge and understanding, regardless of context. According to Walton (2017:120) by "mooring concepts taught in inclusive education

courses within a disciplinary framework (either psychology, or sociology, or a well-informed combination of the two) it becomes possible to bring the concepts into relationship with each other and builds coherence in relation to other relevant concepts". This has the potential to move the position of inclusive education towards professional knowledge within ITE.

The implication of this awareness is that collaboration between departments must be fostered. McArdle et al. (2013:366) argue that for a socially just education to be realised, "reflection and engagement with the personal, with others, and with the broader community and institutions that shape and are shaped by the work of education" needs to occur. The benefit of closer collaboration for students would be that they can see and experience that inclusive education is not something detached, not something that belongs to one department. With collaborative efforts like projects and assignments, an integrated approach can advance inclusive education as the underlying theoretical philosophy for the training of teachers in a country with a legacy of a highly politicised, fragmented and racially-divided education system. With inclusive education as a common thread that holds ITE together, students will learn to see potential transferences between modules and between different departments. Conversely, teacher educators will be able to refer to related aspects covered in one of the other faculty departments.

Practical learning plays a key role in the training of teachers. While at this university, the departments of Educational Psychology

and Policy Studies teach the theoretical aspects of the curriculum, practical teaching is predominantly the responsibility of the Department of Curriculum Studies. The unit for Practical Learning coordinates and facilitates this important function of ITE. The domain of practical learning provides a perfect space for the integration of inclusive education practices in the practical application in preparing students to address diversity in their future careers as teachers. Therefore, it is inspiring that students reported that this module featured significantly in developing their understanding of inclusive education.

Furthermore, it is encouraging that they were able to integrate and contextualise the theory in practice, that this was indeed an opportunity where they could see the theory, which was taught in class, realised in practical lessons. Therefore, to further a social justice agenda, further discussion and critical thinking around how Teaching for All materials can be used to embed inclusive principles, especially in the practical learning module, can support student growth in their ability to transfer knowledge to different contexts (Walton, 2017). This should be evident in their lesson planning in which differentiation is planned for learners who need support as well as those who need enrichment (Dreyer, 2021). What is even more important is that it is evidenced in their interaction with the learners in their classes. This interaction displays respect for diversity in terms of race, culture and language, as stated in the SA Constitution, Schools Act, Education White Paper 6, and other policy and policy-informing documents.

Conclusion

It can be concluded that the university, at an institutional level, has policies to enable the promotion of inclusivity in alignment with the core strategic theme of enabling transformative student experiences. While the evidence shows that the Education Faculty engages in promoting inclusivity as a strategic priority, especially through its language and assessment policies, the findings reveal some challenges in closing the policy-practice gap. Unfortunately, due to factors such as the Covid-19 pandemic, and teacher educators being overwhelmed by their workloads, the Teaching for All materials were not embedded as extensively as hoped in 2019.

However, all the teacher educators who participated in embedding the materials share a mutual understanding of and personal beliefs about inclusive education that transcend the narrow deficit medical model and embrace a broader understanding of what teaching for all means. They embed this philosophy in

what and how they teach and engage with students. In addition, all the teacher educators expressed that the materials are a valuable resource, and they are committed to familiarising themselves with the content and envisioning creative ways of embedding the materials in their current modules.

Furthermore, although the students could only reflect on the Teaching for All materials as a resource they received in their first year, their understanding of inclusive education and the cognitive connections they made throughout their four years of study suggest a good understanding of what teaching for all means, and possibly speaks to the success of the programme in advancing inclusive education. However, as the findings are based on a small sample, conclusions are drawn only tentatively. Further research into the experiences of teacher educators and students regarding their attitudes, beliefs and understanding of inclusive education will be helpful, and, as Walden (2017) explains, will move the position of inclusive education within initial teacher education.

References

- Baxter, P. & Jack, S. 2008. Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4): 544–559.
- Cazden, C. 2012. A framework for social justice in education. *International Journal of Educational Psychology*, 1(3):178–198.
- Creswell, J.W. 2003. *Research design: qualitative, quantitative and mixed methods approaches* (2nd ed). Thousand Oaks, CA: Sage.
- Delport, C., Fouch, C. & Schurink, W. 2011. Theory and literature in qualitative research. In: A.S. de Vos, H. Strydom, C.B. Fouch & C.S.L. Delport (eds). *Research at grass roots: for the social sciences and human service professions* (4th ed). Pretoria: Van Schaik.
- Department of Basic Education (DBE). 2014. *Policy on Screening, Identification, Assessment and Support*. Pretoria: Government Printer.
- Department of Education (DoE). 1997. *Education White Paper 3: a programme for the transformation of higher education*. Pretoria: Department of Education.
- Dreyer, L.M. 2017. Constraints to quality education and support for all: a Western Cape case. *South African Journal of Education*, 37(1).
- Dreyer, L.M. 2021. Specific learning disabilities: challenges for meaningful access and participation at higher education institutions. *Journal of Education* (University of KwaZulu-Natal), (85):75–92.
- Eloff, I. & Swart, E. 2017. *Understanding Educational Psychology*. Cape Town: Juta.
- Engelbrecht, P. & Savolainen, H. 2018. A mixed-methods approach to developing an understanding of teachers' attitudes and their enactment of inclusive education. *European Journal of Special Needs Education*, 33(5): 660–676. Available at: <https://doi.org/10.1080/08856257.2017.1410327>
- Mampane, R.M. 2017. The role of educational psychologists in teaching and learning. In: I. Eloff & E. Swart (eds). *Understanding Educational Psychology*, Cape Town: Juta.
- McArdle, F., Knight, L. & Stratigos, T. 2013. Imagining social justice. *Contemporary Issues in Early Childhood*, 14(4):357–369.
- Merriam, S.B. 2002. *Qualitative research in practice: examples for discussion and analysis*. San Francisco, CA: Jossey-Bass Publishers.
- Merriam, S.B. 2009. *Qualitative research: a guide to design and implementation*. San Francisco, CA: Jossey-Bass Publishers.
- Mertens, D.M. 2005. *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed). Thousand Oaks, CA: Sage.
- Oswald, M. & Swart, E. 2008. How teachers navigate their learning in developing inclusive learning communities. *Education as Change*, 12(2):91–108.
- Patton, M.Q. 2015. *Qualitative research and evaluation methods: integrating theory and practice* (4th ed). Thousand Oaks, CA: Sage.
- Pretorius, F.J. 2014. *A history of South Africa: from the distant past to the present day*. Hatsfield, Pretoria: Protea Book House. ISBN 978-1-86919-908-1.
- Republic of South Africa (RSA). 2011. *National Qualifications Framework Act (67/2008): Policy on the minimum requirements for teacher education qualifications*. *Government Gazette*, 583(34467) [Online]. Available at: [http://www.dhet.gov.za/Teacher%20Education/Policy%20on%20Minimum%20Requirements%20for%20Teacher%20Education%20Qualifications%20\(2011\),%2022%20July%202011.pdf](http://www.dhet.gov.za/Teacher%20Education/Policy%20on%20Minimum%20Requirements%20for%20Teacher%20Education%20Qualifications%20(2011),%2022%20July%202011.pdf).
- Sayed, Y., Salmon, T. & Balie, L. 2020. *Embedding inclusive education in teacher professional development in South Africa: impact evaluation report on the Teaching for All project*. Johannesburg: British Council. Available at: <https://www.britishcouncil.org.za/programmes/education/teaching-all>
- Stellenbosch University. 2022. *Faculty strategy implementation plan (FSIP)*. Faculty of Education.
- Walton, E. 2017. Inclusive education in initial teacher education in South Africa: practical or professional knowledge? *Journal of Education*, (67):101–128.
- Yin, R.K. 2009. *Case study research: design and methods* (4th edition). Thousand Oaks, CA: Sage.

Chapter 6

Implementation of the Teaching for All programme and materials in the initial teacher education programme of Tshwane University of Technology

Patricia N Mokgosi, Ndlelehle M Skosana, Margaret K Ntsana, Beatrice Ngulube, Glory M Pitikoe Chiloane, Ernest K Mashaba, Patricia N Soundly, Thelma de Jager and Yusuf Sayed

Introduction

This chapter provides insight and evidence of how the Teaching for All materials were, and continue to be, implemented in the Education Faculty at the Tshwane University of Technology (TUT). The chapter commences with a brief discussion of the project, followed by an institutional overview to situate the study contextually. This is followed by the theoretical foundation that guides the study and the study methodology. The latter part of the chapter presents the findings from lecturers (also referred to as teacher educators) and student teachers, discussing the findings in relation to the faculty context. The chapter concludes with insights into inclusive education in South Africa.

Project description

The Teaching for All programme focusses on mainstreaming inclusive education in

initial teacher education (ITE) in South Africa and supports teacher education through the development of effective teacher education materials, resources and partnerships. The responsibility for the implementation of the inclusive education programme was awarded to the British Council and its partners – MIET Africa, the University of South Africa (UNISA), and the Department of Basic Education (DBE). The partners, British Council, MIET Africa, UNISA, and the DBE, collaborated on this project through a shared appreciation for inclusive education and a conviction that every classroom should be an inclusive classroom to ensure quality and meaningful education for all. The partners believe that the social model of education which advocates inclusive classrooms provides the best possible learning environment for all students and provides social and life skills that students can develop as citizens while still engaged in academic learning (Sayed, Salmon & Balie, 2020).

In alignment with the shared mission and passion mentioned earlier, TUT became a partner of this initiative in collaboration with several national universities. Initially, the materials were only implemented in the Level 3 Professional Studies module which is offered by the Educational Foundation Department.

However, during Phase 2 of this project, the institution embedded the materials in its re-curriculated modules of Professional Studies Level 2 (Senior Phase), Level 3 and 4 (FET phase). This joint project sought to examine how the institution implemented the Teaching for All learning materials in the ITE programme.

Context of the institution: inclusive education in the ITE programme

The context of the institution is important to gain a better understanding of how the Teaching for All materials were used in comparison to other university partners. Tshwane University of Technology, as a partner of the Teaching for All project, was formed in 2004 following the merger of three Technikons: Technikon Northern Gauteng, Technikon North-West and Technikon Pretoria. The shift to a university was aimed at redressing the inequalities of the past by providing academic access to all communities regardless of their racial identities. Thus, TUT strives to provide a people's university where all students feel at home during their academic journey, by maximising access to higher education to address the challenges of poverty, inequality and unemployment (CHE, 2020–2025). Most of the students studying at TUT hail from

poor socio-economic backgrounds. The ITE programmes are offered on a campus situated in a township within Pretoria. The campus includes the School of Education with the Department of Educational Foundation as the custodian of the core modules of the ITE.

The Department of Educational Foundation trains student teachers for the General Education and Training (GET) and Further Education and Training (FET) phases benchmarked at Level 7 of the National Qualification Framework (NQF). More specifically, the department offers focussed disciplinary learning, the foundations of education, including general pedagogical learning, fundamental learning and situational learning spread across the levels of learning, Levels 1 to 4 (i.e. Years 1– 4). It also offers the Postgraduate Certificate in Education Further Education and Training that accredits a professional teaching programme and caps an undergraduate or an approved diploma amidst servicing focussed on developed teaching specialisation phases, including subject-focussed disciplinary, pedagogical and practical learning or work integrated learning.

More specifically, TUT is accredited to offer the following programmes:

- Bachelor of Education in Foundation Phase Teaching BEd (Foundation Phase Teaching), NQF Level 7 (486 credits)
- Bachelor of Education in Intermediate Phase Teaching (Qualification type: Professional Bachelor's Degree) B.Ed. (Intermediate Phase Teaching), NQF Level 7 (486 credits)

- Bachelor of Education in Senior Phase and Further Education and Training Teaching (Qualification type: Professional Bachelor's Degree with different Specialisation in Consumer Sciences, Agriculture, Economic and Management Sciences, Information Technology, Languages, Mathematics, Physical Education, Technology and Social Sciences), all NQF Level 7 (486 credits)

The main focus of the teacher training programme is to develop teachers who are well prepared for general pedagogical learning, which includes principles, practices and methods of teaching, as well as knowledge about policy, and social, economic and political contexts in which education is delivered. The aim of the programme is to provide training for learning in context and learning about context. This includes an understanding of the complex and differentiated nature of learning to work in nuanced ways and confronting the diverse challenges of student teachers. Inclusive education is integral to the modules offered in these programmes and articulates the core values: embracing diversity, fostering inclusivity and promoting equity. Thus, the ITE programmes are aligned to these values.

Theoretical framework

At TUT, developing a curriculum that capacitates lecturers and student teachers in the area of inclusive education is a social justice imperative. Being able to address the diverse needs of learners to provide meaningful teaching and learning experiences is fundamental to raising the quality of the education system. Further

to this, the promotion of constitutional values in and through teaching is important because “teacher training is a key point of influence in the cycle of reproduction of ideas” (Johnson & Mouthaan, 2021). Thus, the ripple effect of how teachers are trained cannot be overstated.

This chapter draws on the work of Lee Anne Bell (2016), who argues that if social justice is to be realised, it requires committed and skilled agents to do so. She astutely notes that social justice is “both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs ... We envision a society in which individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility towards others, their society and the broader world in which we live (Bell, 2016:1–2).

Research aim and objective

The focus of this chapter is to investigate, through the experiences of teacher educators and student teachers, the way the Teaching for All materials were integrated into the ITE programmes and the effects of this integration.

The study addressed the following objective:

- To investigate the way in which the institution has integrated inclusive education using the Teaching for All materials in its ITE programmes and the effects on teacher educators (or lecturers) and student teachers

Methodology

This study utilised an interpretive and qualitative case study approach. First, an interpretive paradigm was adopted for the researchers to understand the subject being studied, to discuss, clarify and interpret the subject and the meaning of the context (Cohen et al., 2004). The interpretive paradigm allowed the researchers to understand the viewpoints and experiences of lecturers and student teachers. The aim was to understand both the individual lecturer and student teacher experiences surrounding the implementation of the materials in the course they taught (as teacher educators) or attended (as student teachers).

Second, qualitative research, the approach used in this investigation, is an enquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings, describing and analysing people's individual and collective social actions, beliefs, thoughts and perceptions (McMillan & Schumacher, 2006). It includes an in-depth verbal description of observed phenomenon, which Niewenhuis (2007) describes as a process through which rich descriptive data is collected with the purpose of developing a deep understanding of the phenomenon or context being observed or studied. This study aimed to gain an in-depth understanding of how the Teaching for All materials were integrated within the ITE programmes at TUT.

Third, a research design is a plan for selecting subjects, research sites and procedures to answer research questions (McMillan & Schumacher, 2010; Marshall

& Rossman, 1999). In this instance, a case study approach was used. The greatest advantage of a case study is the possibility of in-depth study of a case in seeking to understand an individual's actions, thoughts, experiences and other behaviours in the totality of that individual's environment (Arifin, 2018). It is for these reasons that the interpretive and qualitative case study design was selected.

Further, a research population does not merely refer to people, but also refers to the total quantity of the effects or cases that are the subject of research (Etikan, Musa & Alkassim, 2016). In this study, the population consisted of 400 third-level BEd FET specialisation student teachers and 80 lecturers teaching student teachers in the BEd programme. In addition, the study included the employment of purposive sampling, where five focus groups comprising five students each were selected as a sample. Eight teacher educators who participated in the British Council Teaching for All project and also teach the modules were also selected as a sample. This was done with the aim of eliciting their perceptions of how they integrated inclusive education Teaching for All materials in the modules they teach. The research site was the TUT north campus situated in a township in the Gauteng province.

Focus group interviews were conducted with third-level student teachers whose major subject is Professional Studies. These interviews were followed by a formal individual interview which consisted of a set of open-ended questions. Firstly, the focus group interviews were held to establish how the Teaching for All materials were applied in the ITE programme. In addition, individual

semi-structured interviews were conducted with eight lecturers to examine how they integrated the inclusive education materials into their lessons.

Ethical clearance and permission to conduct the study was obtained from the Research Ethics Committee (REC) of the university. The participants were informed about the study and the relevant information such as the title, purpose of the study and the objectives. Participants were provided with consent forms which required their signature. Anonymity and confidentiality of the respondents was maintained during the entire study (Creswell & Guetterman, 2019). Participants were informed that their participation was voluntary and to withdraw at any time was accepted. The data-collection process was carried out in line with government Covid-19 regulations and guidelines.

Lastly, the data collected from focus group interviews with students and individual semi-structured interviews with lecturers or teacher educators were examined through theme-based interpretations (Creswell, 2014). Qualitative data analysis is primarily a synthetic process of organising data into categories. Following the transcription of the interviews, the researchers analysed the data and sorted the information collected from the field into various categories according to similarities and differences (Cohen et al., 2004). Data was analysed as prescribed by Creswell (2012:1) who notes the following steps:

- First, the researcher should read through interview transcripts (to assess for accuracy).

- Second, the researcher should read through the transcripts repeatedly while highlighting comments or phrases representative of participant attitudes and thoughts.
- Third, the researcher should cluster or categorise highlighted statements.
- Fourth, the researcher should organise the summary and emerging themes.

The study addressed the following research question:

- How did the Education Faculty at TUT integrate inclusive education using the Teaching for All materials in the teacher training programmes and what were the effects?

Findings

Two overarching and interrelated themes emerged from the responses of student teachers and lecturers. The first relates to their experiences of incorporating the materials into the programme and the second relates to the effects of engaging with the materials.

Theme 1: Student teacher and lecturer experiences of incorporating the Teaching for All materials into the ITE programme

The responses from student teachers and lecturers provided insightful reflections about their experiences and highlighted how the materials allowed for personal and professional development in the area of inclusive education. The materials gave lecturers the opportunity to experiment and model differentiated teaching and learning methods to create inclusive classrooms. Furthermore, lecturers were

enabled to explore models of various collaborative practices. Most lecturers explored collaborative practices such as collegial collaboration in the form of team-teaching and encouraging student reflection and evaluation of collegial practices. This is illuminated in the quote below from a lecturer.

I never thought team teaching exists in the university learning environment. As an economics lecturer collaborating with the Professional Studies lecturers to explore the use of differentiated teaching methods and assessment in the teaching of economics concepts was an eye-opener and mind-changing. (Lecturer A)

For student teachers, Teaching for All materials had a significant influence on their understanding of inclusive education. Engaging with the material allowed student teachers to gain insight into the theories and conceptual models regarding inclusive education. Students' conceptualisation and views of inclusive education prior to engagement with the materials was influenced by the medical model, but this seems to have shifted to embrace the social model perspective, as one student teacher notes below.

The material provided me with in-depth understanding on what inclusive education is. I understand that students with different learning abilities do not necessarily need to be excluded from mainstream schools. Students with learning disabilities are given opportunities to attend schools and be placed in the classroom with the necessary support for their needs. (Student Teacher 1)

The responses from student teachers also suggest that a conceptual shift in what they understood inclusive education to be, shifting from a narrow understanding of inclusive education to a more holistic and broadened understanding, as noted by a student teacher.

To me, inclusive education relates to ... schools where they accommodate student diversity in terms of teaching strategy that suits all students irrespective of their background. (Student Teacher 4)

The importance of inclusive education is to teach students with disabilities that they are normal and part of the class. They can do whatever they set their minds on. They learn that they are no different than other students. (Student Teacher 2)

It has taught us to look at people with different abilities in a different perspective, knowing that they also have the right to learn and not to be excluded from the mainstream schools, rather be accommodated and have some instruction adapted. (Student Teacher 5)

Student teachers also noted that their exposure to the material motivated them to want to use it in their own classroom and the manner in which it was delivered to them in lectures spurred their own creativity as they were able to adapt the materials according to learner needs.

As a visual learner I was able to follow and I was motivated also to use the material that I was seeing and use the material differently. The materials motivate us to use a similar approach to teach students

using different styles of learning and their differences. (Student Teacher 11)

Student teachers also commented on the user-friendliness of material, citing it as useful and easy to use.

The learning material is user-friendly. The learning outcomes are clearly stated and the content it covers. Before covering the module, we knew very little about inclusive education. Inclusive education is broad, the major aspect is to embrace diversity and get better training to provide each. (Student Teacher 6)

Lecturers also noted that the materials broadened their understanding on inclusive education, including the varied pedagogies and learning activities that lend themselves to teaching inclusively. Their development in this area has been profound and inspirational to student teachers, as noted by several lecturers.

Although my groups are large the activities provided in the module encouraged us to devise creative and innovative ways to engage students as active participants in their learning experiences. As a result of the lessons on issues regarding the current exclusions from education students are inspired to show how teaching and learning are affected by these aspects. (Lecturer C)

I am forever thinking about what I am doing, how well I am doing it and the change I can bring in my practice. I only taught Unit 1, but I studied all the units and engaging with the material as a whole made me question my motives, current practices and my being and the change I am affecting in my society as an academic. (Lecturer E)

The responses from lecturers suggest that the main impact of engaging with the materials was the change in pedagogic strategy by incorporating them. Lecturers were also encouraged to become more creative in lesson delivery to demonstrate what teaching for inclusive education looks like in practice. For student teachers, engaging with the materials changed – and undeniably broadened – their understanding of inclusive education, the purposes of mainstreaming and how learning inclusively is a fundamental right of learners. Student teachers also commented on the user-friendliness of the materials, which suggests that they are more likely to use the materials in their own classes.

Theme 2: Student teacher and lecturer views on the effects of incorporating the Teaching for All materials into the ITE programme

The effects of incorporating the Teaching for All materials in the ITE programme have been positive for both the student teachers and lecturers. This is highlighted in several responses from each constituency. Lecturers noted that it made them more reflexive in their practices and led them to question their own positionality as well as their preconceived ideas and views of inclusive education, as noted below.

The knowledge I acquired regarding inclusive education changed my views, attitudes, and beliefs about inclusive education because I now teach differently and am able to accommodate all students regardless of their learning disabilities. (Lecturer C)

Engaging with the Teaching for All modules developed my inner sense to the extent that I now apply their teaching and assessment strategies see differently. (Lecturer E)

Lecturer D also noted that engaging with the materials had been positive.

That strengthen[ed] the sense of purpose in me and a mindset shift. I hope continuing with the implementation of the rest of the units will give more insight on developing teachers who will be change agents. (Lecturer D)

Student teachers also noted that engaging with the materials improved their skills to teach at special needs schools, and that the work integrated learning programme could include special needs schools in the pool of schools in which student teachers train.

With what we have learnt I believe that we will now have skills and knowledge to teach in the schools of students with special educational needs. The institution can now endorse our work integrated learning to take place in those schools. (Student Teacher 9)

Incorporating the Teaching for All materials in the ITE programme has also generated more social cohesion among various student groups. The discussions that emanate from using the materials has and can be used as a mediation tool to minimise conflict and maximise social cohesion and the values entrenched in the Constitution.

Language issue has been an obstacle to the learning environment in this institution for years. Students from different language groups have been

discriminating against each other promoting tribalism and factions in the university. With IE in place, the institution can use this to promote student relations from the classroom level. (Student Teacher 18)

Lecturers confirmed that the materials gave them skills they would not have otherwise developed if they had not engaged with the material.

I once had a challenge with a student whose eyesight was fading and I didn't know how to support him. The student ended up being completely blind, right in front of my eyes. Thanks to Teaching for All project and its materials, I know better. I work closely with these support units to promote inclusivity within the classrooms. (Lecturer A)

The responses from student teachers and lecturers suggest several effects of incorporating the Teaching for All materials into the ITE programmes at TUT. Lecturers noted that it made them more reflexive in their own work and they developed skills that encourage them to engage with students more effectively. Student teachers noted that they feel more confident to teach in special needs schools because they feel more equipped to do so. Student teachers also noted that the materials provided a space for student conflict to be discussed and addressed in a meaningful way that fosters social cohesion between different cultural groups on campus. Overall, engaging with the materials was a positive experience for student teachers and lecturers.

Discussion

This section discusses the findings, including how the materials were embedded; in which programmes they were embedded, and the kind of adaptations, modifications and additions made to the programme to accommodate the inclusion of the materials.

The Education Faculty at TUT, by incorporating the Teaching for All materials into their programmes, demonstrate commitment to promoting the values of inclusive education, as well as ensuring that lecturers and student teachers are equipped with the knowledge, skills and dispositions to ensure inclusive classrooms and practices. As noted earlier, the materials were initially only integrated into the Professional Studies module in the Bachelor of Education course for Level 3. However, in the second phase of the project, the materials were also integrated into re-curriculated modules of Professional Studies Level 2 (SP), Level 3 and Level 4 (FET phase).

When integrating the Teaching for All materials, an adaptive implementation strategy was adopted. Teaching for All materials were initially not introduced into the entire ITE programme but only offered by lecturers teaching modules such as Education Theory, Classroom Management and Professional Studies. The Teaching for All materials were primarily integrated in the Professional Studies modules ranging from Levels 1–4. The Teaching for All materials were integrated into the Professional Studies module to strengthen the content part of inclusive pedagogies, which comprised a small percentage of the module.

After several consultations and deliberations among the HOD, subject head and lecturers teaching the module, the module descriptors were scrutinised and adapted to accommodate Teaching for All units. Integrating inclusive material was not challenged in any way as the HOD had many years of experience teaching students in special needs schools (LSEN) and has conducted several impactful studies on inclusive education. Thus, the involvement of management in the project contributed to the successful facilitation of the process.

Further to this, it has to be noted that only parts of the Teaching for All material are embedded in Levels 2, 3 and 4 of the Professional Studies module. In addition, the module is not core but is taught in conjunction with other material. Inclusive education is currently gaining momentum in the teacher training programmes at the institution; however, the Inclusive Education module is still in its infancy and researchers have not engaged in sufficient teaching of the materials except Units 1 and 2. The researchers concur that the department where inclusive education is taught does not have a conclusive policy on how to integrate inclusive education in all modules. Thus, the compatibility of the Teaching for All materials cannot be measured. This highlights the need for an inclusive education policy aligned with national and international trends and philosophies. Moreover, since Teaching for All is integrated in the Educational Foundation Department with the TVET Department envisaging continuing professional development (CPD) of teachers as the core of its Advanced Diploma programme, the teacher educators believe that the School of

Education will be encouraged to revise and streamline its inclusive education policy to be compatible with global standards.

Student teachers and lecturers provided insightful reflections when applying materials that facilitate their development in the promotion of inclusive education in their classrooms. The materials provided lecturers with the opportunity to experiment and model differentiated teaching and learning methods to create inclusive classrooms. Furthermore, lecturers were enabled to explore models of various collaborative practices. Most lecturers explored collaborative practices such as collegial collaboration in the form of team teaching and encouraging student reflection and evaluation of collegial practices. Lecturers also use cooperative learning as a teaching strategy in their practice, where students have permanent groups in which they collaborate and share ideas. This has been a common practice at TUT due to the large number of students in the department. The Teaching for All materials provided resources to sustain these groups, allowing for seamless integration of the materials and teaching approaches.

The findings suggest that for student teachers, engaging with the materials has challenged their normative understandings of inclusive education, and for teacher educators or lecturers, it has encouraged reflexivity in their practices. Despite teacher educators' (or lecturers') years of experience at the institution (between five and ten years) and their level of education (all teacher educators held a PhD), after training on use of the materials, their knowledge, skills and practices improved substantially.

Furthermore, one of the unintended effects of engaging with the materials, as noted by a student teacher, was the ability of the materials to manage conflict between various student groups where hostility and discrimination is commonplace. It gave them the vocabulary, process and space to engage with sensitive topics and deal with conflict effectively.

Conclusion

The difficulties that students have in learning should be seen as professional challenges for teachers. However, developing more inclusive teaching that accommodate diverse learning needs demands a commitment from professional teacher development programmes and training sessions (Florian & Black-Hawkins, 2011; Messiou et al., 2016). Based on the background and the call to promote inclusive education, the institution is now actively participating in the integration of inclusive education within its ITE departments. The Teaching for All materials have been instrumental in this shift.

Inclusion in education ensures that students with special educational needs are exposed to teaching strategies that assist them as individuals in achieving their academic goals. Inclusive education implies that everyone can access and participate in successful education, regardless of their disabilities, home languages, cultures, gender, race, socio-economic background, level of educational achievement and differing abilities. Inclusion provides *all* students with flexible learning choices in achieving their educational goals (UNESCO, 2001).

It should be noted that students with diverse needs are not only attending basic education institutions, but also higher education institutions. In the context of TUT, most students emphasised how an inclusive education focus in ITE can benefit the university, particularly with regard to issues of students with special educational needs and different languages and cultures.

Inclusive education focusses on addressing the learning needs of children with special educational needs who were previously isolated and excluded within the framework of mainstream schools. The idea behind inclusive education is to promote opportunities for all children to participate, learn and receive equal treatment, regardless of their mental or physical abilities. While the awareness on inclusive education in schools throughout the country is still at a budding stage, educational institutions remain somewhat reluctant to embrace the idea of having children with and without special educational needs studying in the same classroom (Ainscow & Miles, 2009).

A critical aspect of inclusive education for a child with special educational needs is to be in a welcoming learning environment, having the acceptance and friendship of classmates. Providing support to students with special educational needs helps them gain confidence within the school environment where they feel embraced with love, trust and care. Focusing on the benefits that emanate from inclusive education, we can only conclude that it is time to restructure all our schools and institutions to be inclusive in addressing the diverse needs of our students, including those with special educational needs (Jasbir & Babita, 2014).

In the context of this study, students with special educational needs are catered for by the different-abled unit and student support. Using the Teaching for All material empowered lecturers at TUT to learn how to accommodate students with various learning challenges. In addition, the materials offer guidance for including students with all types of needs and challenges in their classrooms.

References

- Ainscow, M. & Miles, S. 2009. Developing inclusive education systems: how can we move policies forward. *La educación inclusiva: de la exclusión a la plena participación de todo el alumnado*: 167–170. [Tr: Inclusive education: from exclusion to full participation of all students]
- Arifin, S.R.B.M. 2018. Ethical considerations in qualitative study. *International Journal of Care Scholars*, 1(2): 30–33.
- Bell, L.A. 2016. *Theoretical foundations for social justice education* (3rd ed). Routledge.
- CHE. 2020. *Third generation strategic plan for 2020–2025*. Council on Higher Education.
- Cohen, L., Manion, L. & Morrison, K. 2004. *A guide to teaching practice* (5th ed). London: Routledge.
- Creswell, J.W. 2012. *Educational research planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson.
- Creswell, J.W. 2014. *Research design: qualitative, quantitative and mixed methods approach* (4th ed). Thousand Oaks, CA: Sage.
- Creswell, J.W. & Guetterman, T.C. 2019. *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (6th ed). New York: Pearson.
- Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1):1–4.
- Florian, L. & Black-Hawkins, K. 2011. Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5):813–828.
- Greer, A. 2024. *Increasing inclusivity in the classroom*. Vanderbilt University Center for Teaching. Available at: <https://cft.vanderbilt.edu/guide-sub-pages/increase-inclusivity-in-the-classroom/>
- Jasbir, K. & Babita, A. 2014. Inclusive education – an integrated approach. *IMPACT: International Journal of Research in Humanities, Arts and Literature*, 2(2):59–64. Available at: <http://www.impactjournals.us/journals.php?id=11&jtype=2&page=4>
- Johnson, M. & Mouthaan, M. 2021. *Decolonising the curriculum: the importance of teacher training and development*. Runnymede Trust. Available at: <https://bit.ly/3yCRBdc>
- Marshall, C. & Rossman, G.B. 1999. *Designing qualitative research* (3rd ed). London: Sage.
- Messiou, K., Ainscow, M., Echeita, G., Goldrick, S., Hope, M., Paes, I., Sandoval, M., Simon, C. & Vitorino, T. 2016. Learning from differences: a strategy for teacher development in respect to student diversity. *School effectiveness and school improvement*, 27(1):45–61.
- McMillan, J.H. & Schumacher, S. 2006. *Research in education: evidence based inquiry* (6th ed). Boston: Pearson.
- McMillan, J.H. & Schumacher, S. 2010. *Research in education: evidence based Inquiry* (7th ed). Boston: Pearson.
- Niewenhuis, J. 2007. Qualitative research designs and data gathering techniques. In: K. Maree (ed). *First steps in research*. Pretoria: Van Schaik.
- Sayed, Y., Salmon, T. & Balie, L. 2020. *Embedding inclusive education in teacher professional development in South Africa: impact evaluation report on the Teaching for All project*. Johannesburg: British Council. Available at: <https://www.britishcouncil.org.za/programmes/education/teaching-all>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). 2001. *The open file on inclusive education*. Paris: UNESCO.

Chapter 7

A critical analysis of the use of Teaching for All materials in university modules: a case study evaluating the successes and challenges lecturers and student teachers face at the University of Fort Hare

Xolani Khalo and Yolanda Mpu

Introduction

This case study investigated the way the Teaching for All materials were institutionalised within teacher education modules at the University of Fort Hare (UFH). The case study presents both the views of student teachers and teacher educators. As noted in Chapter 1, the Teaching for All materials include four units that focus on inclusive education. Its implementation is specific to preparing student teachers and teacher educators within the classroom and for an inclusive environment (Sayed, Salmon & Balie, 2020). In adopting such an approach, teacher educators at UFH embedded selected topics from the materials within the BEd and BEd Honours modules. This chapter therefore draws on the findings of this research. First, we will discuss the historical background of our institution. Thereafter, we provide our chapter aims, research questions and methodology. The chapter ends with the key themes that emerged from the survey

and interviews with student teachers and teacher educators (or lecturers), and it also discusses the key limitations and recommendations for future research.

Historical background of the University of Fort Hare

The University of Fort Hare has a rich history, closely tied to political developments in South Africa. Although Fort Hare operated in an environment of racial segregation even before apartheid, the college contained the seeds of a more tolerant South Africa. It was as racially inclusive as it could be at the time, with black, coloured and Indian students studying as one. Since its inception, both male and female students could attend. Although mainly white, staff included black academics. Students' home languages included isiXhosa, Sotho, isiZulu, Afrikaans and others. Unfortunately, the takeover of the college in 1959–60 by the National Party government put an end to these achievements.

Fort Hare was transformed into an ethnic college for isiXhosa speakers. Outspoken staff members were expelled and a new administration, conspicuously loyal to the government and intent on imposing its worldview, was installed. The campus grew over the next three decades and student numbers increased, but government interventions reduced Fort Hare to the level of “Bush Colleges” that were instituted in many homelands. In a parody of true academic maturity, Fort Hare became in 1970, self-governing and “independent”. With the creation of Ciskei in 1980, Fort Hare became the university of a microstate, recognised only by its fellow Bantustans and by South Africa’s minority government, a marked decline from its previous status as the greatest centre of black higher education in Southern and Eastern Africa (University of Fort Hare, 2022a)

The values and traditions of Fort Hare were embattled after 1960. The apartheid state made a determined attack upon the institution resulting in immense damage. However, some continuities of its unique and proud historical traditions of non-racism, critical debate and aspiration for educational excellence were never eliminated and these are now being nurtured and (re)developed. Thus, the tradition of excellence survived, firstly among the students and also among a small but growing number of progressive academics. Many rejected the attempt to turn Fort Hare into an ethnic institution, and from various directions – political, religious and cultural – people kept alive a spirit of opposition. In the 1960s, various African National Congress and Pan Africanist Congress aligned organisations emerged but were quickly suppressed. Subsequently,

Fort Hare became a stronghold of the Black Consciousness oriented South African Student Organisation. Later still, there were periodical protests by students, brutally suppressed, against the Ciskei homeland regime (Ibid.).

Despite this, the tradition survived through the affection and loyalty of people towards Fort Hare, and when the opportunity arose after 1990 when the apartheid-era administration was expelled, many opted to work at the university. Further, the university survived the creation of a new Pan-Africanism and internationalism, with students from Zimbabwe to Eritrea, and staff from all over Africa and the world flocking to its doors. Many came because they knew of Fort Hare’s historical reputation and yearned to contribute to its newfound opportunities towards renaissance. In addition, tradition survived, notably in the university’s determination under dynamic new leadership since 1999, to pull back from the brink of institutional collapse, to refute any misconceived national attempt at higher education rationalisation that would cause it to fade or disallow its distinctive voice (Ibid.).

To contemporary Fort Harians, it is important to acknowledge, record and question its history, and to extract the most liberating, enriching and valuable elements from its history as building blocks towards a radically modernised institution. Thus, the university is redefining its role as the producer and disseminator of new knowledge, particularly focusing on its central place in the reshaping of post-apartheid South Africa; and repositioning itself as the empowerment agent in

the political, economic, cultural and social revolution that is unfolding in the subcontinent and beyond. Its curriculum and research agenda is tuned to resonate with the contextual social renaissance, both by stimulating it and by responding to it. At the same time, it is utterly conscious of the need to engage and partner with the surrounding communities and region in a serving capacity and to extend into society at large through interesting new interconnections (Ibid.).

Following a decision by the Ministry of Education, the university has, since January 2004, been incorporating and integrating a new campus in the city of East London, formerly of Rhodes University, into UFH. This significant development in a new larger operating environment presents both significant challenges and strategic opportunities for the calculated expansion of UFH into new markets, enabling it to play a stimulating and catalytic role in the development of the Buffalo City region. Hence, UFH is strategically planning to develop programmes for a much wider student market and is re-profiling Fort Hare across the three campuses in Alice, Bhisho and East London. As the backbone to a new academic system, five new faculties were established in 2005–2006 (Ibid.).

University of Fort Hare's Faculty of Education

The Faculty of Education at the University of Fort Hare is a dynamic and vibrant faculty with diverse staff and students. The faculty is located in two campuses, both offering a number of initial teacher education as well as continuing professional development

programmes. The mission of the faculty is centred around its commitments:

- (1) To learning and teaching excellence in both rural and urban contexts;
- (2) To offering courses and programmes which are flexible, relevant, innovative and future orientated;
- (3) To conducting research projects grounded in the Southern African experience;
- (4) To publishing in nationally and internationally recognised publications;
- (5) To interaction with the Eastern Cape community, both rural and urban;
- (6) To partnerships that promote educational development and excellence; and
- (7) To upholding the values of diversity and inclusivity, and promoting the University of Fort Hare through the Faculty of Education as a respected and recognised leader in education, provincially, nationally and internationally (University of Fort Hare, 2022b).

The existing programmes in the Faculty of Education provide an inclusive approach to education in the sense that all learners are entitled to education as emphasised by the Constitution of South Africa, respect for all and with particular emphasis on the recognition of diversity. As such, educators must be equipped for both the development of all learners and an understanding of possible barriers to learning (University Prospectus, University of Fort Hare, 2022a).

Currently, the Teaching for All programme and materials have been incorporated into the BEd Undergraduate and Postgraduate Certificate in Education inclusive education programmes offered by the University of Fort Hare.

The themes that have been chosen are in line with the UFH 8-credit learning module summarised in Appendix A. Further, the Teaching for All materials have been used as a learning resource to the BEd Honours programme. Appendix B summarises the content outline covered in the inclusive education programme.

Case study aim and research questions

The aim of our case study was to critically examine how the Teaching for All materials are used in our university modules based on lecturer and student teacher views.

The study sought to address the following research questions:

1. What does inclusive education mean in general?
2. How are the Teaching for All materials embedded in our university modules for all students?
3. Do the Teaching for All materials add value to teaching and learning inclusively?
4. What successes and challenges do lecturers and teacher trainees face when using the Teaching for All materials?
5. How can the knowledge gained from the materials add to a community practice?

Literature review

Inclusive education

Inclusive education begins with the assumption that *all* children have a right to be in the same educational space (Cobley, 2018; Florian, Black-Hawkins & Rouse, 2017; Hehir et al., 2016; Schuelka & Johnstone,

2012; UNESCO-IBE, 2016). In the South African context, the *Education White Paper No. 6* document (DoE, 2001:1–56) provides clear guidelines as to how the inclusive education initiative should be implemented within the system and the changes that need to take place with educators' approaches, not only within themselves but also in their classrooms. Learners with barriers to learning are accommodated within the mainstream schooling system and must face their particular barriers on a daily basis within the school environment. However, only properly trained and well-disciplined educators will ensure that learners with barriers to learning reach their full potential within this new educational system. There are numerous learners within the South African educational system requiring educators with specialised educational training and skills.

Inclusive education has been defined in myriad ways. Perhaps the most authoritative definitions come from United Nations agencies and from treaties such as the *Convention on the Rights of Persons with Disabilities* and the *Incheon Declaration*. According to the Committee on the Rights of Persons with Disabilities (UN, 2016), inclusive education means: a fundamental right to education; a principle that values students' wellbeing, dignity, autonomy, contribution to society; and a continuing process to eliminate barriers to education and promote reform in the culture, policy and practice in schools to include all students. Nonetheless, inclusive education, as with any other new project, has successes and challenges in its implementation, as discussed in the following section.

Successes and challenges in the implementation of IE

Locally developed indicators of progress are far more useful than internationally developed ones (Miles, Lene & Merumeru, 2014; Sharma et al., 2018). The successes and challenges in the implementation of inclusive education are based on the South African context and the implementation of inclusive education in South African schools. Firstly, the most successful move was the adoption of the *National Strategy on Screening, Identification, Assessment, and Support (SIAS)* (DBE, 2008) which guides inclusive education policy by defining the process of identification, assessment and enrolment of learners in special schools, but also by curbing the unnecessary placement of learners in special schools. The SIAS strategy provides guidelines on early identification and support, the determination of the nature and level of support required by learners, and the identification of the best learning sites for support. The strategy also provides guidelines on the central role of parents and teachers in implementing the strategy.

Another success was the implementation of the *Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements* (DBE, 2011) to provide practical guidance to school managers and teachers on planning and teaching to meet the needs of a diverse range of learners (Mpu & Adu, 2021). Bourke (2010) suggests the discourses that surround educators' roles in inclusive education as largely including the way educators are prepared to carry out their responsibilities at the time of their

duty. In other words, success in inclusive education in a country depends primarily on the educators' skills and knowledge of inclusive education. In this instance, the current materials embedded brought multi-media support based on human rights and the philosophy of Ubuntu. The materials were readily available as an open educational resource hosted on an online platform and allowed teachers to teach and accommodate the diversity of our learners.

On the other hand, the challenges to schools at the meso-level of Bronfenbrenner's theory on child development relate to two main factors, namely, the lack of time and the lack of resources in schools. The resources and time are school- and classroom-based issues. The major challenge faced by individual teachers is class size. Many schools, in fact, have a class size of 80 to 100 students (Mkandawire, Maphale & Tseeke, 2016). Furthermore, in the study by Mpu (2018) on educator perceptions of inclusive education for learners with physical disabilities, the findings reveal that a South African classroom has an average class size of 90 to 100 learners due to infrastructure inadequacies. Educators were vocal about the problem of teacher-learner ratio as a contributing factor in terms of individual attention and planning an individualised education plan (IEP) for each learner with a learning barrier. Inclusive education approaches (such as cooperative learning, curriculum differentiation, learning accommodations and flexible response options) were argued as necessary to reach all learners when class sizes are large.

Community of practice

Key to embedding inclusive education at universities and within structures is the establishment of community of practice (CoP). According to Wenger-Trayner and Wegner-Trayner (2015), CoPs have existed for as long as people have learnt together, and as a management technique for enhancing an organisation's competitiveness, a CoP was established as a learning philosophy that supports self-empowerment and professional development. People may at first engage in tangential behaviour, but as time passes, they increasingly adopt the identity of group membership, centrality and key group activities (Hoadley, 2012). A CoP is a collection of individuals who gather to accomplish both individual and group objectives and who have a shared interest, set of problems or concerns. This meaning-making process can be facilitated. This also occurs either by having conversations with peers and mentors or by watching how others use certain information before applying it themselves (Li et. al., 2009).

Methodology of the case study

Teaching for All is a project that seeks to normalise inclusive education in initial teacher education (ITE) and higher education institutions (HEIs) in South Africa, by implementing materials and resources for student teachers pursuing a Bachelor's Degrees in Education (BEd) and Postgraduate Certificates in Education (PGCE) so that they can obtain the necessary knowledge, skills and dispositions to teach inclusively. With this

in mind, we critically examined how the Teaching for All materials are used in our university modules based on lecturer and student teacher views.

Our case study adopted a mixed-method research approach (i.e. qualitative and quantitative). Initial plans were for the study to be conducted on a large scale, with maximum participation from both BEd and BEd Honours students and teacher trainers. This was not the case, however, as only eight students were willing to participate in the focus group interviews, and only three teacher trainers and one programme leader participated in one-on-one interviews. Additionally, a survey was distributed to obtain numerical information pertaining to our aim and specific objectives of the case study. Eight BEd undergraduate students and two BEd Honours students completed the survey.

We took an adaptive approach since adaptive learning is a teaching and learning strategy that aims to tailor courses, readings, practice activities and assessments for individual students based on their presentation skills and performance. Adaptive teaching is a method intended to help students with individual differences such as prior achievement, aptitude or learning preferences to achieve a common educational goal. To ensure that the natural diversity present in the classroom does not prevent any learner from succeeding, adaptive teaching, according to Borich (2011:41), "applies diverse instructional methodologies to distinct groups of learners". All children's abilities can be improved through the adaptive learning process without endangering any particular

child: "The adaptive learning model design is learning that is able to develop methods and approaches that are appropriate to children's needs, which can be known through the process of observation and assessment carried out both before, during, and after the learning process" (Iskandar, Hamdani & Suhartini, 2016). Based on a student's performance and engagement with the course materials, adaptive learning strategies generate a learning environment that is tailored for each. It is fundamentally a method of teaching that makes use of technology and data on student performance to adapt and respond with materials and teaching strategies that create a pathway for students to mastery of a certain learning target (Waters, 2014). It is pertinent to this study since its main objective is to examine critically how Teaching for All materials are used in university modules at the University of Fort Hare to include all students.

Finally, data collected from the interviews was transcribed verbatim and analysed based on the criteria for content analysis which, according to Battacherjee (2012), refers to the systematic analysis of a text in a qualitative manner. The survey data, on the other hand was analysed using SPSS version 28 software to obtain frequencies. Further, permission was sought from the University of Fort Hare Research Ethics Committee; the project was cleared and a certificate issued. During the data analysis stage, member checking was conducted to ensure social justice and recognition of the contribution of the participants.

Findings

Several findings emerged from the collected data based on the aim and research questions of our case study. The findings centre around, for example, a general understanding of inclusive education, student and lecturer views on the Teaching for All materials, knowledge gain and practice, challenges encountered, but also the future impact of the Teaching for All materials.

Theme 1: Lecturers and student teachers general understanding of inclusive education

Individuals who participated in the case study shared their general understanding of inclusive education. Their views were centred around equal opportunities and inclusion of all learners with consideration of their background and barriers to learn. Two of the eight participants explained inclusive education as follows: Inclusive education in terms of what I mean is that am I providing equal opportunities for all the learners in the classroom. Learners have to be given the same treatment in terms of what they do.

What I understand, was the term inclusive education, as a teacher, if I am a teacher, I have to include each and every learner in, in every activity of the classroom. I have to include whether a learner comes from a poor background, a wealthy background or whether their race is different.

This general understanding expressed concerned the concept of inclusive education itself, but also fairness, equality and diversity, as several participants suggested.

So my personal view regarding inclusive ... it is a wonderful concept because it's about a place where everyone is free to be who they want to be and actually get to learn, and the fact that we are speaking about education, the concern, the fact that education is you know, the basic right of each and every South African citizen.

I believe that inclusive education is trying to, to, to close that gap because we, in our society, South Africa, there is schools for only disabled children and there is only schools for students. Now inclusive education is trying to close that gap for every learner, whether he or she is disabled, has to be included in a school.

The values that I think the term inclusive education addresses, I think firstly, it is equality and then secondly learner's full participation and also embracing diversity.

On the basis of the above views and responses, inclusive education is viewed as teaching inclusively. But more so, it is a learning process that allows equal opportunities in class and as a group, with the teacher serving as a facilitator. *Education White Paper No. 6* (Department of Education, 2001) confirms these findings and notes that inclusive education should be implemented within the system and classroom, but that teachers play a vital role in this and in the approaches they adopt.

Theme 3: Student teacher views on the Teaching for All materials

Eight BEd undergraduate and two BEd Honours students participated in the survey and interviews. Key themes emerged that are specific to accessibility of the Teaching for All materials, content covered and views on the materials.

Accessibility of materials

In terms of access to the materials, 100% (N = 8) of the student teachers were able to access these materials electronically; 62.5% (N = 5) of the students had access to the materials in printed format; while 100% (N = 8) had access on their own digital devices; and 75.0% (N = 6) via multimedia devices. Further, the two BEd Honours students who participated in the case study confirmed that they had access to the materials electronically, through printed format, their own digital devices and multimedia, which then accounted for 100% access on all available platforms.

Content coverage

The student teachers (BEd undergraduate students) selected whether the content of the Teaching for All materials adequately covered key aspects related to inclusive education. For Unit 1, all participating students (100%) reported coverage of 'The context of exclusion in education', 'Societal values underpinning inclusive education' and 'Inclusive education in the South African context'. Seven students (87.5%) confirmed coverage of 'Academic theories and models of inclusive education', and one student from the group noted that the two

topics were not covered. For Unit 2, seven (87.5%) of the eight students indicated that the suggested topics had been covered based on learner diversity. The remaining student, though, stated that the topics were not covered. Furthermore, two topics from Unit 3 (i.e. inclusive schools) were confirmed to have been covered by the materials by the eight participating students, with only one participant claiming that one topic was not covered. For Unit 4, all eight BEd students reported that the materials cover information on 'Understanding inclusive pedagogy' and 'Using diversity as an asset: practical strategies that support learning for all'. In addition to this, all five topics selected from Unit 1 of the Teaching for All materials accounted for 100% of coverage in the BEd Honours programme. Although only three topics were selected from Unit 2 for inclusion in the BEd Honours programme, these topics also accounted for 100% coverage. From Unit 3, only three topics were included whereas only two topics were included for Unit 4, yet each topic also accounted for 100% coverage.

The BEd student teachers had to indicate how useful they found the learning activities embedded within the Teaching for All materials used within their module. An equal number (37.5%) of the -Ed students reported that they find journals activities 'very useful' and 'quite useful', with 25.0% finding them 'not useful'. In addition to this, activities such as reading (87.5%), writing (75.0%), audio-visual (62.5%), discussions (62.5%) and suggested assessment tasks (75.0%) were reported as 'very useful'.

Similarly, both BEd Honours students who participated in the survey regarded the use of journal, reading, writing, audio visual and

discussion activities as 'quite useful', while only 50% saw the suggested assessment tasks as 'very useful' compared to 'quite useful'.

Student teacher experiences of the Teaching for All materials

Eight BEd undergraduate students (100%) who completed the questionnaire 'strongly agree' that the materials provided them with knowledge and learning about inclusive education. The eight (100%) students also 'strongly agree' that the learning materials are relevant to the South African context, whereas seven (87.5%) students 'strongly agree' that the materials provided them with the knowledge of the South African, regional and global inclusive education policy context and also that the materials reflected an equity focus. Further, the responses from the two BEd Honours were mixed. Of the two respondents, one student confirmed that the materials provided knowledge of the South African, regional and global inclusive education policy context while another choose not to answer. Both respondents (100%), however, confirmed that the materials reflected an equity focus with regard to gender, sexual orientation, race, ethnicity, religion, socio-economic status and intellectual and physical abilities. Both students also confirmed that the materials supported their learning about Inclusive Education and that the materials are relevant to the South African context. This knowledge gained is further confirmed by two students who noted:

To me as much as there is available material, it was effective, because, firstly, I didn't know anything about inclusive

education even when I went to the teaching practice, there was no one to tell me what inclusive education is, but now I am more aware of what is inclusive education and now I can even to apply what I have learnt and I can apply inclusivity in the class, I can apply inclusive in, in the school as a whole.

I did not understand what inclusion meant and I just saw things happening, happening in class, so that, now I understand that.

The latter quote speaks to the student becoming aware of the reality of diversity and inclusive education being enacted in the classroom.

In terms of skills and dispositions, all eight BEd students 'strongly agree' that the materials provide necessary information to guide, inform and positively change their attitudes, values and thoughts around inclusive education. As for the two BEd Honours students, they noted that the materials: 100% provided them with sufficient guidance on how to teach inclusively; taught them about SIAS and how to use it in the classrooms; and taught them how to apply human rights principles in their teaching. They also 'strongly agree' and 'agree' that the materials: are useful and easy to use on their own; positively changed their values about inclusive teaching; were helpful in improving their attitudes towards inclusive education; and positively influenced how they think about teaching inclusive education. One student also thought that the materials provided key skills while another thought that the materials were educational.

Yes, what I think about, the other thing or the Department of Education should do, because this, this module looks like a very interesting and educational module. I think the module on its own is. I think we should like maybe take it from, because it looks so interesting and it brings more situations like. In fact, so I think that we should have it because it is a more educational.

Two participants made recommendations and suggestions specific to the relatability of the materials and their addition into the existing curriculum.

So, I agree the material, it is fine. I have zero problems with the material that would be given but I feel like you know it could be improved in such a way that it could be made more relatable to our, you know our real-life situations that our societies, like where we can be able to integrate to solve real life situations.

I was just going to say as the time changes also the curriculum needs to change as well.

Furthermore, and overall, seven (87.5%) BEd students 'strongly agreed' they have used the materials in their teaching, while all of the eight students 'strongly agreed' that overall the learning materials helped in developing their competency to teach inclusively; that the learning materials are useful for the advocacy of inclusive education; that they will use the materials in their teaching; and that the learning materials are innovative. Moreover, the design and overall materials were rated by the two BEd Honours students between 'strongly agree' and 'agree'.

Student teacher views on exclusion

Different societies have different cultures and practices. This means that exclusion occurs when teachers do not understand diversity. Three students noted the following in relation to this:

So in saying that, what is out there, exclusion issues in education in the country, we still have problems of you know, lack of resources, to problems of learners with special needs. We still have you know, you know schools where there aren't enough classrooms, where there aren't staff to teach the learners. So all of those issues in my own opinion are the ones that are causing the highest form of exclusion in the country in terms of education.

I think that each university has to introduce maybe a module that, that deals with training for special needs, so that when you go to a school ... a special needs school, you will know that, that student, that learner have a, have a special need and need an attention.

The other issue that leads to exclusion is that the teachers they don't understand the diversity, they don't understand people, there are people who are different. So the educational curriculum needs to educate a generation of teachers to understand about diversity needs.

Moreover, another participant indicated that learners with special needs require special attention, but we live in a country where teachers are not trained adequately enough and do not appear to really care about them. This leads to substantial exclusion, because they are frequently excluded in

the classroom and often end up dropping out and being excluded from the entire education system.

When I am saying special needs, special needs can, can, can be two kinds. It can be psychological and physical. We have psychological, I mean there are learners that are older, slow learners that have learning disabilities, that requires special attention and, and those in many instances are always ignored and being termed as being dumb [stupid] or just stupid and, sorry to use that word. So, and also there is physical needs. What I am referring to, learners who are immobile cannot move properly, who cannot talk properly, who cannot be able to write properly. Learners with those special kind of needs, need special attention, and we are living in a country that has teachers which are not, you know, trained enough, which do not, I want to say, do not really care about those kind of learners, and it leads to a huge exclusion....

In addition to this, too few student teachers are being produced who are qualified to work with children with special needs. One participant suggested that there is a lack sufficient teacher training to capacitate teachers on the implementation of the inclusive education in schools.

There are very few of teachers that are being produced which can attend children with special needs. So, if there can be an amendment in this, in the curriculums of the institutions, maybe they will produce more teachers who can attend, fully attend to children with special needs. I think then that way we can call the whole education as inclusive education.

Theme 3: Lecturer views on the Teaching for All materials

The university's lecturing staff were provided with material evaluation forms so that they could provide feedback on the Teaching for All material that was utilised in a variety of academic programmes. Their views were specific to the content and design of the materials, current inclusion modules in education, and institutional vision and implementation of inclusive education.

Content and design of the materials

The lecturers found the materials helpful, useful, easy, informative and interactive.

Overall, the material has been really helpful in providing a strong foundation for inclusivity in education.

The material is easy to follow and very informative. It supplements the material used in the module well, both the lecturer and the students find the material very engaging as it deals with current issues that are at the heart of the quest for inclusive education in South Africa. The material also makes the lectures more engaging and puts the student at the heart of the learning process. Lectures are definitely more engaging and interactive.

The Teaching for All learning material is tailor-made to suit the learning needs of all learners. The material provides different approaches to the inclusive education pedagogy. The way the material is designed to provide support to all students and lecturers, as the material can be used as teaching and learning resource material by both students and

staff. With the material, there is no need to do a new plan, as the package is clearly unpacked and user friendly.

One lecturer did, however, feel that more attention is needed to nuance aspects such as South Africa's socio-economic conditions.

While the material is a game-changer, there may be need to dwell more on emerging forms of inequalities in education – particularly how the onset of emergencies and future disruptions may be managed in a way that reduces rather than widens the in access to education. Additionally, more attention may need to be given to nuance aspects such as socioeconomic conditions obtaining in South Africa: in my view, the disparities in education sometimes emanate from poverty and inequalities.

Nonetheless, the majority of the lecturers felt that the content is straightforward, user-friendly and incredibly informative. The materials complement the course material well and both the lecturers and students found the material very engaging given that the material focusses on contemporary issues central to the search for inclusive education in South Africa.

Lecturers' views on current inclusion modules in education

According to one lecturer, the concept of inclusion and the majority of modules, particularly method modules, contain sections that discuss inclusive education. In addition to that, there is a unit available to undergraduate students focusing on inclusive education. Another lecturer noted that both years of their module are devoted

to discussing various aspects of inclusive education as these aspects equip teachers with knowledge about concepts such as inclusion in schools or society and social exclusion.

In terms of inclusion, most modules especially method modules, have sections that deal with inclusive education. There is also a module at undergraduate level that specifically focusses on inclusive education.

BEd (Hons) in inclusive education is a two-year module both dealing with issues in inclusive education. This is a module equipping teachers about concepts such as inclusion in schools or society and social exclusion where disabled persons are deprived of services enjoyed by the able-bodied counterparts.

One lecturer also indicated that:

There are modules such as EDB417, ITP 501 and ITP 502 modules which are the core modules focusing on inclusive education. These are the modules wherein the inclusive education principles are promoted.

Institutional vision and inclusive education

One lecturer expressed that the institutional vision “does take into consideration issues of inclusivity as it emphasises the offering of flexible, relevant, innovative and future orientated programmes”. Despite this, two lecturers indicated a significant divide caused by a “lack of knowledge and skills in mainstreaming inclusive education” and “Pre-service teachers could help close the achievement gap to some extent if they received consistent training and the

appropriate tools.” This lecturer also noted that developing guidelines in line with the White Paper 6 is the key to teacher training, whereas lack of knowledge and skill may hinder the process. The lecturer further suggested the “hiring of academics with expertise in IE and developing IE into a niche area” would help teacher education programmes better address IE and issues of inclusion and exclusion.

In addition to this, the lecturers suggested raising awareness to contribute to developing inclusion and the quality of IE within the teacher education programme overall, as well as working in partnership with various other organisations and collaborating on various activities. All three lecturers supported the community engagement activities to further “raise awareness on issues of inclusive education” and “work in collaboration with other institutions”.

Theme 4: Knowledge gain and practice

Knowledge gain and practice are key to the implementation of inclusive education. One student teacher participant in the focus group interview attested that the programme and Teaching for All materials provided the opportunity to put inclusive education practices into practice based on the teaching philosophy. He further confirmed that the programme has upskilled him.

The programme has given us teaching strategies and teaching approaches, together with resources that we accommodate all learners and make the classroom inclusive.

As a teacher, you are not just a teacher, only but you are a teacher and a role, role model to learners outside the school. So the programme has given us ways you can make education inclusive also.

I have learnt that all children, they should engage with the curriculum and also achieve their potential.

Another participant said the following:

Everything that you do, whether it is actual activities you render outside the school, and any programme you teach should be inclusive and considerate of any situation and every learner inside the classroom. Learners with special needs and learners from different cultural backgrounds need to engage in activities that promote unity and solidarity, learners will work together and find ways to accept one another.

Theme 5: Future and impact of the Teaching for All materials

Theme 5 draws on the future and impact of the Teaching for All materials. One participant attested to having gained some confidence in the skills acquired through the introduction of the Teaching for All materials in the programme, yet she also noted that this was not enough.

I want to add, to be honest here I was not confident enough ... when the programme is introduced now, will say I am confident enough to, to put the skills that I have learnt in this programme to, to be able to attend those learners ... in different classes and know that if a learner is different, Now I am confident enough to learn more so that I cannot only just only degree.

Similarly, another participant noted:

... I wouldn't say I am hundred percent confident ... I will be a teacher who is willing to learn and who will be like willing to learn those skills on how to deal with different learners and different and learners with different abilities.

One the other hand, two participants confirmed that as a result of the Teaching for All programme and material, their views on students with special needs have changed.

I think I would personally also it has changed even how I take in knowledge, because there are schools that are, then there are schools like for disabled, for special need students. So my change, it has changed how I view those special needs learners. They should also be able to access education equally because if ever there are sports academic included, for example, they are also integration.

My skills in teaching will be amplified helping to give approach, and then give them knowledge of what to do. And then myself as a teacher, I should be the one setting an example on how to as learners in class and also learners outside the classroom context.

In addition to this, two participants indicated the following on the materials:

Okay, help us to, I don't know, how other colleagues feel, but I would like to be able to create my own personal values and the whole attitude towards learners rather than difference in terms of gender or race in the class and the module has helped me to actually amend my own teaching philosophy. I can be able to accommodate cultural change.

I was just going to say, as a teacher to rearrange the seating in class and let those learners who are fast in learning and mix them with the others and also when you are teaching a certain you can use different styles of teaching. Provide some posters those learners who have a problem it will help those learners who differentiate the different colours different pictures and they be able to, to make a presentation even when asked and the other thing ...

Theme 6: Community engagement

In fulfilment of one of the project deliverables – to raise awareness and stimulate an ongoing conversation on issues of inclusion and exclusion in learning institutions – the University of Fort Hare has hosted three seminars since inception. The table below presents the date, seminar theme and brief speaker portfolio in the inclusive education sphere.

TABLE 7.1: OVERVIEW OF INCLUSIVE EDUCATION SEMINARS AT UFH

DATE	THEME	SPEAKER
17 July 2019 A	‘Social exclusion and negative stereotypes as a limiting factor to teaching and learning’	Social Sciences student living with disability at the University of Fort Hare
22 July 2020 B	‘Covid-19 revealed Inequalities and other forms of exclusions within the education sector’	Programme manager in the Eastern Cape Disability Economic Empowerment Trust and living with disability
19 August 2021 C	‘Social class and digital access to education in the wake of the pandemic: responding to the status quo’	Inspector of schools in Special Education Needs (SEN) under the Ministry of Education and Training (MoET), Swaziland

In all our community engagement activities, we focussed on promoting inclusive education as a steering mechanism to ensure that *all* children have the ability to learn and have the right to quality education to enable them to reach their full potential. Inclusive education is a children’s right as enshrined in the country’s constitution. Further, on numerous occasions, we would all concur that inclusion is one of the most delicate ongoing issues as not all children

have access to an education that allows them to reach their full potential. In an ideal inclusive classroom, all children have access to a quality education in an inclusive environment. With shared personal stories from students, parents, teachers, lecturers and education officials, it is evident that there is much work to be done to ensure that quality education is provided for *all* in an inclusive environment.

Discussion of findings

The data presented above reveals the following themes based on views of the student teachers and lecturers.

Incorporation of the Teaching for All material in existing programmes

The Teaching for All materials have been included in an already established eight-credit programme for the BEd undergraduate studies and are being used as resource material for the BEd Honours programme. Certain topics – including five topics from Unit 1, three from Unit 2, three from Unit 3, and two from Unit 4 – were removed from the curriculum to prevent students from receiving an excessive number of credits. On the other hand, a learning guide, videos, and PowerPoint were made accessible to all BEd final-year students and BEd Honours students, and they were expected to make use of these resources to enrich their academic experience. The formative assessment consisted of activities based on case studies that were completed at the end of each section of the assignment. These activities were useful for lecturers as well and the faculty is leading in the inclusive education awareness programmes, where each year we have included in the faculty calendar an inclusive education seminar attended by the university community. This has initiated a great improvement in infrastructural compliance to accommodate students living with disabilities.

Benefits of the materials to lecturers and student teachers

Both students and lecturers share the same view about use and benefit of the materials, claiming that the Teaching for All materials assist in promoting inclusive education inside the lecturer hall and outside the teaching venues. It has been embedded in the Method module wherein students are expected to implement inclusive education principles in micro-teaching and teaching practice.

The Teaching for All material used by teacher educators enhanced their understanding and implementation of inclusive education

In general, a curriculum that accommodates a variety of learners is part of what makes a classroom inclusive. A “hands-on” method is preferred by some students as a means of gaining a better understanding of the material being taught. Students are given the opportunity to demonstrate their knowledge, create new levels of comprehension, and explore deeper concepts through the use of materials to support this process. Within each of their modules, teacher educators explain how the student teachers can profit from reading this information. The content is utilised as a resource for students pursuing a BEd Honours, because it is structured to deliver high-level perspectives on the subjects covered; even referenced sources are ideally suited to furnish responses to inquiries.

While BEd Honours (Inclusive Education) already had prescribed books and learning material in place prior to the adoption of

the Teaching for All material, as a result, they were required to choose some topics from the Teaching for All material that were not covered in the pre-existing material. Lessons are organised such that they are congruent with the content that is included in the various materials packages. These sets of students are also already working in the field; therefore, they are using the information to better understand how to prepare lessons for children who have difficulties studying in their classes. Moreover, the utilisation of this content in other university courses raised awareness of the fact that students learn in a variety of ways and, as a result, require individualised instructional approaches.

The process of screening, identifying, assessing and providing support includes determining how to differentiate the curriculum to best assist students who require further assistance. The teaching and learning material is utilised in a variety of ways by teacher educators because it is adaptable to a wide variety of classroom settings. In order to take an inclusive, all-around approach to teaching, some professors use it as a planning tool for their lessons. This is a particularly significant concept at higher education institutions where future educators are prepared to enter the workforce, where they will come into contact with a diverse range of students in need of instruction. When it comes time to put theory into practice, the guide will aid in applying the content of Teaching for All in real-world classroom scenarios.

General understanding of inclusive education

Some of the student teachers and lecturers defined inclusive education as a facilitative learning process that provides equal opportunities in the classroom.

Student teacher and lecturer views on the Teaching for All material

Students feel that case studies and examples used in the learning guides and materials could be made more applicable to their real-world situations, relevant to their societies, and easy to use and integrate in solving real-world problems, rather than serving as theoretical approaches. Lectures, though, felt that the materials were helpful, useful, easy, informative (based on current issues and approaches on inclusive education in South Africa) and interactive. One lecturer referred to the materials as a “game-changer”. The lecturers also noted and appreciated that the materials complement their current programme and modules.

Knowledge gain and practice

Focus group participants mentioned that the programme has provided them with teaching strategies, approaches, and materials that can be used to accommodate all students and create an inclusive classroom.

Future and impact

The materials have impacted on both student teacher and lecturer confidence in the programme and teaching in the

classroom. Students have also indicated the benefit of the theoretical knowledge and skills gained, which have shifted their views and altered their attitudes on the value of the materials and inclusive education.

Conclusion

There are policies on inclusive education, as participants all agree; however, the practice in educational institutions does not always support those policies. People with disabilities continue to be denied access to an education of sufficient calibre due in part to the infrastructural settings, attitudes and stereotypes that exist in our society, despite the legal provisions that guarantee equal educational opportunities for all humans.

Barriers to learning are still lodged within the system, leaving learners open to the possibility of exclusion. Poverty; ideology; physical inaccessibility to the learning space; an inflexible curriculum; and inappropriate language, transportation and communication channels, are examples of these barriers. Teachers and future teachers need to acknowledge that they have the power and responsibility to act as agents of change in education. This is necessary if the practical application of inclusion is to be successful and provide meaningful learning experiences for students with learning disabilities. Nevertheless, inclusive practices require significant shifts not only in attitudes but also in educational approaches, and ushering in these shifts can be difficult. Therefore, it is essential that the factors related to teachers' attitudes and teaching practice, which are essential considerations for successful organisational change, be considered.

Prior recommendations have, however, highlighted some limitations to the study, ranging from participants' dropping out during the process and student reluctance to avail themselves during interview sessions. These are challenges caused by virtual interactions where interviews are conducted via online platforms. Another limitation is that of drawing conclusions based on only a few interviewed individuals, which does not fully yield the desired results. To draw a conclusion based on a limited sample is not a good idea; this might be problematic in terms of generalising the findings as there could be participant groups with wider knowledge and better services to offer if more views were shared. But as generalising is not the purpose of the study, future research is advised based on the reasons below.

The researchers suggest that further research be conducted as follows:

- Employing recruitment strategies that engage a greater number of participants
- Surveying all stakeholders designated as part of Bronfenbrenner's' bio-ecological system to balance the information collected through this research programme
- Creating ongoing case studies on lecturers and students for a longer period (i.e. observe lecturer and student use of Teaching for All material over a prolonged period of no less than five years; follow-up on initial interviews at certain times to monitor progress and mitigate gaps) and
- Examining continuity in the use of Teaching for All teaching material as a practice by lecturers across programmes and across the curriculum

This study further recommends that the Department of Basic Education provide continuous professional teacher development (CPTD) to capacitate teachers in the mainstreaming of inclusive education. More awareness activities to advocate for the importance of the mainstreaming of inclusive education in South African

schools are needed. Further research is recommended on the implementation of White paper 6, alignment of content covered by inclusive education programmes (modules) offered by teacher training institutions and continued development of learning materials wholly relevant to the South African context.

References

- Battacherjee, A. 2012. Social science research: principles, methods, and practices (2nd ed.) *Textbooks Collection 3*. Available at: http://scholarcommons.usf.edu/oa_textbooks/3
- Borich, M. 2011. Goal-directed visuomotor skill learning: off-line enhancement and the importance of the primary motor cortex. *Restorative Neurology and Neuroscience*, 29(2):105–113.
- Bourke, P.E. 2010. Inclusive education reform in Queensland: implications for policy and practice. *International Journal of Inclusive Education*, 14(2):183–193.
- Cobley, D. 2018. *Disability and international development: a guide for students and practitioners*. Routledge.
- Department of Education. 2001. *Education White Paper 6. Special Needs Education: building an inclusive education and training system*. Pretoria: Government Printer.
- Department of Basic Education (DBE). 2011. *Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements*. Pretoria: Government Printer.
- Department of Basic Education (DBE). 2014. *National strategy on Screening, Identification, Assessment and Support*. Pretoria: Government Printer.
- Florian, L., Black-Hawkins, K. & Rouse, M. 2016. Achievement and inclusion in schools. Routledge.
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. & Burke, S. 2016. *A summary of the evidence on inclusive education*. Boston, MA: Abt Associates.
- Hoadley, C. 2012. What is a community of practice and how can we support it? In: S. Land & D. Jonassen (eds), *Theoretical foundations of learning environments* (2nd ed). Routledge.
- Hoadley, U. 2012. What do we know about teaching and learning in South African primary schools? *Education as Change*, 16(2):187–202.
- Iskandar, D., Hamdani, A. & Suhartini, T. 2016. Implementation of Model Savi (Somatic, Auditory, Visualization, Intellectual) to increase critical thinking ability in Class IV of Social Science learning on social issues in the local environment. *Journal of Education, Teaching and Learning*, 1(1):45–50.
- Li, L.C., Grimshaw, J.M., Nielsen, C., Judd, M., Coyte, P.C. & Graham, I.D. 2009. Evolution of Wenger's concept of community of practice. *Implementation Science*, 4(1):1–8.
- Miles, S., Lene, D. & Merumeru, L. 2014. Making sense of inclusive education in the Pacific region: networking as a way forward. *Childhood*, 21(3):339–353.
- Mkandawire, M.T., Maphale, S.P. & Tseeke, M.R. 2016. A comparative assessment of special education situations between Lesotho and Malawi. *International Journal of Education and Research*, 4(5):171–184.

Mpu, Y. & Adu, E.O. 2021. The challenges of inclusive education and its implementation in schools: the South African perspective. *Perspectives in Education*, 39(2):225–238.

Schuelka, M. & Johnstone, C.J. 2012. Global trends in meeting the educational rights of children with disabilities: from international institutions to local responses. *Reconsidering Development*, 2(2).

Sharma, M., Achuth, P.V., Deb, D., Puthankattil, S.D. & Acharya, U.R. 2018. An automated diagnosis of depression using three-channel bandwidth-duration localized wavelet filter bank with EEG signals. *Cognitive Systems Research*, 52:508–520.

United Nations (UN). 2016. Convention on the rights of persons with disabilities. United Nations.

UNESCO-IBE. 2016. *Training tools for curriculum development: reaching out to all learners: a resource pack for supporting inclusive education*. UNESCO Bureau of Education.

University of Fort Hare. 2022a. History – University of Fort Hare. Available at: <https://www.ufh.ac.za/About/Pages/History.aspx> University of Fort Hare. 2022b. Faculties – University of Fort Hare. Available at: <https://www.ufh.ac.za/faculties/edu/>

Uwe, F. 2013. *The handbook of qualitative data analysis*. Washington DC: Sage.

Van Assche, K., Beunen, R., Duineveld, M. & Gruezmacher, M. 2021. Adaptive methodology: topic, theory, method and data in ongoing conversation. *International Journal of Social Research Methodology*. DOI: 10.1080/13645579.2021.1964858

Waters, S. 2014. Assessing the student, faculty, and community partner in academic service-learning: a categorization of surveys posted online at Campus Compact member institutions. *Journal of Higher Education Outreach and Engagement*, 18(1):89–122.

Wenger-Trayner, E. Fenton-O’Creevy, M., Hutchinson, S., Kubiak, C. & Wenger-Trayner, B. 2014. *Learning in landscapes of practice: boundaries, identity, and knowledgeability in practice-based learning*:13–30. Routledge.

Appendix A

Teaching for All topics included in the BEd programme/modules

UNIT	TOPICS EXTRACTED FROM THE TEACHING FOR ALL MATERIALS
Unit 1	The context of exclusion in education; Inclusive education policies, laws and agreements: South African & beyond; Societal values underpinning inclusive education; Academic theories and models of inclusive education; Inclusive education in the South African context; What is inclusive teaching? A summary of inclusive teacher characteristics
Unit 2	Learner diversity; Language and inclusive education; Understanding how certain differences impact learning and strategies to support participation in the classroom
Unit 3	The goals of Inclusive Teaching; Teachers as change agents; Human rights-based approach; The SIAS process; Collaboration: Institutional-level support team and District-based support team
Unit 4	Multi-level teaching and assessment; Using ICT; Applying inclusive teaching and learning strategies.

Appendix B

Topics included in the BEd Honours programme/modules

MODULE TITLE: YEAR 1 – INCLUSIVE EDUCATION: A THEORETICAL AND PHILOSOPHICAL FOUNDING	
Credits	24 Credits
Section 1:	Inclusive education
	<ul style="list-style-type: none"> (i) Define inclusive education from different perspectives: normalisation, mainstreaming, inclusive education, education for all (ii) Social constructivism (e.g. Vygotsky) (iii) The exosystemic perspective/bio-ecological framework (e.g. Bronfenbrenner) (iv) Cultural-historical activity theory (CHAT) (Engenstrom, Vygotsky, Cole)
Section 2:	Global and national movements towards inclusive education
	<ul style="list-style-type: none"> (i) Global movements <ul style="list-style-type: none"> – Jomtien conference 1990 – Salamanca 1994 – UNESCO – Education for all (ii) National movements <ul style="list-style-type: none"> – Education racialised and segregated before 1994 (including learners with disabilities) – Constitution – human rights and social justice – School’s Act – NCESS and NCESNET – White Paper 6 and all the follow-up policies – DBST, full-service schools, special schools as resource centres, SIAS – Foundation principles of curriculum policy (such as CAPS)
Section 3:	Dealing with diverse learning needs as a result of issues
	<ul style="list-style-type: none"> (i) Language, race, gender, social class, religion, ability, illness (ii) Issues of labelling, stereotyping, categorisation
Section 4:	Dealing with barriers to learning and development (intrinsic and extrinsic)
	<ul style="list-style-type: none"> (i) Medical model vs socio-ecological model (ii) Remediation vs learning support (iii) Identification of barriers to learning (intrinsic and extrinsic) (iv) Assessment of learners who experience barriers to learning (curriculum based and diagnostic) (v) Learning support process, procedures, and strategies (vi) Curriculum and assessment modification/adaptation strategies (vii) Collaboration between role-players within a bio-ecological framework

MODULE TITLE: YEAR 2 - ISSUES IN INCLUSIVE EDUCATION	
Credits	24 Credits
Section 1:	Dealing with diverse learning needs as a result of issues
	(i) Language, race, gender, social class, religion, ability, illness (ii) Issues of labelling, stereotyping, categorisation
Section 2:	Dealing with barriers to learning and development (intrinsic and extrinsic)
	(i) Medical model vs socio-ecological model (ii) Remediation vs learning support (iii) Identification of barriers to learning (intrinsic and extrinsic) (iv) Assessment of learners who experience barriers to learning (curriculum based and diagnostic) (v) Learning support process, procedures, and strategies (vi) Curriculum and assessment modification/adaptation strategies (vii) Collaboration between role players within a bio-ecological framework

Chapter 8

Pre-service teachers' implementation of curriculum differentiation outlined in the Teaching for All materials during teaching practice at an open distance eLearning institution of South Africa

Hlabathi Maapola-Thobejane, Lesedi Mafoyanane and Molebogeng Masango

Introduction

Inclusive education is a philosophy that fosters equity, participation, humaneness, and empathy; it also develops a sense of respect and care for individual differences (Foreman & Arthur-Kelly, 2017). Likewise, its successful implementation depends on ensuring access, participation, achievement and a sense of belonging for all learners by removing potential barriers to access, participation and achievement (Jarvis, 2013). Inclusive education is therefore about all learners within the school community participating equally without any form of discrimination. As a result, curriculum differentiation as an important component of inclusive education is an approach that adapts learning to ensure that all learners get the support they need to succeed at school. The Teaching for All materials that have been developed to assist pre-service teachers in institutions of higher learning to master this aspect provide step-by-step guidelines of implementing curriculum

differentiation. This chapter reports on a qualitative study that explores how pre-service teachers implement curriculum differentiation during teaching practice after being taught using the Teaching for All materials.

Education policies globally have focussed on curriculum differentiation to promote participation in classrooms. These essentially mandate schools to adjust to the developmental needs and level of every individual learner admitted (Carrington, Berthelsen, Nickerson, Nicholson, Walker & Meldrum, 2016; Tomlinson, 2001; Tomlinson & Imbeau, 2010). As a result, teachers become key role players in the effective implementation of curriculum differentiation. Their understanding of inclusive pedagogies such as curriculum differentiation impact how schools can be able to accommodate diverse learners. Although the importance of curriculum differentiation is universally recognised, its implementation poses difficulty for many pre-service teachers.

Literature suggests that the cause of this problem is initial teacher education which seems to be incapable of preparing pre-service teachers adequately for curriculum differentiation (Finkelstein, Sharma & Furlonger, 2021; Hopkins, Round & Barley, 2018). As a result, the inability of initial teacher education to equip pre-service teachers with appropriate skills affects the implementation of curriculum differentiation during teaching practice (practicum) periods.

Pre-service teachers' understanding of inclusive pedagogies such as curriculum differentiation impact how schools can become inclusive communities (Kraska & Boyle, 2014). Hence, it becomes crucial for pre-service teachers to develop their knowledge and skills to implement curriculum differentiation when they are still undergoing initial teacher education. As such, it is essential for teacher educators to explore how pre-service teachers implement inclusive approaches. This can be achieved when pre-service teachers are immersed in their actual practice at schools during teaching practice.

Teaching practice is a core component of initial teacher education (RSA, 2011). During teaching practice, pre-service teachers deal with diverse learners in their classrooms. The diversity is in terms of their family, linguistic, socio-cultural and economic backgrounds. Furthermore, they differ in terms of their cognitive, social and emotional skills (Foreman & Arthur-Kelly, 2017; Jarvis, 2013; Tomlinson, 2017). Hence, differentiation becomes crucial in taking all these differences into account and providing quality education for all learners. However, research shows that pre-service

teachers face challenges of implementing teaching practices that they are taught during their studies during teaching practice (Hopkins, Round & Barley, 2018; Finkelstein, Sharma & Furlonger, 2021). These challenges include the inability to try innovative teaching strategies they learn in different modules. As a result, they abandon their ideals and expectations of curriculum differentiation that they have learnt in their initial teacher education programmes.

However, there have been limited studies that focussed on pre-service understanding and implementation of this concept. It therefore becomes paramount to explore what pre-service teachers do in classrooms during teaching practice when they implement curriculum differentiation. This initiative will assist in identifying other ways to support them in enhancing their curriculum differentiation practices to enhance the learning outcomes of all learners in schools.

Literature review

Tomlinson describes curriculum differentiation as the modification of content, process, product and learning environment based on student readiness, interest and learning profile (Tomlinson, 2001). The limited research available around pre-service teachers' understanding of curriculum differentiation seems to have focussed on the external factors that influence their perception of curriculum differentiation, such as school climate and leadership (Roy, Guay & Valois, 2013), philosophy and culture of school (Weber, Johnson & Tripp, 2013) and professional support (Dixon, Yssel, McConnell & Hardin, 2014).

Other studies conducted focussed on the attitudes and values of pre-service teachers towards diversity and inclusion (Kraska & Boyle, 2014; Mergler, Carrington, Kimber & Bland, 2016) which underpin the principles of curriculum differentiation. However, there are a few studies that have focussed on pre-service teachers' actual implementation of curriculum differentiation during teaching practice (Doubet & Hockett, 2015; Stavrou & Koutselini, 2016; Wan, 2017). The current study, which explores how pre-service teachers implement curriculum differentiation as outlined in the Teaching for All material during teaching practice, addresses this research gap.

The context of the university

The University of South Africa (UNISA) is the largest university in South Africa. It is an open distance and eLearning university (ODEL). In total, in 2017, it had a headcount of 344,015 student enrolments (UNISA, 2022). This translated to 33% of all student headcount enrolments in the public university system. The College of Education (CEDU) is the largest College at UNISA, and it is the only university in South Africa that has a stand-alone Department of Inclusive Education. The college of education has ten departments with 238 academics as shown in Figure 8.1 below.

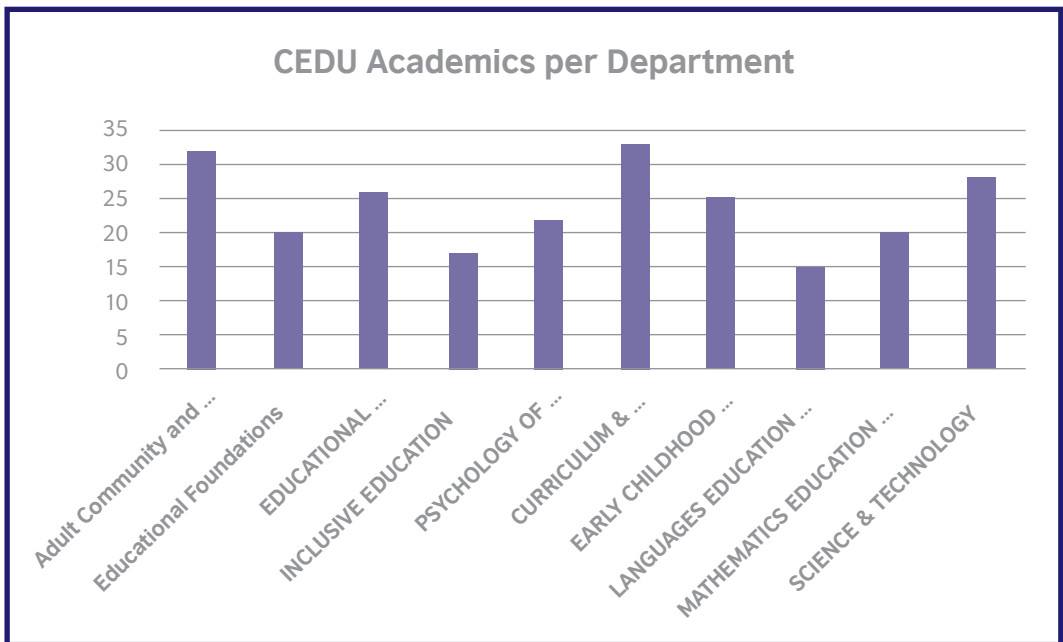


Figure 8.1: Total number of CEDU academics per Department

Student demographics

In 2022 a total of 94,856 students registered for programmes in the CEDU. The population group profile of CEDU students resembles that of South Africa with 78% African, 11% white, 5% coloured, and 4.5% Indian. In this regard, UNISA is one of the few institutions with a more-or-less demographically representative cohort, at least in the CEDU. In 2022, female students make up a large majority of the CEDU students – 80%, and this is way beyond the female population share of 54% in the general population. Arguably, the most telling statistic about the current student population is the age profile, where close to two-thirds (64%) are under the age of 29, with the majority of these under 25; only 12% 40 years and older.

Teaching practice at the university

UNISA and CEDU admit students from all over South Africa and across the globe. The students admitted at the university thus vary in terms of culture, background, age, religion, race, ability/disability, nationality, socio-economic status, etc. Like contact universities in the country, teaching practice is a key component of the initial teacher education programme at CEDU. The sheer number and diversity of students means that Teaching Practice is a significant part of the ITE programmes. As such, many resources are allocated to it. The teaching practice (TP) modules are housed in two departments: Early Childhood Education (ECE) and Curriculum and Instructional Studies (CIS). The total number of teaching practice modules in 2022 is outlined below:

TABLE 8.1: NUMBER OF TEACHING PRACTICE MODULES IN 2022

EARLY CHILDHOOD DEVELOPMENT (ECD)	CURRICULUM AND INSTRUCTIONAL STUDIES (CIS)
– 4 BEd – 1 PGCE (phasing out) – 1 Diploma ECD 6 modules	– 4 BEd (IP) – 4 BEd (FET) – 1 PGCE (IP) – phasing out – 2 PGCE SP & FET 11 modules TOTAL: 17 MODULES

All students that register for the TP module have compulsory modules in inclusive education in their first year. However, those who fail and repeat the modules carry over the modules to their second, third and fourth years of study. Unisa Statistics show that a number of pre-service teachers from different provinces of the country registered in different TP modules. 2,927 in

Eastern Cape, 1,587 in Free State, 23,295 in Gauteng, 25,413 in KwaZulu-Natal, 9,880 in Limpopo, 7,135 in Mpumalanga, 5,098 in North West, 618 in Northern Cape, 4,539 in Western Cape, which gives a total of 80,492 students registered for TP modules in 2022 at the university. Below (Figure 8.2) is a breakdown of student registered for TP modules in 2022 at the University.

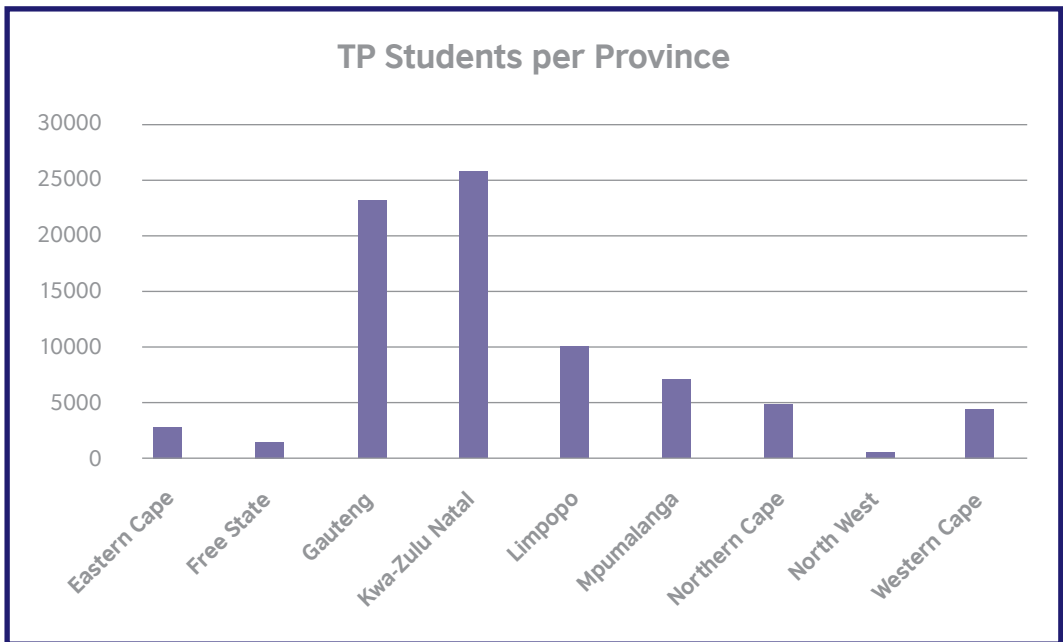


Figure 8.2: Total number of TP students per province: 29 August 2022

UNISA also admits international students from more than 34 countries. In 2022, a total of 769 international students registered for TP modules have done curriculum differentiation.

Tables 8.2 and 8.3 below show statistics and status of TP students who registered for the TP module in 2020 and 2021 consecutively. Their success rate (Figure 8.3) raises an assumption that the students will be able to implement curriculum differentiation outlined in the Teaching for All material.

TABLE 8.2: STATUS OF TP STUDENTS THAT REGISTERED FOR THE TP MODULE IN 2020

TP MODULE IN 2020	STUDENTS EXAM ADMITTED	STUDENTS PASSED	STUDENTS FAILED	STUDENTS ABSENT	AEGROTATS
TPF2601	5418	3698	725	995	682
TPF2602	4371	3073	598	700	496
TPF3703	3301	2402	404	495	341
TPF3704	2631	2049	283	299	234
TPN2601	7742	6347	123	1272	51
TPN2602	8586	7818	21	747	20
TPN3703	6033	5531	72	429	13
TPN3704	5085	4676	39	369	15
TPS2601	7403	5759	196	1448	105
TPS2602	4407	4022	41	344	7
TPS3703	1957	1808	23	126	7
TPS3704	1834	1692	21	121	6
TPS3705	88	82	1	5	0
TPS3706	82	78	1	3	1
PTEAC1X	4323	3377	103	843	0
PTEAC2Y	4341	3369	96	876	0

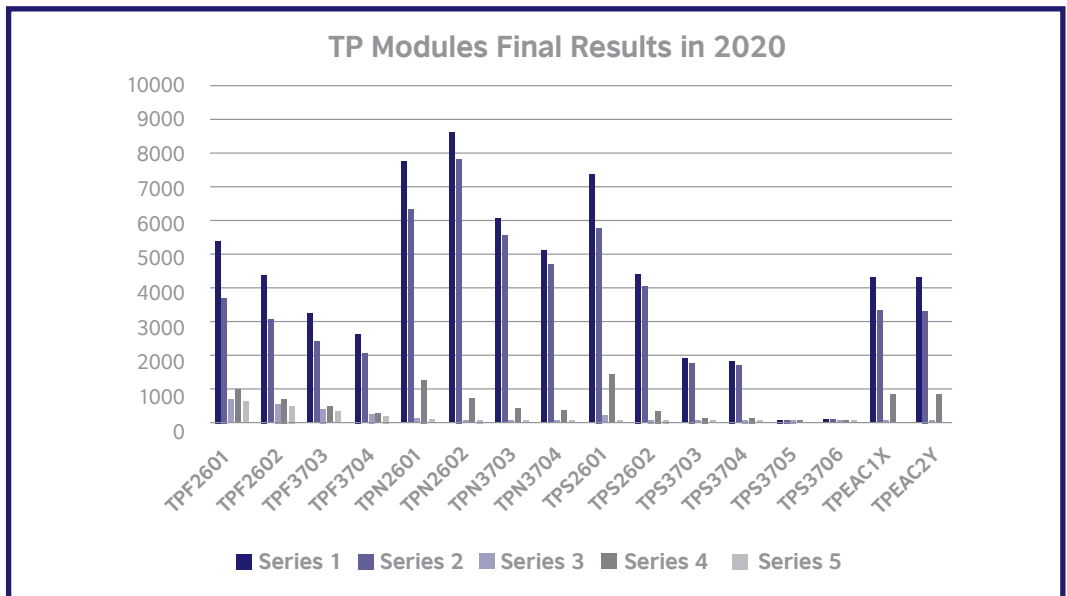


Figure 8.3: TP modules final results in 2020

TABLE 8.3: STATUS OF TP STUDENTS THAT REGISTERED FOR THE TP MODULE IN 2021

TP MODULE IN 2020	STUDENTS EXAM ADMITTED	STUDENTS PASSED	STUDENTS FAILED	STUDENTS ABSENT	AEGROTATS
TPF2601	4683	3261	736	682	0
TPF2602	4540	2831	1145	530	0
TPF3703	3368	2404	536	421	3
TPF3704	3288	2419	465	389	1
TPN2601	7584	6091	314	1177	5
TPN2602	6892	6234	185	466	4
TPN3703	7788	7324	81	383	0
TPN3704	6832	6383	65	384	0
TPS2601	7362	5763	425	1173	0
TPS2602	5510	4912	131	462	8
TPS3703	4423	4047	96	280	0
TPS3704	3116	2881	56	179	0
TPS3705	544	507	16	21	0
TPS3706	538	465	53	20	0
PTEAC1X	1468	932	68	467	0
PTEAC2Y	1495	975	63	457	0

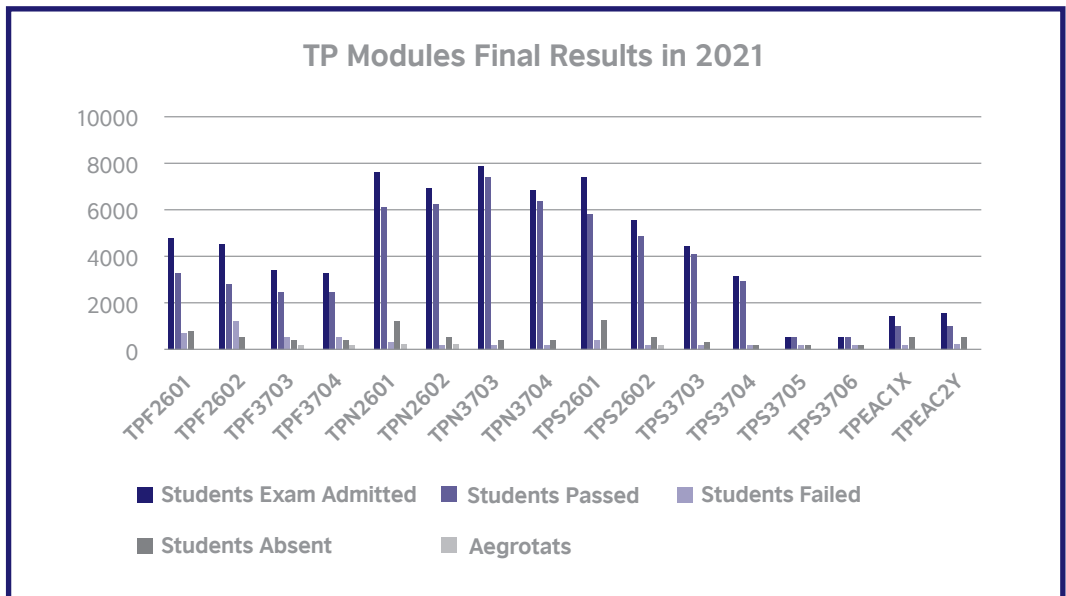


Figure 8.4: TP modules final results in 2021

Teaching practice office

The teaching practice office responsible for ensuring that all students in BEd and PGCE programmes undertake the Teaching Practice component of the programmes as per policy requirements. The office ensures that students find placements at schools and are allocated supervisors. The office comprises administrators who facilitate the placements and supervisor allocation. There are also three academics who are responsible for part of the academic component of teaching. Their main role in the office is to hold workshops for lecturers, supervisors and mentors. They also provide TP students with the academic materials and resources that help them during teaching practice.

However, responsibility for the academic programme of the teaching practice lies with the two departments (ECE & CIS) that house the TP modules. They have the responsibility of determining the TP content, and setting formative and summative assessments. The TP office works collaboratively with the two departments in enhancing the professional competencies of the student teachers.

Teaching practice supervisors

Supervisors have the role of guiding, advising and supporting students. Supervisors can be internal (academics) or external (independently contracted). Academics volunteer to supervise students; student supervision does not form part of their key performance indicators. External supervisors are recruited by the teaching practice office-based staff. The minimum requirements set by the office to qualify as an external supervisor are: BEd Honours,

computer literacy, 10 years teaching experience, driver's licence, and be a resigned or retired teacher. A few subject advisors have been appointed as external supervisors in some provinces.

All supervisors are trained by the TP academics through workshops before they commence with supervision. The UNISA Handbook for supervisors and mentors (2012) is used for workshops and given to supervisors as a resource. The handbook includes TP guidelines, procedures and processes for a co-ordinated TP effort. It also orientates supervisors and mentors to think about their own professional identities, with the implication that they will infuse their support to student teachers with the development of their own professionalism. Supervisors are paid through the Dean's discretionary fund. Remuneration is based on the number of supervision visits (should be one per student per module) which is R600 per student visited, and are reimbursed for travel costs at a cost for R3.33 per kilometre.

Reflective workshops are also conducted twice a year by the TP office. Supervisors visit schools and support the mentors, work formatively with the students, support students to complete TP portfolio tasks, complete assessment forms during lesson observation visits, and submit these to the TP office.

At school, pre-service teachers are allocated mentors. Principals or Heads of Department at schools select the mentors. Mentors support and develop students by observing lessons, allowing students to observe them as they teach, providing input and advice, supporting students in

classroom management, learner discipline, school culture, extra-curricular activities, lesson planning, teaching strategies and assessment. Mentors also assess students' performance and their mark contributes to the students' final assessment for TP. This mentorship role constitutes the pivotal engagement for enhancing professional competences in classroom and school-based practice of the UNISA student.

The Teaching for All content taught

Pre-service teachers were exposed to the Teaching for All materials from 2021. They are mainly first-year students who do the compulsory module Inclusive Education (INC3701) and those who do Inclusive Education in the Foundation Phase (IFP3701). For INC3701, the entire Teaching for All module was shared with students and the content was assessed via assignments and examination. For IFP3701, only certain aspects of the Teaching for All material were embedded in the module study guide. Table 8.4 below shows registered students for the two modules for two consecutive years.

Students studying INC3701 were exposed to the entire Teaching for All material in 2021 and 2022. As a result, they were chosen to participate in this study. However, although the students were exposed to the entire content of the Teaching for All material, the focus of this study was on components of differentiation found in Unit 4 (British Council, 2019).

Framework adopted for the study

The differentiation framework by Tomlinson (2014) as outlined in Figure 8.5 below describes differentiation as teachers' responses to learners' needs. This framework was found to fit well with the study, and was therefore used to explore pre-service teachers' ability to implement curriculum differentiation as outlined in the Teaching for All materials during their teaching practice period. The elements of differentiation are identified as content, process, product and the learning environment were used as the focus of the study.

TABLE 8.4: REGISTERED STUDENTS FOR MODULES FOR 2021 AND 2022

MODULE	2021	2022
INC3701 (whole)	7675	16874
IFP3701 (part)	3211	5145

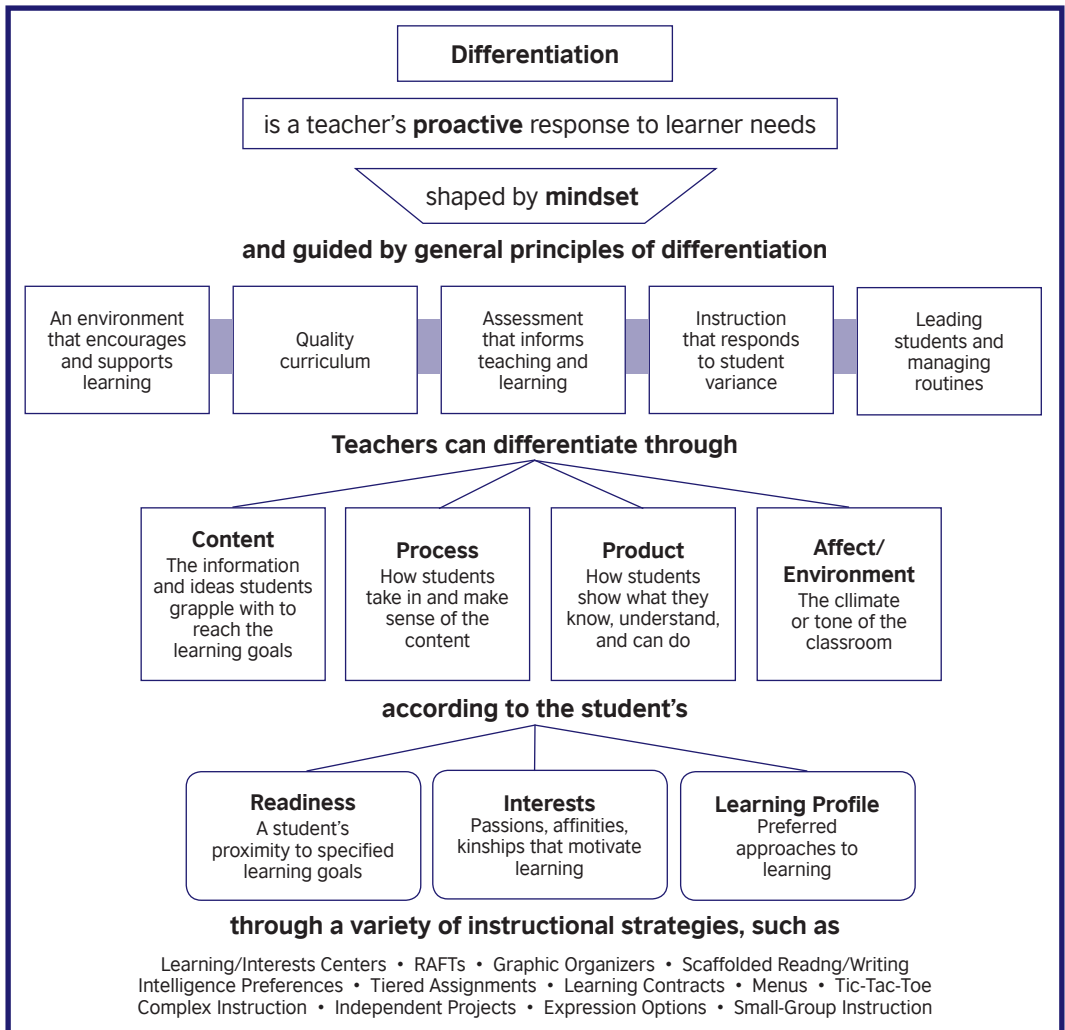


Figure 8.5: Differentiation framework (Tomlinson, 2014:20)

The framework describes the content as what students are expected to learn. This refers to the knowledge, understanding and skills that learners have to learn (Tomlinson, 2014; Tomlinson & Imbeau, 2010). Therefore, when pre-service teachers differentiate the content, they should provide learners with different means to access the content that they deliver. They can do this by using audio-recording, research, pictures, group work, etc., when they teach.

The process refers to teaching strategies that the teachers use to enable learners to grasp and master the content. The process focusses mainly on how learners are mainly engaged in activities that make sense to them (Tomlinson & Imbeau, 2010:15). When activities make sense to the learners, they will be able to understand and apply the content. Therefore, pre-service teachers can achieve this by allowing learners to work in groups at different paces with the different

appropriate support so that all learners can access learning.

The product as the third element of differentiation refers to what learners have learnt from the learning process. They should be able to demonstrate what they have come to know, understand and be able to do after learning has taken place. For pre-service teachers to succeed in differentiating the product, they should be able to design assessment in different modes that show understanding of key concepts and the application of what has been learnt.

The learning environment is another element that needs to be differentiated. This refers to the physical environment where learning takes place. Furthermore, the psychological environment, which includes feelings and emotions, also forms an integral part of learners' ability to learn. Pre-service teachers should therefore be able to differentiate the learning environment by meeting the emotional needs of the diverse learners that they teach.

The framework illustrates that the four elements are differentiated based on learners' readiness, interest and learning profile. Learners' readiness refers to learners' current proximity to specified content. Their interest refers to what engages the learners' attention, curiosity

and involvement. The learning profile refers to learners' preference for exploring and expressing content formed by the learning style, intelligence, gender and culture of each individual learner (Tomlinson & Imbeau, 2010:16–17).

McCarthy (2017) explains the importance of the relationship between the elements of differentiation as the presence of the interrelationship between teachers' work and learners' choices. This relationship shows how differentiation links teachers' practice as content, process, product and learning environment to learners' responses according to their readiness, interest and learning preferences. Therefore, the elements cannot be implemented in isolation but interdependently.

In addition, Atkins and Murphy's (1994) model of reflection (see Figure 8.6 below) was also used as a yardstick in this study. The model is based on stopping and thinking about what you do and consciously analysing decisions to change future action for the better. In the current study, the model was used to reflect on pre-service teachers' and teaching practice supervisors' awareness, description, analysis, identification and evaluation of the implementation of the four elements of curriculum differentiation during teaching practice.

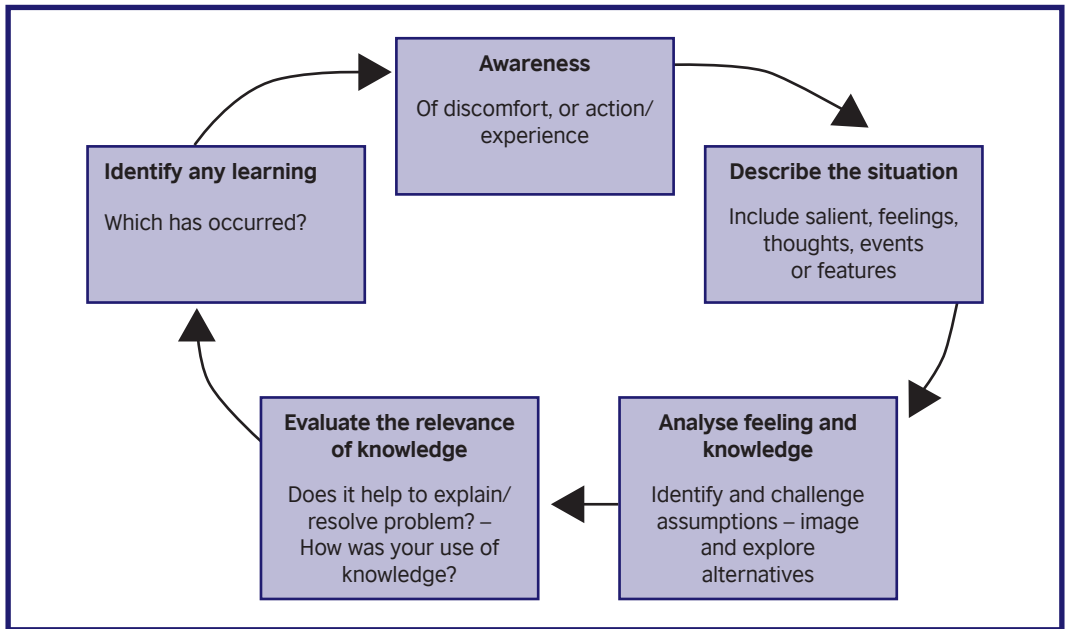


Figure 8.6: Atkins and Murphy's model of reflection (Atkins & Murphy, 1994)

According to this model, reflection results in learning through changing ideas and understanding of the situation, reflection is an active process of learning, recognises that practice is not without dilemmas and issues, and is not a linear process but a cyclical one that leads to the development of new ideas that are then used to plan for the next stages. Therefore, using this model on awareness, we explored whether supervisors and pre-service teachers were aware of what had to be done to implement curriculum differentiation during teaching practice. This is mainly because the supervisors have the teaching experience, attended workshops while pre-service teachers were doing the module, and have the appropriate material.

Starting with awareness, participants were asked to explain how the process of curriculum differentiation unfolded

during teaching practice by describing the situation. Thereafter, participants were asked to analyse the implementation of the knowledge acquired on curriculum differentiation and to explore other alternatives. The relevance of the knowledge was then evaluated to see whether it may address the challenge of implementing curriculum differentiation at schools. Lastly, the model assisted to establish the form of learning about curriculum differentiation that pre-service teachers have learnt using the Teaching for All material. This was based on the extent to which they implement curriculum differentiation in their classes during teaching practice. The cyclical nature of the reflection model enabled the researchers to see and suggest further research that could be conducted on the same phenomena.

Research methodology

Informed by a constructivist paradigm, this study used a qualitative research design (Guba & Lincoln, 2005). The study has pursued the understanding of the phenomenon of curriculum differentiation during the teaching practice period by embracing an ontological belief on multiple realities and an epistemological belief that knowledge is constructed subjectively from lived experiences (Mason, 2018). To develop this understanding, semi-structured interviews and questionnaires were used to collect qualitative data that was analysed and interpreted adopting a thematic approach (Thomas, 2011). Constructivist researchers believe that meaning is made by individuals based on their experience, with the emphasis on the role of historical, social and cultural perspectives of people, as well as their engagement with the world while generating knowledge of it (Creswell & Creswell, 2018). As such, researchers understood the contexts of the participants and created maximum opportunities for them to share their views on the phenomenon being studied (Creswell & Creswell, 2018). Participants were thus provided with opportunities to express their views on curriculum differentiation during teaching practice and link them back to their own contexts.

Participants

The current study was conducted in a teacher education context in a big South African open distance university. The participants of this study were purposefully selected and comprised 204 students who completed INC3701 module in

2021, 27 teaching practice supervisors, including 20 external supervisors and seven lecturers. The rationale for focusing on the students was that all of these BEd and PGCE students did INC 3701 in 2021. They were taught curriculum differentiation using the Teaching for All material. Some of these students were either in their second, third or fourth year of study, while some were doing their PGCE. Some of the pre-service teacher participants of this study were in their final year. And all students' participants had already gone through a minimum of 25 days of professional experience placement in schools. The 27 supervisors were purposefully sampled, and included 20 teaching practice external supervisors from four provinces of South Africa, i.e. five external supervisors per province. These supervisors have been supervising the students at the university for more than five years and they attended workshops on curriculum differentiation using the Teaching for All material. The seven lecturers purposefully sampled were lecturers in the Department of Inclusive Education and also attended a curriculum differentiation workshop conducted by the teaching practice office. The lecturers teach inclusive education modules to BEd and PGCE students at the university.

Data collection

The current study received approval as medium risk research from the university ethics review committee. Before the commencement of data collection, the teaching practice office organised a day workshop on the Teaching for All material for the supervisors. The workshop was

conducted first with academics (internal supervisors) in all ten departments of the College of Education at the university. Thereafter, a similar workshop for external supervisors was conducted in each of the nine provinces. As a result, ten workshops were conducted for supervisors. The workshop content introduced inclusive education with emphasis on aspects of curriculum differentiation as outlined in Unit 4 of the Teaching for All material. Participants were provided with the PowerPoint presentation, and four Teaching for All videos on USBs adapted by the UNISA open acceleration unit facilitated by the lead researcher. The videos were shared with all supervisors (external and internal). In addition, all College of Education lecturers were shown the videos and thereafter videos were also shared with them to post

on their different modules' online platforms so that all College of Education students would be able to access the videos. In addition, the lead researcher summarised Unit 4 and submitted the summary to the university language editing unit as per university protocol. Thereafter, the summary was also shared with all internal and external supervisors. The whole endeavour was for supervisors to understand what curriculum differentiation is and how they need to support pre-service teachers on the implementation of curriculum differentiation during teaching practice.

Data was collected through a questionnaire and interviews. An online questionnaire was conducted with pre-service teachers. Table 8.5 shows the biographic data of the students who completed the online questionnaire:

TABLE 8.5: BIOGRAPHICAL DATA OF THE STUDENTS

GENDER			QUALIFICATION		YEAR OF STUDY			TEACHING EXPERIENCE			
Male	Female	Prefer not to say	BEd	PGCE	2nd	3rd	4th	None	1-5 years	5-10 years	More than 10 years
45	170	2	186	30	29	75	110	91	110	11	5

Questionnaire

An online semi-structured questionnaire was developed by the researchers to collect the required data from the pre-service teachers. The lead researcher drafted the questionnaire in accordance with the students' general understanding of curriculum differentiation, the impact of the inclusive education modules on its

implementation during teaching practice, and their implementation of curriculum differentiation during teaching practice. On curriculum differentiation, the questionnaire focussed on four aspects (content, process, product and learning environment). How student teachers implemented the four aspects was based on their understanding as taught in their modules and their actual implementation during teaching practice.

A process was followed to develop the online questionnaire. After it was drafted by the lead researcher, it was given to the two co-researchers for comments and/or suggestions. An application for an online questionnaire development was made and approved as per university protocol. Thereafter, the questionnaire was submitted to the university's ICT business analyst for development. After it was finalised, it was sent to the research team for verification. A few comments were made on it and submitted to ICT to finalise the questionnaire. Thereafter, it was sent to all the pre-service teachers that did INC3701 in 2021 as a link. Pre-service teachers' consent and ethical considerations were included on the questionnaire. One co-researcher administered the process of questionnaire development, distribution to pre-service teachers, and the extracting of the online report. Students were given three weeks to complete and submit the questionnaire. The submission date was extended by a week on three occasions as a reminder to complete and send the questionnaire. In the end, 204 students submitted the online questionnaire.

Interviews

Interview questions were developed first by the lead researcher and given to co-researchers to check if they are suitable for eliciting more information from the supervisors. All interview questions were reviewed and re-written to include comments from the co-researchers. Both the internal and external supervisors were given the same set of interview questions. Another co-researcher conducted interviews on Teams with 27 supervisors using the laptop. These supervisors have

been visiting pre-service teachers in schools and observing them as they teach in classrooms for the past five years. The use of semi-structured interviews as an interpretive research method contributed to obtaining rich and in-depth data and to justifying the constructivist paradigm of the current study. The interviews lasted between an hour and a half to two hours with each of the 27 supervisors.

Consent was first sought from the supervisors, the purpose of the study clearly stated, and participants assured that their participation is voluntary, and they may choose not to participate. Another co-researcher conducted the interviews. The interviews were recorded and transcribed by Teams with the permission of the participants. The interview period with all the 27 participants lasted for two months.

Data analysis

A thematic approach was used to analyse the data generated from interviews and questionnaires. For the online questionnaire, the descriptive automated excel report generated was used to analyse the data. First, the data was coded inductively and then using a deductive approach, themes and sub-themes were generated (Braun & Clarke, 2006) guided by elements of curriculum differentiation. Braun and Clarke further argue that thematic analysis is applicable in studies using a variety of theoretical frameworks and fits with different research paradigms including the constructivist one, as in the current research, that examines the way meaning of the phenomenon such as curriculum differentiation in this case, is created.

Braun and Clarke (2006) recommend a six-step process that involves familiarisation with and transcription of the data, generation of initial codes, derivation of themes, review of themes, naming and definition of themes, and producing the report. Using elements of curriculum differentiation, data from the interviews was organised and categorised into themes and recurrent patterns. We looked into the details of the data from the interviews to make sure that the recurrent themes identified are relevant to the purpose of the study and assist in discussing and supporting findings of the interviews. This assisted us in identifying the unanticipated elements obtained from open-ended interview questions. The data was organised, categorised into themes and represented in tables and charts to make it more visual. Thereafter, findings were identified and discussed as outlined in the section below.

Findings

Findings from pre-service teachers

Pre-service teachers were asked whether they benefitted from the Teaching for All material and whether the material enabled them to implement curriculum differentiation. Most of the student indicated that they benefitted from the material. One student said:

Yes, it has assisted me to be a good inclusive teacher from whom diverse learners receive quality education because I am able to respond to their diverse needs in class.

However, some of the students indicated that, although they have benefitted from

the Teaching for All material, they cannot confidently say they are able to implement it during teaching practice because they emulate what experienced teachers are doing in schools. This is what some of them said:

I have benefitted from the Teaching for All material, but the focus of teachers at school should also be on having a classroom which is conducive for teaching and learning and for respecting all learners irrespective of their differences and to teach all the learners according to their needs and be able to cater for all their needs. I do not see that happening at schools. I therefore do what teachers at schools are doing, and they do not implement curriculum differentiation.

Some of the students raised lack of resources, lack of support from the teachers and school management as hindrances towards the implementation of curriculum differentiation during teaching practice. One student said:

Teachers and the management do not support curriculum differentiation in schools. They do not provide us with the resources and the support we need from them. This makes it very difficult for us as student teachers.

Differentiated content

Pre-service teachers were asked how they cater for diversity when they plan the content during teaching practice. The study found that pre-service teachers employ different materials and methods, such as learning guides; prepared slideshows,

videos and audio clips; and reflective activities to be completed after the lesson, when they prepare the content of the lessons. The following is what some of the students had to say:

I need to know my learners first, and from there I ensure that I do the lesson that will be suitable for all learners for instance I am the mathematics educator so I know that language English can be the barrier sometimes for learners so I will explain with their language somewhere.

When planning a lesson, I need to remember that learners are exposed to different contexts in their lives. This will mean I have to use a content that has a familiar context from the learners social, cultural and economical. This will also mean I need to be sensitive to how I use the content.

I put the different intelligences, culture, gender into play when planning a lesson.

I ensure that the lesson is inclusive and does not discriminate against any learner regardless of their situation.

The aforementioned aspects form a basis from which the content is adapted. To cater for diversity, several student teachers mentioned they employed a variety of lesson design styles in compiling study material and exercises for the learners, to accommodate their different needs.

Furthermore, some student teachers find it an essential part of their lesson plan to familiarise themselves with the environment (classroom) in which the lesson will take place, beforehand. It helps to boost their confidence and as a result, put their best foot forward in carrying out the lesson.

In addition, most of the students indicated that they think of the diversity of learners in class when they plan.

I ensure that the lesson is inclusive and does not discriminate against any learner regardless of their interests and situations.

One learner included different aspects of curriculum differentiation by referring to all of them at once. In their response, the student alluded to differentiating the content during teaching practice.

I consider the learners' needs and their ability by using differentiation in designing a lesson, modifying teaching strategies and including various assessment methods when I plan my lessons.

Another student highlighted the need to consider learner profiles when planning the content for the diversity of learners.

I make sure that I know and understand the learners first and that help me to think of which different teaching strategies do I need to include in my planning.

Differentiated process

Another aspect was whether they differentiated process during teaching practice. The study revealed that student teachers identify and familiarise themselves with the diverse learners in their classes, and compile visual aids such as posters, pictures, photographs and symbols that appeal to all the different learning needs of their learners. Furthermore, several student teachers found allowing the use of native languages in the classroom to be an effective method to cater for diversity when presenting their lessons.

Student teachers encourage positive and respectful engagement and participation amongst their learners, and learners get to showcase their differences and ideas. This cultivates a culture of being in community despite having different opinions, thoughts, abilities and ideas, creating a conducive learning environment. In their responses, some of pre-service teachers outlined how they differentiate the process during teaching practice.

I teach using different teaching methods to accommodate different learning styles and techniques.

I provide instruction that supports learning needs of the individual learners in classrooms by applying different teaching strategies that cater for learners according to their abilities and needs by giving extra activities to those who did not achieve, using songs, poems, visuals and making touch, see and taste things that I teach about.

Differentiated product

Pre-service teachers were asked how they differentiate assessment during teaching practice. The study revealed that students consider the abilities and limitations of each learner by implementing different assessment plans, such as verbal assessments, written assessment, group assessments, practicals or observation, based on the learners' needs, using scaffolding and teaching aids to maximise the performance and assessment outcome of each learner.

Diversity eliminates bias; therefore, student teachers ensure that they remain as fair as possible when carrying out their

assessments. Student teachers express that they choose to rather place focus on the idea the learner might be trying to relay rather than their use of language and grammar. This is what some of the students had to say:

I assess learners according to their different levels. I make sure that the assessment caters for all diversity of learners by apply different assessment methods by giving them different tasks.

I teach in the foundation phase and when I assess addition, I give others to answer word sums, others to count actual objects, others to add numbers, others to add drawings of things they see and others to talk about what they see. This assists all of them to get things right.

Some students indicated the need to use various forms of assessment to cater for the diversity of learners in class. One student highlighted the need for them to think of learners who may not even ask for help as teachers:

We just need to think of all of them and not a few when we assess them. Otherwise if we don't, some learners would not clearly understand tasks and they will bunk the work because most of them are always reluctant to ask for help whenever they do not understand.

Differentiated learning environment

Pre-service teachers were asked about how they differentiate the learning environment. The study revealed that students consider different aspects of differentiating the environment like inclusive seating arrangements, racial acceptance,

equal treatment, parent and community involvement, and support from the institution and mentor. They also indicated the need for more workshops on this aspect.

Furthermore, students have shown an understanding of how to differentiate both the physical and psychological environment during teaching practice. Regarding the psychological environment, the following is what some of them had to say:

I respect the learners and teach them with respect. I create a friendly place for learners with barriers to learning by making all learners to understand that they are different, but everyone deserves the respect and understanding and that they should help each other.

I make full use of sensitive issues of diversity such as poverty, race, gender, disability and other factors, I teach my learners about this by asking them about their different ethnicity and emphasising that they are all important and deserve the respect.

Students also referred to how they differentiate the physical environment.

I put learners with barriers in the front desks so that the teacher can be able to reach out to all students.

I make the classroom inviting by including as much learning materials as I could find such as visual aids on the walls.

Findings from supervisors

Supervisors were asked whether they benefitted from the Teaching for All workshop that they attended on curriculum differentiation and all of them indicated that they benefitted a lot.

Yes, the workshop is informative because it assisted me in finding out how I should support student teachers to support all learners in the classroom.

Before I attended the workshop, I did not know what curriculum differentiation is. Although I used to apply some of the aspects when I was still a teacher, but I did not actually understand what I was doing. After the workshop, I understood what I had to look out for when I supervise and know how I can advise the student.

However, another supervisor referred to the need for more intensive follow-up workshops on curriculum differentiation.

I have benefitted from the workshop, but I think one workshop is not enough, more workshops should be conducted. If lecturers and supervisors are not trained well in terms of the implementation of curriculum differentiation, it is unfair to expect students to get the proper support from them.

Regarding their understanding of curriculum differentiation, external supervisors seem to understand the aspects of curriculum differentiation. However, some limited it to the inclusivity of disabled learners, while some related it to the teacher's ability to teach all learners regardless of the learner's cognitive level, disability, race, or emotional stance. One supervisor went further by viewing curriculum differentiation as a holistic approach to teaching in ensuring that the learner gets quality education without bias.

Furthermore, supervisors highlighted their inability to support student appropriately during teaching practice due to the number

of days students have for teaching practice. They also referred to the insufficient time they are given to support the student by the university, as shown in the responses below.

Students are only at schools for a maximum of 25 days, they cannot give learners who require special attention, due to the time they have to finish everything.

Supervisors only visit students once at schools during teaching practice. Therefore, they cannot follow up / track student progress on the advice they give them on how they can implement curriculum differentiation.

Differentiated content

Supervisors were asked if pre-service teachers' content caters for the diversity of learners at school. Most supervisors believed that student teachers were not able to differentiate the content according to the diversity of learners. Another supervisor further extended this aspect to the mentor teachers to say mentor teachers also do not know how to ensure that the content caters for the diverse learners and as a result, they cannot expect students to know what their mentors do not know.

Furthermore, supervisors indicated that students find the easy way out; firstly, they quantify understanding by measuring with the most intelligent learner, and secondly, passive learners are not considered. Most supervisors indicated that students do not differentiate their content. They acknowledged constraining issues that students are faced with like: most pre-service teachers use the raw content that they get from textbooks and workbooks;

however, they are not able to differentiate it according to the diverse learners' needs because their mentor teachers also do not understand and differentiate the content.

Differentiated process

A common finding was that the ability to present lessons by applying teaching strategies differs per student. Supervisors observed the following factors from the students when they teach in their classrooms during teaching practice: pressure to impress the supervisor, lack of proper training, and inability to differentiate the process.

Furthermore, supervisors indicated that students need more knowledge of how to present inclusive lessons. They indicated that student teachers from under-resourced schools do not perform well with curriculum differentiation as compared to those from well-resourced schools. They stated that the activities that students give in classes do not cater for the gifted learners. In addition, supervisors revealed the need for students to have intensive training and programmes that emphasise differentiating the process for the different types of schools.

Some of the supervisors said:

Not at all, they teach as if they are teaching adults, not children.

Some can apply inclusive teaching strategies, others are still struggling, and they don't know how to face diverse learners in their classrooms.

No, they should be able to understand nature of diversity in the classroom, only then will they be able to make their lessons inclusive.

Some of the supervisors indicated that the number of learners in some of the classrooms does not allow students room to differentiate their teaching strategies.

Differentiated product

The study revealed diverse responses on assessment from the supervisors. Some indicated that the student assessments are standardised. Some mentioned that some student teachers are rigid in their manner of approach and use the “old school” method of assessment, while others are more liberated in their assessment by accommodating diversity, and some indicated that there is not enough evidence to conclude that students can differentiate assessment during teaching practice.

Furthermore, supervisors indicated that there is a lot to be done on differentiated assessment. One supervisor revealed that students paint all learners with the same brush. Supervisors asserted that the exclusion of many learners in classrooms starts during informal assessment during class activities. They indicated that build-up questions to the outcome of the lesson are only asked to high achievers who raise their hands while the quiet and reserved ones are being ignored. In addition, supervisors indicated that students use the “blanket approach” because the formative and summative assessments they give are standardised.

Students find the easy way out, firstly, they quantify understanding by measuring with the most intelligent learner. Secondly, passive learners are not considered, the student teachers only attend to students who raise their hands

forgetting that there are some students who struggle with expressing themselves. They also give one type of a classwork.

Another supervisor indicated that students seem not to have the capacity of differentiating assessment.

Very few students do, they do not know how to differentiate assessment. I think they are not taught how to do that.

Differentiated learning environment

Supervisors stated that most student teachers in primary schools teach in well-arranged classrooms. As a result, learners benefit from the physical environment of the classrooms because of things like sight words, weather charts, learning content and maps that are displayed on the classrooms walls. However, some supervisors referred to the classroom arrangement that is not differentiated.

The desks are mostly positioned in a traditional way. That positioning does not cater for diversity of learners in the classroom.

Another supervisor referred to the students’ lack of understanding for diversity of the learners they teach as the cause of their inability to differentiate the learning environment.

No, it is not possible for students to create a conducive teaching and learning environment if they struggle to understand the diversity of their learners.

Furthermore, some of the supervisors indicated that in secondary schools mainly in the townships and some of the rural areas, students teach in classrooms where

some learners fight for basics like a chair. They also revealed the high presence of graffiti on the classroom and school walls that are seldom painted. Supervisors also indicated that students are also not able to maintain discipline in their classrooms at such schools.

Discussion

This section discusses the main learnings as synthesised from the findings.

Challenges

Findings of this study revealed that pre-service teachers benefitted from the Teaching for All material and that it assisted them to implement curriculum differentiation. However, lack of knowledge by mentors and school management about curriculum differentiation and lack of teaching resources have been reported as challenges pre-service teachers face in the implementation of curriculum differentiation during teaching practice. This finding aligns with findings of a designed multiple case study research conducted by Mpu and Adu (2021) in three schools in the Buffalo City Metro, South Africa. The study emphasised teachers' insufficient training and lack of knowledge and skills about curriculum differentiation as hindrances to its effective implementation in schools.

Similarly, supervisors indicated that they benefitted from the Teaching for All workshops they attended. The workshops enabled them to know how to support pre-service teachers during teaching practice. However, supervisors referred to the limited number of days that students have for teaching practice and the insufficient time

they are given to support the students by the university, as hindrances to providing the intensive support required. These findings resonate with those of a study conducted by Hojeij, Atallah, Baroudi and Tamim (2021), which explored the experiences of the faculty supervisors and pre-service teachers throughout their time in the initial teacher programme at the College of Education at Zayed University, a public university in the UAE. Findings of the study revealed the limited time for teaching practice as a challenge to both pre-service teachers and supervisors. In addition, the findings of a study conducted by Slapac and Catapano (2011) in a community-based teacher education context in the USA also revealed that, even though pre-service teachers demonstrated a general understanding that content, process and product can be differentiated using various strategies, when observed applying these strategies they struggled because of lack of sufficient knowledge about the learners. Reasons advanced were that pre-service teachers were only at schools for a short period of time during practice teaching. In the current study too, the supervisors emphasised the importance of extended periods of teaching practice.

Understanding of differentiation

Content

On differentiating the *content*, the study revealed that pre-service teachers consider learner profiles when planning the content for the diversity of learners during teaching practice. They include different materials and methods, such as learning guides, slideshows, videos, audio clips and reflective

activities when they prepare the content of their lessons. They employ a variety of lesson design styles in compiling study material and exercises for the learners, to accommodate their diverse needs. Based on Tomlinson's framework, differentiated instruction is referred to as an adaptation of content, process, product and environment according to learners' interests, readiness and learning profile (Tomlinson, 2014). Using differentiated learning, pre-service teachers respond to the variety of needs that learners present in the classroom by modifying elements of teaching, learning and curricula. As a result, pre-service teachers who differentiate provide all learners with access to learning while maintaining the cognitive demand of a lesson (Tomlinson, 2014).

In contrast, supervisors argued that pre-service teachers do not differentiate the content during teaching practice. They referred to mentor teachers who do not know how to differentiate the content as a causal factor that influences pre-service teachers' practice of not differentiating the content. This finding is in line with Crawford and Andrews (2022), who posit that traditional understandings of the teaching and learning process should be reviewed. They mentioned that pre-service teachers use the raw content from textbooks and workbooks without making an effort to reach all learners. According to Tomlinson's framework (2014), an ideal teacher in a differentiated classroom should organise learning opportunities in collaboration with learners, which supervisors did not observe pre-service teachers doing .

Process

The study revealed that pre-service teachers know how to differentiate the *process* during teaching practice. They identify and familiarise themselves with their diverse learners within their classrooms and compile visual aids such as posters, pictures, photographs and symbols that appeal to all the different learning needs of their learners. The finding corresponds with findings of a study by Paugh (2022), who maintains that learning is a consequence of learner participation in a curriculum that is flexible and engages learner through visuals. The current study revealed that pre-service teachers use scaffolding in to differentiate the teaching strategies in their classrooms. This finding aligns with Kollar, Wecker and Fischer's (2018) assertion that scaffolds for collaborative learning can be differentiated. Graham (2015) presents a similar argument by recommending scaffolding for differentiation. The study also found that pre-service teachers also use learners' native languages in the classroom and see that as an effective method that caters for diversity when presenting their lessons. The finding aligns with recommendations made in a study conducted by Castillo-Rodríguez, Cremades and López-Fernández (2022), that promoting reading and other linguistic skills in both mother tongue and foreign language benefits diverse learners in inclusive classrooms. This is mainly because giving instructions in the different languages of the learners during activities helps all learners to understand.

The corresponding but divergent finding from the supervisors revealed by this study was that the ability to present lessons by applying various teaching strategies

varied per student. Some of the responses from the pre-service teachers supported by Tomlinson's framework suggest that teachers should create a flexible learning environment using strategies such as whole-class activities, small group activities, personalised activities as well as teacher-learner conferences, because these help the teacher to teach all learners irrespective of their diversity.

In addition, the study revealed that supervisors were not convinced that pre-service teachers are able to differentiate the process and as a result, they recommended intensive training for them. Their recommendation calls for the application of Atkins and Murphy's reflection model (1994) which calls for taking corrective steps and thereafter continuing with the cyclic model of reflection to measure the progress of the intervention. Furthermore, the study revealed that pre-service teachers from under-resourced schools with high numbers of learners do not perform well with differentiating the process as compared to those from well-resourced schools. Further research on this aspect may determine the validity of their assertion.

Product

On differentiating the *product*, the study revealed that pre-service teachers consider the abilities and limitations of each learner by implementing different assessment plans such as verbal assessments, written assessment, group assessments, practical or observation based on the learner needs. The finding resonates with Hopkins, Round and Barley (2018), who referred to the importance of varied

assessment approaches during teaching practice. However, the study revealed that supervisors regarded assessment by pre-service teachers as a standardised blanket approach, rigid and old school, because there was not enough evidence to conclude that pre-service teachers differentiate assessment during teaching practice. It was revealed in the current study that supervisors proclaim that pre-service teachers paint all learners with the same brush and exclude many learners from informal assessment during class activities leading to summative assessment. This finding contradicts Tomlinson (2014) assertion that, in a differentiated classroom, teachers neither try to fit their learners into a standard framework of learning nor foster competition among the students, but are "students of their students" (Tomlinson, 2014).

Learning environment

The study revealed that pre-service teachers do differentiate the *learning environment* during teaching practice. Differentiated learning environment refers to both the physical and psychological environment created in the classroom for the learners. The study revealed that pre-service teachers ensure that there is an inclusive seating arrangement, racial acceptance and equal treatment for all learners. The study also found that pre-service teachers respect and treat all learners with dignity irrespective of their differences. Similarly, the study found that supervisors emphasised that pre-service teachers in primary schools teach in well-arranged classrooms that have sight words, weather charts, learning content and maps displayed on the classrooms walls.

The finding aligns with those of a study conducted by Finkelstein, Sharma and Furlonger (2021) who maintain that teachers should account for and facilitate the social/emotional/behavioural development of learners through the way they physically organise the classroom. However, the study also found that some supervisors mentioned traditionally arranged classrooms. Furthermore, the study revealed challenges faced in the townships and some of the rural areas where pre-service teachers teach in classrooms where learners fight for basics like a chair, and the presence of graffiti on the classroom and school walls. As a result, the study revealed that pre-service teachers find it hard to maintain discipline in their classrooms during teaching practice at such schools.

Significance of the study

The study contributes to ongoing research of the implementation of inclusive education support strategies for pre-service teachers during teaching practice. It bridges the gap between the theoretical knowledge acquired in the Teaching for All materials and practice. The study contributes to analysis of the effectiveness of the existing teacher practice model in supporting student teacher competence development, with a focus on how curriculum differentiation is implemented in the delivery of the initial teacher education curriculum. Exploring how pre-service teachers implement curriculum differentiation as outlined in the Teaching for All material offers opportunities to identify effective and relevant teaching practice models which may bridge the theoretical knowledge to practice-based learning of pre-service teachers in the South African context and beyond.

Recommendations for future research

The aim of the current study was to explore how pre-service teachers implement curriculum differentiation as outlined in the Teaching for All material during teaching practice. It is difficult to conclude the findings based on the models guiding this research study without having engaged with the school-based mentors who spend considerable time with pre-service teachers in classrooms. How pre-service teachers differentiate the content, process, product and the learning environment could be revealed by school-based mentors. Observing pre-service teachers implementing curriculum differentiation outlined in the Teaching for All material in the classrooms could have assisted researchers to draw conclusions from such observations.

Future research with school-based mentors will provide deeper understanding of pre-service teachers' exposure to the Teaching for All material and the implementation of curriculum differentiation. This research study could have benefitted from interviews with the school-based mentors and pre-service teachers on their views of the support and capacity of school-based mentors on the implementation of curriculum differentiation as outlined in the Teaching for All material during teaching practice. This could make further contributions and enhancement of pre-service teachers' implementation of the Teaching for All material during teaching practice.

Furthermore, this research study would also benefit from interviews with the

subject advisors in the districts, on the collaboration between the Departments of Basic Education and Higher Education. The capacity building workshops conducted on the implementation of curriculum differentiation may determine the type of support on the implementation of curriculum differentiation that pre-service teachers get from school-based mentors in relation to the Teaching for All material.

Conclusion

Teaching practice is a cornerstone of teacher education. It can be a period of intense learning and professional growth for pre-service teachers. In addition, teachers are the key actors in implementing inclusive education practices because learners can be included or excluded in classrooms by teachers' knowledge, skills, beliefs and values that are reflected in their pedagogical practices (Carrington, Berthelsen, Nickerson, Nicholson, Walker & Meldrum, 2016). As a result, one of the required abilities for a teacher in South Africa is the ability to demonstrate knowledge and skills to differentiate the curriculum. The way pre-service teachers are prepared during initial teacher education becomes pivotal to developing them as inclusive practitioners. Therefore, initial teacher education has the responsibility of ensuring that the type of supervisors that support students during teaching practice are fully equipped. This could be made possible by follow-up and reflective workshops that delve into challenges pre-service teachers face that could adversely affect their ability to become confident and competent teachers in future.

Supervisors should continuously be given training about Teaching for All material so that in turn they will be able to support pre-service teachers. This will also assist the students with the implementation of curriculum differentiation during teaching practice. In addition, empowered supervisors will be able to engage and share their knowledge of Teaching for All materials with school-based mentors and pre-service teachers as they supervise students during teaching practice.

As a result, a well-structured programme that establishes strong collaboration and coordination with the host schools becomes crucial. Furthermore, supervisors' direct contact with school-based mentors to enhance their capacity to implement curriculum differentiation is another important aspect to be considered by initial teacher education.

Furthermore, mentor teachers are assigned to support the professional journey of pre-service teachers, who emulate their mentor teachers' practices while they are at schools. As a result, initial teacher education has the responsibility to ensure that mentor teachers get the necessary training and support in the implementation of curriculum differentiation so that they can equally be able to support pre-service teachers. Addressing the needs of mentor teachers by making them active participants in the professional journey of the pre-service teachers they mentor during teaching practice as outlined in this study, may facilitate the development of competent and effective teachers who can take an initiative like curriculum differentiation to greater heights.

Partnership between universities and schools only in terms of providing pre-service teachers with a long-term professional experience may not ensure a better understanding of the implementation of curriculum differentiation. While promoting collaborative professional learning opportunities is an important step, ensuring that these professional experience opportunities are led by dedicated leaders both within the universities and in schools is even more important to increase

opportunities to engage in critical inquiry and reflective practices (Atkins & Murphy, 1994) and enhance understanding of curriculum differentiation for a successful diversified teaching in schools (Ryan, Bourke, Lunn Brownlee, Rowan, Walker & Churchward, 2019). As a result, the collaboration between basic education and higher education is paramount. Compromising on this aspect compromises the success of an initiative like curriculum differentiation in any country.

References

- Atkins, S. & Murphy, K. 1994. Reflective practice. *Nursing Standard*, 8(39):49–56. Google Scholar.
- British Council, South Africa. 2019. Teaching for All materials. Available at: <http://www.Britishcouncil.org.za/programmes/education/teachin-all>
- Carrington, S., Berthelsen, D., Nickerson, J., Nicholson, J., Walker, S. & Meldrum, K. 2016. Teachers' experiences of inclusion of children with developmental disabilities across the early years of school. *Journal of Psychologists and Counsellors in Schools*, 26(2):139–154. DOI:10.1017/jgc.2016.19
- Castillo-Rodríguez, C., Cremades, R. & López-Fernández, I. 2022. Storytelling and teamwork in the bilingual classroom at university: impressions and satisfaction from pre-service teachers in the Kamishibai project. *Thinking Skills and Creativity*, 45, 101098.
- Crawford, C. M. & Andrews, S. K. 2022. Rethinking the curriculum to reflect a digital age model of competencies, dispositions, and capabilities: transforming understandings of teaching and learning. In *Handbook of research on learner-centered approaches to teaching in an age of transformational change*:1–20. IGI Global.
- Dixon, F. A., Yssel, N., McConnell, J. M. & Hardin, T. 2014. Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted*, 37(2):111–127. DOI:10.1177/0162353214529042 learners. Association for Supervision and Curriculum Development.
- Doubet, K. & Hockett, J.A. 2015. *Differentiation in middle and high school: strategies to engage all*. Association for Supervision and Curriculum Development.
- Finkelstein, S., Sharma, U. & Furlonger, B. 2021. The inclusive practices of classroom teachers: a scoping review and thematic analysis. *International Journal of Inclusive Education*, 25(6):735–762.
- Foreman, P. & Arthur-Kelly, M. 2017. *Inclusion in action* (5th ed). CENGAGE Learning.
- Graham, L. 2015. *Sustainable learning: inclusive practices for 21st century classrooms*. Cambridge: Cambridge University Press.
- Hojeij, Z., Atallah, F., Baroudi, S. & Tamim, R. 2021. Challenges for practice teaching in UAE schools: supervisors' and pre-service teachers' perceptions. *Issues in Educational Research*, (2):513–536.
- Hopkins, S. L., Round, P. N. & Barley, K. D. (2018). Preparing beginning teachers for inclusion: designing and assessing supplementary fieldwork experiences. *Teachers and Teaching*, 24(8):915–930.
- Hudson, P. (ed). 2013. *Learning to teach in the primary school*:52–70. Cambridge: Cambridge University Press.
- Jarvis, J. 2013. Differentiating learning experiences for diverse students. In: P. Hudson (ed), *Learning to teach in primary school*. Cambridge: Cambridge University Press.

- Kollar, I., Wecker, C. & Fischer, F. 2018. Scaffolding and scripting (computer-supported) collaborative learning. In *International handbook of the learning sciences*:340–350. Routledge.
- Mergler, A., Carrington, S., Kimber, M. & Bland, D. 2016. Inclusive values: exploring the perspectives of pre-service teachers. *Australian Journal of Teacher Education*, 41(4):20–38 DOI:10.14221/ajte.2016v41n4.2
- Mpu, Y. & Adu, E.O. 2021. The challenges of inclusive education and its implementation in schools: the South African perspective. *Perspectives in Education*, 39(2):225–238.
- Paugh, P.C. 2022. "I'm writing to teach those who do not know": making the case for inclusive pedagogy that values difference and capitalizes on students' expertise. In T. Abodeeb-Gentle & D.A. Conrad (eds), *Intersections of diversity, literacy, and learner difficulties: conversations between teacher, learners and researchers*:15–33. Singapore: Springer.
- Republic of South Africa (RSA). 2011. *Minimum requirements for teacher education qualifications*, *Government Gazette*, 553(34467). Pretoria: Government Printers.
- Roy, A., Guay, F. & Valois, P. 2013. Teaching to address diverse learning needs: development and validation of a differentiated instruction scale. *International Journal of Inclusive Education*, 17(11):1186–1204. DOI:10.1080/13603116.2012.743604
- Ryan, M., Bourke, T., Lunn Brownlee, J., Rowan, L., Walker, S. & Churchward, P. 2019. Seeking a reflexive space for teaching to and about diversity: emergent properties of enablement and constraint for teacher educators. *Teachers and Teaching*, 25(2):259–273. DOI: 10.1080/13540602.2018.1542298
- Slapac, A. & Catapano, S. 2011. Developing skills to differentiate instruction in preservice teachers. *International Journal of Education and Psychology in the Community*, 1(1):11–31.
- Stavrou, T. E. & Koutselini, M. 2016. Differentiation of teaching and learning: the teachers' perspective. *Universal Journal of Educational Research*, 4(11):2581–2588.
- Tomlinson, C.A. 1999. *The differentiated classroom: responding to the needs of all learners*. Association for Supervision and Curriculum Development.
- Tomlinson, C.A. 2001. *How to differentiate instruction in mixed-ability classrooms* (2nd ed). Association for Supervision and Curriculum Development.
- Tomlinson, C.A. & Imbeau, M.B. 2010. *Leading and managing a differentiated classroom*. Association for Supervision and Curriculum Development.
- Tomlinson, C.A. 2014. *The differentiated classroom: responding to the needs of all learners* (2nd ed). Association for Supervision and Curriculum Development.
- Tomlinson, C.A. 2016. Why differentiation is difficult: reflections from years in the trenches. *Australian Educational Leader*, 38(3):6–8.
- Tomlinson, C.A. 2017. *How to differentiate instruction in academically diverse classrooms* (3rd ed). Association for Supervision and Curriculum Development.
- University of South Africa. 2022. About facts and figures. Available at: <https://www.unisa.ac.za/sites/corporate/default/About/Facts-&figures>
- Wan, S.W.Y. 2017. Differentiated instruction: are Hong Kong in-service teachers ready? *Teachers and Teaching: Theory and Practice*, 23(3):284–311.
- Weber, C.L., Johnson, L. & Tripp, S. 2013. Implementing differentiation: a school's journey. *Gifted Child Today*, 36(3):179–186. DOI:10.1177/1076217513486646

Appendix 1

ONLINE STUDENT QUESTIONNAIRE

Dear Student

The University of South Africa (UNISA) Teaching Practice Office (TPO) in collaboration with the British Council (BC) and Department of Basic Education (DBE) is inviting you to participate in the study named: "Inclusive Education for all". The aim of this study is to improve the attitudes and capacity of pre-service (PRESET) and in-service (INSET) teachers towards Inclusive Education (IE).

It is anticipated that the information we gain from this questionnaire may be used to build evidence of what works or does not work in the classroom. The questionnaire is developed to be anonymous, meaning that we will have no way of connecting the information that you provided to you personally. If you choose to participate, it will take up no more than 60 minutes of your time. The researchers undertake to keep any information provided herein confidential, not to let out of our possession and to report on the findings from the perspective of the participating group. Furthermore, we would like to request and encourage you to complete this online questionnaire.

Consent

By clicking on the box below, you agree that your information will be used by the institution and its partners for research.

1. Gender
 Male Female Prefer not to say
2. Qualification
 B.Ed. PGCE
3. Year of study
 2nd year 3rd year
 4th year
4. Teaching experience
 0 years 1 - 5 years
 5 - 10 years 10 - 20 years
 20 + years
5. Have you used the T4A materials in the Inclusive Education module (INC3701) in 2021?
 Yes No Other
6. What does inclusive teaching and learning mean to you as a student teacher?
7. Do you think the inclusive education content that you have learnt in the T4A materials assists you to be an inclusive teacher?
8. How do you differentiate the lesson content during teaching practice?

9. How do you differentiate teaching strategies during teaching practice?

10. How do you differentiate assessment during teaching practice?

11. How do you differentiate the environment during teaching practice?

12. What form of support do you need for you to be able to enhance the implementation of curriculum differentiation you have learnt in the T4A materials during teaching practice?

13. Do you have any other comment or suggestion you would like to make regarding this?

You can print a copy of your answer after you submit

Submit

Appendix 2

CONSENT FORM (SUPERVISORS)

TO: TP Supervisors

FROM: Dr HR Maapola-Thobejane

Acting Manager: Teaching Practice Office- CEDU

DATE: 18 March 2022

RE: TPO Consent form for TP Supervisors about participation in the Teaching for All research.

Kindly note that the Teaching Practice Office (TPO) is taking part in a research project led by British Council and its partners, the project is focusing on the Teaching for All (T4A) programme on mainstreaming inclusive education in Initial Teacher Education (ITE) in South Africa.

The Teaching Practice (TP) supervisors will be selected to participate on this project through interview sessions, the purpose is to establish how they perceive pre-service teachers implementation of curriculum differentiation as outlined in the T4A materials. In return, the TPO will conduct the workshops and provide the Teaching for All materials to supervisors as part of teacher development.

The supervisors who are selected to participate in this exercise, are expected to sign this consent form as an acknowledgement that they are freely participating, and that the information might be used for research and publication purposes.

I Prof/ Dr/ Mr./ Mrs. Ms. the TP Supervisor is giving the TPO permission to interview me about the Teaching for All project and the information gathered out of this interview could be used for research and publication purposes.

Name:

Date:

TP Supervisor

Signature:

Appendix 3

SUPERVISOR INTERVIEW SCHEDULE

The purpose of this document is to give individual reports of the telephonic interviews that were administered by the Teaching Practice Office (TPO) for the “Teaching for all project” ...

1. Have you attended a workshop on Curriculum differentiation and received the T4A materials?
2. As a Supervisor, how do you understand inclusive teaching and learning?
3. Do you think student teachers are able to differentiate the content during teaching practice?
4. Are student teachers able to differentiate their teaching strategies when they present lessons during teaching practice?
5. Are student teachers able to apply inclusive assessment strategies in their classrooms during teaching practice?
6. Are student teachers able to create an environment that caters for diverse learners during teaching practice?
7. What form of support do you give student teachers for them to be able to implement curriculum differentiation as outlined in the T4A materials?
8. Which other strategies do you think could be used to enhance students implementation of curriculum differentiation during teaching practice?
9. Do you have any other comment or suggestion you would like to make regarding this?

Chapter 9

Inclusive education teacher educators and pre-service student teachers' views about the use of the Teaching for All materials at the University of the Western Cape

Trevor Moodley and Colleen Gail Moodley

Introduction

This chapter reports on the views of inclusive education (IE) teacher educators and pre-service students at a faculty of education in the Western Cape regarding the use of the Teaching for All materials. The faculty has been participating in this national project since the beginning of 2019. Since the commencement of the project, the Teaching for All materials have been used by teacher educators responsible for teaching the inclusive education modules in the undergraduate teacher education programmes. It was therefore important to explore the views of teacher educators and students who used the Teaching for All materials.

The Faculty of Education at which the study was conducted is one of seven faculties at the university concerned, is a public university that offers both undergraduate and postgraduate programmes. The university has an international research footprint and also prioritises teaching and learning. The Faculty of Education consists of five

divisions (three departments, a school and an institute) and offers both undergraduate and postgraduate teacher education programmes. The postgraduate programmes include a full-time Postgraduate Certificate in Education (PGCE) programme (with an enrolment of about 250 students per year), an Honours in Education programme (about 150 students per year) consisting of different streams with most streams offered being full-time as well as part-time, including Masters (about 140 students) and PhD (about 100 students) academic research programmes offered across the various faculty divisions.

At undergraduate level, two teacher undergraduate degree education programmes are offered. They are the Bachelor of Education in Foundation Phase (BEEd FP) teaching degree and the Bachelor of Education in Senior Phase and Further Education and Training (BEEd SP/FET) teaching degree. These are both full-time four-year programmes pitched at Level 7 of the National Qualifications Framework (NQF). Both programmes have a total enrolment of over 2,000 students.

The BEd SP/FET programme has five streams, each consisting of two major subjects, to prepare pre-service student teachers to teach across two phases of schooling – the senior and FET phases (Grades 7–12), while the BEd FP programme prepares students to teach Grades R–3.

Prior to the Covid-19 pandemic, the undergraduate, PGCE and Honours programmes were officially offered face-to-face, meaning that students had to attend lectures on campus according to official faculty timetables. Since the beginning of the Covid-19 pandemic, the lectures migrated to online learning. However, since the beginning of 2022, the university has encouraged face-to-face lectures for some modules for different reasons, such as affording first-year students the experience of on-campus university attendance and providing face-to-face support in modules where students would benefit from face-to-face support by the lecturers concerned.

The BEd FP programme has one core year-long IE module that is offered at third-year level, at NQF Level 7. The BEd SP/FET programme has one semester-long core IE module that is at NQF Level 6 and offered at second-year level. It is in these two modules that the Teaching for All material was primarily used. The university also has a student support unit which offers a number of support programmes, including academic and psychosocial support (e.g. academic coaching, counselling services, psychosocial workshops and mental health awareness campaigns). Two of the core values of the student support unit are inclusive practice and social justice, both of which resonate with the ethos of inclusive education.

Students with barriers to learning, such as learning and physical disabilities (e.g. dyslexia, hearing and visual impairment), are supported with the necessary resources in their academic journeys. Support includes the provision of technical resources and infrastructure necessary for ensuring that learning and assessment accommodations for students with disabilities are effectively implemented.

Theoretical framework

The intention of this study was to explore the views of individuals within the group of student teachers and teacher educators who had used the Teaching for All material. The theories of constructivism and reflective practice provided the theoretical lens in guiding this research study.

Constructivism as a theory focusing on how individuals learn, posits that learning is a constructive, active and contextualised process. Learners act as information constructors, creating their own knowledge instead of just passively absorbing information. Thus, learners construct knowledge in attempting to find meaning and make sense of their experiences. Each individual experiences the world differently and is able to reflect on those unique experiences and form their own interpretations. New information is integrated with their pre-existing knowledge (schemas), resulting in the creation of new knowledge, modification of previous knowledge, or confirmation of present knowledge (Shah, 2019). Therefore, each individual interprets and constructs knowledge based on their unique mental representations. Learners are not empty

vessels but are actively in search of meaning (Ibid.).

Constructivism is able to activate a student's natural interest concerning how things occur in the real world. Wilson (1996:5) provides an apt definition of a constructivist learning environment as "a place where learners may work together and support each other as they use a variety of tools and information resources in the guided pursuit of learning goals and problem-solving activities". Brooks and Brooks (1993:8) identify five basic principles of constructivism: "1) Posing problems of emerging relevance; 2) Building lessons around primary concepts; 3) Seeking and valuing learners' points of view; 4) Adapting instruction according to learners' points of view; and 5) Assessing learner learning in the context of daily teaching."

The aforementioned characteristics of constructivism underscore that learners have to actively participate in all instructional processes from onset to conclusion. The frequent use of a constructivist learning approach across the curriculum significantly improves learners' academic achievement, retention and attitude scores. Furthermore, constructivism enhances learners' ability to actively participate in learning processes such as self-evaluation and independent learning. As such, the constructivist approach involves the reconstruction of – instead of the acceptance of – a segment of information. Consequently, the segment of knowledge that the learner constructs becomes more permanent knowledge (Semerci & Batd, 2015; Arik & Yilhez, 2020).

The practice of reflection – facilitating teaching, learning and understanding – is

an essential element in preparing teacher education students for the profession of teaching (D'Sa, 2022; Mathew, Mathew & Peechattu, 2017). Mathew et al. (2017:126) contend that "When student teachers carry out systematic enquiry into themselves, they understand themselves, their practices and their students. By constantly looking into their own actions and experiences, they professionally grow in their own." Schön (1983) considers reflection for practice as consisting of three modes. The first mode is reflection in practice, such as a teacher or learner reflecting on a teaching or learning moment during a learning opportunity, i.e. in real time (e.g. a lesson or lecture). The second mode is reflection on practice, when a teacher or learner thinks back and ponders about a teaching or learning moment that occurred in an earlier teaching and learning activity. The third mode of reflection is reflection for practice, what the teacher or learner will do in their future practice based on past teaching and learning experiences.

Constructivism and reflective practice provided an appropriate theoretical lens to this study because these theories offer a framework that aligns with the purpose of the study, namely to explore how the users of the Teaching for All materials had experienced the use of such materials by sharing their individual and collective thoughts via interviews and surveys (the latter conducted with students). The impact of the use of the Teaching for All materials on the subjective understandings, skills, attitudes and values of individuals teaching and learning about inclusive education could be explored. Reflective practice, too, provided a vehicle to explore the impact

that the Teaching for All materials had on the teaching and learning of IE. In addition, reflective practice as a lens aligned with the unique context of pre-service teachers as both learners and teachers-in-the-making. Pre-service teachers are required to implement what they have learnt as they teach under supervision during work-integrated learning opportunities such as undertaking teaching practice at schools. Teacher educators are expected to follow a reflexive loop of teaching and reflecting (simultaneously at times) to improve future teaching so that learning can improve. Both theories also accommodate the exploration not only of student teacher understanding, but also attitudes and values that may or may not have changed after particular learning experiences.

Research methodology

This study followed a case study research design informed by an interpretivist paradigm which was appropriate to achieve the chief purpose of the study: to gauge the views of the units of analysis – students (pre-service teachers) and teacher educators – who had directly used the Teaching for All learning materials in the designated inclusive education modules. The interpretivist paradigm aims to understand how people interpret phenomena that they experience (Pham, 2018). This paradigm also subscribes to a “subjectivist, interactionist, socially constructed ontology and on an epistemology that recognized multiple realities, agentic behaviours and the importance of understanding a situation through the eyes of the participant” (Cohen et al., 2018:175).

Purposive sampling was used to identify participants. In purposive sampling, the researcher selects participants who are deemed best able to provide information in answering the study’s research questions (Creswell & Creswell, 2018). The student sample comprised students in the BEd FP and BEd SP/FET undergraduate programmes who had registered for inclusive education modules and used the Teaching for All materials in 2021. The teacher educator sample comprised those lecturers who had taught the inclusive education modules in 2021.

Surveys and semi-structured individual and focus group interviews were used to collect data. Given the Covid-19 pandemic challenges of access to participants, data was collected online. Student participants were invited to complete the survey based on their experiences of using the Teaching for All materials. The survey was completed by 27 BEd FP students (a response rate of 20%) and 99 BEd SP/FET students (a response rate of 33%). Online surveys with students regarding teaching and learning are typically much lower than paper-based surveys (Nulty, 2008).

There were also two online focus group semi-structured interviews with students – one focus group per education programme. Each student focus group comprised four students. The BEd FP focus group consisted of females only, which is unsurprising because very few males enrol for the Foundation Phase programme. The BEd SP/FET focus group consisted of two males and two females. Two inclusive education teacher educators – one male and one female, also participated in individual online interviews.

Data was analysed thematically by following the six steps of thematic analysis as recommended by Braun and Clarke (2006): 1) Familiarising oneself with the data; 2) Generating initial codes; 3) Searching for themes; 4) Reviewing themes; 5) Defining and naming themes; and 6) Producing the report (Braun & Clarke, 2006). This is a recursive process that involves more than one cycle of data analysis and refinement before the findings are finalised.

Research questions

- What are teacher education student participants' views about the Teaching for All materials that were used in the IE modules they had completed?
- What are the views of the teacher educators about the Teaching for All materials they used in the IE modules they had taught?

Findings

The findings pertaining to student views are presented first, followed by those of the teacher educators. The following themes emerged from the data shared by student participants: conceptions of IE; access to Teaching for All materials; student ratings of the different learning activities contained in the Teaching for All materials; the impact of Teaching for All materials on students' IE knowledge, skills and dispositions; sufficiency of the Teaching for All materials; design of the Teaching for All materials; influence of Teaching for All materials on students' teaching practice experiences; suggestions for how the Teaching for All materials could be improved; the role of the teacher educator in the delivery of dedicated IE

modules; and the place of IE in the current teacher education programmes. Themes emanating from the analysis of data shared by the teacher educators were as follows: selection of content from the Teaching for All pack by IE teacher educators; teacher educator views about the suitability of the Teaching for All material; and suggestions for improving the Teaching for All materials.

Students' perspectives of the Teaching for All materials

Student participant conceptions of inclusive education

Both the FP and SP/FET focus group participants focussed on different aspects of inclusive education (IE), such as addressing the learning disabilities of learners; addressing issues of diversity such as language and socioeconomic status; addressing discrimination in the classroom; focusing on what learners can do; and contextual issues such as the need to consider teaching approaches and the different ways in which learners learn. One SP/FET focus group participant (SP1) emphasised that IE was not limited to the classroom but that an attempt should be made to include all learners in all school-based activities. An example of what was shared follows.

Including all learners regardless or not taking into consideration the colour of their skin, the ability or disability that they have whether it's a physical or emotional, mental or psychological disability but including them in the way that we teach and also taking into consideration the way the learners learn. (FP2)

When questioned about the importance of IE, FP focus group participants gave various reasons such as the right not to be subjected to any form of discrimination, the right of education for all and quality education opportunities to give everyone the best chance to succeed in life, regardless of the learning barriers they face. Every child should have the opportunity to actualise their potential. The following excerpt reflects these sentiments.

To allow learners with all kinds of abilities or disabilities the opportunity to be able to become whatever it is that they want to become ... to follow their career paths, to follow academic dreams and goals.
(FP2)

Student access to Teaching for All materials

Due to the challenges presented by Covid-19, many of the courses offered by the Faculty of Education– and the university as a whole – had to be offered as online lectures. Nonetheless, the survey results indicated that the overwhelming majority of student participants (96% FP students & 90% SP/FET students) reported that they had electronic access to the Teaching for All materials online and used their own devices such as mobile phones and laptops. The lecturers had loaded the Teaching for All materials on the university's online teaching and learning platform. The vast majority of student participants (97% FP students & 89% SP/FET students) were able to directly access multimedia material such as videos with links embedded in the materials. The large majority of student participants reported that all the content in each of the

sections of the four units of the Teaching for All materials was covered in their respective inclusive education modules.

Although the overwhelming majority of survey participants reported that they had online access to the Teaching for All materials, it was important to ask students during the focus group interviews whether they preferred online or face-to-face lectures. Three of the four FP (participants: FP1, FP2 and FP3) and two (SP1 & SP3) of the four SP/FET student participants preferred face-to-face lectures for several reasons: they offered more opportunity for student engagement with the content, the high cost of data for online access, and easier access to peer and lecturer support because of the amount of content that had to be covered in the module (FP3). Participant FP3 also highlighted the challenges with access to online lectures during times of electricity loadshedding, and also the lack of resources at home as compared to what was available at university. The following excerpts reflect the preference for face-to-face lectures.

Definitely face-to-face I would also definitely prefer face-to-face. The class environment, I found, was easier to ask questions and learn from each other in that type of space. (FP2)

I think it is better if it's at campus where everyone can come and study. I mean there are many of us who can't afford data and everything, some people are in areas where there are no networks or anything, so I think it is better when you are seeing your lecturer every day or even if you are seeing different lecturers but at least you can talk to them and

ask them instead sending emails. The moment you send emails there are many others, maybe one hundred, who send emails to ask the same question. I feel like face-to-face is better. (SP3)

While participant FP4 recognised the value of face-to-face lectures, she enjoyed the convenience of studying from home although it required much discipline. She admitted to preferring a hybrid approach (both online and face-to-face lectures). Two SP/FET focus group participants (SP2 and SP4) preferred online lectures because of the convenience of working from home, avoiding the inconvenience of travelling to campus, and the ability to work while studying as online access provided flexibility in learning. However, the SP/FET focus group did report frustrations with access to online lectures from the limited capacity of the online platforms (such as Google Meet) to accommodate large classes. There were instances when not all students were allowed access to a lecture. They suggested that large classes be split into smaller ones and that more lecturers be appointed to assist with a larger number of smaller classes.

Student participant ratings of different learning activities in the Teaching for All materials

The survey asked student participants to rate the learning activities that were part of the Teaching for All materials. These included journal activities, reading activities, writing activities, audio visual activities, discussion activities and suggested assessment tasks. A tally of the number of student participants who reported that a

learning activity was either *very useful* or *quite useful* indicated the following statistics: 1) Journal activities (FP = 67% & SP/FET = 71%); 2) Reading activities (FP = 85% & SP/FET = 91%); 3) Writing activities (FP = 81% & SP/FET = 88%); 4) Audio-visual activities (FP = 78% & SP/FET = 83%); 5) Discussion activities (FP = 89% & SP/FET = 91%); and 6) Suggested assessment tasks (FP = 85% & SP/FET = 91%). The statistics clearly indicate that most student participants found the various learning activities useful.

Impact of Teaching for All materials on students' knowledge, skills and dispositions relating to inclusive education

Students participating in the survey were also asked to rate the extent to which the Teaching for All materials had an impact on their knowledge, skills and dispositions related to inclusive education. A tally of the *strongly agree* and *agree* responses indicated that 93% of FP and $\geq 97\%$ of SP/FET student participants reported that the Teaching for All materials had positively influenced their knowledge about different IE aspects such as the generic knowledge about IE, national and international IE contexts and policies, and issues related to diversity (e.g. race, socio-economic, gender) and inclusion.

The survey items pertaining to IE skill development focussed on how the Teaching for All materials prepared student teachers to teach inclusively and to apply IE principles and policy in school classrooms. The survey tally of *strongly agree* and *agree* responses found that 93% of FP and $\geq 94\%$ of SP/FET student participants reported that

the Teaching for All materials had positively influenced their skill set related to the IE aspects mentioned above.

A similar calculation of *strongly agree* and *agree* survey responses gauged the impact of Teaching for All materials on student participants' dispositions towards IE. The findings suggest that the Teaching for All materials had a positive influence on students' values (FP = 89% & SP/FET = 100%) and attitudes (FP = 93% & SP/FET = 96%) related to IE and also positively influenced their thoughts about promoting IE in teaching contexts (FP = 93% & SP/FET = 98%).

Both of the student focus groups reported that their introduction to IE via the respective IE modules, as well as their exposure to the Teaching for All materials, had a positive impact on their knowledge, skills and attitudes pertaining to IE. Participant FP1 found the definitions of IE concepts particularly effective in broadening her understanding of IE. Participant SP1 mentioned that the Teaching for All readings and videos catered for the different learning styles among students which enhanced their understanding of IE. Participant SP3 noted that the Teaching for All videos were valuable tools to observe scenarios where teachers were assisting learners with barriers to learning and "helped me really like understand and reflect on my way of understanding inclusive education". Participant SP2 mentioned that the Teaching for All materials were comprehensive and therefore led to better understanding of IE, as captured in the following statement: "I learnt a lot through those [Teaching for All] materials alone".

Participant FP1 mentioned that after learning about IE by using the Teaching for All materials, she could gauge the extent to which teachers were implementing IE teaching practices during her teaching practice sessions at school.

I had a very negative ... experience at the school [last year] ... There was something wrong. She had a learner ... then the teacher used to put her to one side into the corner, say the book corner, and then the teacher just left her there to do whatever she wanted to do ... This year, I actually went to a very good school where the teacher really went out of her way to let all the children learn because each and everyone has a different way of learning. (FP1)

Another participant (SP4) shared that that her engagement with the Teaching for All materials made her realise the importance of motivating learners and affirming their capabilities of learning. She applied this key learning in her own "teaching" role at university as a tutor by encouraging the tutees through writing positive comments when giving feedback to students after marking their task submissions. This positive feedback was reciprocated by the tutees, as reflected in the following excerpt.

One of the tips [from the Teaching for All material] that I used as a tutor was the feedback. I made sure when I was marking my student's script I would write a positive feedback and I would also like get a positive feedback from them, it shows that they saw my feedback and they are encouraged by it ... and then the learner will reply and say "thank you ma'am for believing in me" and then that

learner would definitely do better than what he or she did before. (SP4)

Participant FP4 highlighted the importance of the teacher in addressing barriers to learning in the classroom and named key IE concepts mentioned in the Teaching for All materials that raised her awareness. She described this process: “Like I used to call them the four wings which were the broad concepts within inclusive education which were your barriers to learning, your social justice your human rights, your democracy in education”. Participant FP4 also highlighted the importance of translating the promotion of inclusiveness in South African society, to the classroom as well, and that teachers ought to remember that learners, regardless of their young age, also have human rights.

We tend to think that learners don't have rights, learners don't have the say in the classroom. However, inclusive education basically turned our perception around in saying listen that small girl that small boy who is sitting in your class they also have a say, you need to listen to them also. They also have needs: they also need to learn. They come here to learn and they depend on the teacher to make that classroom an inclusive classroom and not exclude any learner from participating within the classroom. (FP4)

Two participants (SP3 & SP4) shared that they had previously felt uncertain about pursuing a career as a teacher. However, their engagement with the Teaching for All materials ignited a passion for wanting to become a teacher. The Teaching for All materials therefore had a significant positive impact on their attitudes about

pursuing teaching as a career. Similarly, another participant (FP4) also mentioned that the Teaching for All materials were so captivating she “couldn't stop reading the stuff [material]” and that the material made her realise that as her passion was in working with learners with special needs, so she would like to further her career as a learning support teacher. Another student participant (FP3) mentioned that prior to learning about IE, she was of the view that learners with special needs were best served by attending special schools to escape being subjected to possible discrimination in mainstream schools. However, her view changed after learning about IE, and she has now realised the importance of addressing the exclusion (and therefore discrimination) of learners with special needs by admitting them to mainstream schools.

For me they [Teaching for All materials] influenced my understanding in much more eye opening because before I did not know what inclusive education was ... I had no idea. I thought it was much better when learners are put into their own school so that they can prevent them from being laughed by other learners and also prevent them from being called names or being looked at funny. I did not look at it as the way that we have been taught so for me the programme or the unit [inclusive education module] was eye opening for me because it changed my perception of inclusive and disability. So the programme, also it like informed me that in inclusive education ... it is good to include those children or learners [with disabilities] into normal schools so that they don't feel excluded. (FP3)

Participant FP2 shared that after engaging with the Teaching for All material, she realised that the implementation of IE was doable, and the success of implementing IE “is very dependent on the way the teachers teach and what the teacher is willing and not willing to do and be open to do in a classroom”, a crucial teacher factor in advancing IE.

Students’ views about the sufficiency of the Teaching for All materials

The sufficiency of the content covered by the Teaching for All materials was also queried during the focus group interviews. All the SP/FET participants were of the view that the material was sufficient and had prepared them well in understanding IE. However, the FP focus group participants expressed diverse views about the sufficiency of the Teaching for All materials. Participants FP1, FP3 and FP4 commented that the content of the material was sufficient with certain qualifications. Participant FP1 mentioned that in addition to the Teaching for All materials, she also extended her knowledge by reading widely on IE aspects that required deeper knowledge. She explained, “I do read the material but I also do my own research.” Participants FP2, FP3 and FP4 highlighted the gap between theory (what was learnt at university) and practice (the reality of the school context).

So I am not confident completely saying that in practice what we have learnt in this programme if it really did help us. (FP2)

Sometimes it can be a big difference from the reality it can be a big difference from what we learn because what you learn

in university is just to prepare you, but what you face when you are in class it is quite a big challenge because sometimes you are not trained on how to do go with this like ... I don't want to say disabled but maybe like enabled children that might have barriers to learning so you might not have that kind of training even though you might have knowledge. (FP3)

Going back where I ... said about the big gap, we know that there are a lot of factors influencing inclusive education, so it is going to be difficult to teach each and every learner out there or try to teach them. (FP4)

However, participants FP3 and FP4 contended that the IE materials were sufficient for the basic preparation of a novice teacher to teach inclusively, and FP4 emphasised the need for further learning about IE and addressing the diverse barriers faced by learners through ongoing training.

Even though you might have knowledge on how to deal with, but also practical or maybe training will also be an advantage to us student teachers if it can be included as well. But all in all for me, I found out that in this module the content was sufficient to prepare us on what we can do and how to ... what we can do if we come across on such cases. (FP4)

However, participant FP2 was uncertain if the content was sufficient to prepare teachers for all the challenges experienced at school.

So I am not confident completely saying that in practice what we have learnt in this programme if it really did help us in that sense. (FP2)

Student participant views on the design of the Teaching for All material

The survey also probed students' views about the design of the Teaching for All material. Again, a tally of the *strongly agree* and *agree* responses indicate that 96% of both the FP and SP/FET student participants reported that the language and terminology was well-explained. The use of illustrations and images were reported to be accurately reflected and well-integrated into the Teaching for All material by 93% FP and 94% SP/FET students. The Teaching for All chapters and units were reportedly logically arranged by 96% of both FP and SP/FET students. Finally, 96% FP and 95% SP/FET student participants found the summaries of key IE messages to be helpful.

The overwhelming majority of survey student participants also reported that the Teaching for All materials were suitable for the South African context (FP = 93% & SP/FET = 98%) and useful as well as easy for individual use (FP = 93% & SP/FET = 96%).

Both SP/FET and FP focus group participants also commended the design of the Teaching for All materials. Participants FP2 and FP4 described the material as easy to follow. Participant SP1 applauded the multimedia approach of the Teaching for All materials while participant FP2 was impressed that the hyperlinks in the texts actually functioned. The following excerpt reflects a participant's positive impression of the design of the Teaching for All materials.

The material was quite easy to read, you could understand it. The layout was easy, there is a flow of ... it's not all over the show and you read something about this and then the next topic is about

completely something else but there was a flow that is happening within the content as well. (FP4)

Influence of Teaching for All materials on student teachers' teaching practice experiences

All FP focus group participants found the Teaching for All materials to be very useful during teaching practice because they could consult the materials when they needed information in supporting learners who experienced barriers to learning. During teaching practice, all FP focus group participants often reflected on what they had been taught in the inclusive education module to inform their teaching practice. Participant FP4 perused the Teaching for All materials in the evenings during teaching practice to check if she had erred in her delivery of lessons; she explicitly stated that her exposure to IE theory had ingrained in her mind the need to teach inclusively. Participant FP2 considered what she had learnt in the IE module as well as the learning support needs of individual learners when planning her lessons. The following excerpt reflects the positive impact the Teaching for All materials and IE module had on students as teacher-in-practice.

It also helped me to know what kind of help I can offer to these learners without thinking that maybe they are slow or maybe they don't want to learn so more me this inclusive module really helped me a lot in order to prepare me on my teaching practice, so to think what I can do when I am in class. (FP2)

The SP/FET students did not really teach during teaching practice; they were at schools to observe lessons. However, some SP/FET participants reported having opportunities to also teach. Participant SP3 shared that she observed how teachers tried to be inclusive by rephrasing information that learners did not understand and accommodating late-coming learners because some learners travelled long distances from home to school.

So when the student comes late, the teacher would first wait because they knew students who come from far; so they would wait until those students came or until they communicate with their parents [to see] whether the students are coming or not so that they [teachers] can wait until these students come in and they start teaching. (SP3)

Participant SP4 had the opposite experience while observing the lessons taught by one class teacher. She reported that the teacher was not teaching inclusively because she taught all learners at the same pace; there was no differentiation in the lesson presentation and the learners were scared of the teacher. She described the lesson as teacher-centred and characterised the teacher as a bully. She also reflected how she would teach lessons in an inclusive manner.

I would definitely change that I would use a student-centred classroom and try to accommodate all my learners because I know all learners are not the same so you cannot teach in one size fits all using one pace; you must change your pace, try to engage other learners. (SP4)

Participant SP2 commented that he observed learner behaviour at school to be very challenging for teachers to manage but could not recall that behaviour management was covered in the Teaching for All materials. However, participant SP1 managed learners presenting challenging behaviours in class by trying to include them during the lessons. He decided to split the “problem” group and placed them with peers that were eager to learn and could support them during the learning process. He reported that this strategy was successful, and he felt pleased that he tried to include the disruptive learners rather than ignoring them, which would have excluded them from learning.

The first thing that I have done to promote inclusion there was a group of boys that were sitting in the corner and there were four ... disturbed my class and some students that are around them wouldn't hear what I am saying ... So I ... divided them according to the corners of the class ... and then I placed people that are focussed next to them so that their disturbance wouldn't affect the class because ... these are the people who are focussed in class so they wouldn't entertain their disturbance. So at the end of the day, I will say that no, the class was well responding and was active and I think that is how I firstly created inclusion in my classroom. (SP1)

Student participant suggestions for improving the Teaching for All materials

Focus group participants FP2 and FP4 recommended that the material could be improved by adding more videos

focusing on South African “real world” schooling contexts such as the teaching of large classes and more information on differentiation to meet the diverse needs of learners. Similarly, participant SP1, requested more “scenarios that are African-based or in the part of South Africa context”. Participant SP3 also referenced the need for the scenarios to better reflect the South African schooling context and how IE could be implemented in many schools that are under-resourced and located in poor and rural communities.

I think we should be given more about the students or the parents and everything or who can't afford because all the materials were all about those kids who can afford the inclusive schools. But, then in South Africa in general we have provinces like Eastern Cape where students are still sitting down; they don't have chairs; they don't have desks; and they still don't have shoes on their feet. So I think we should be given such examples instead of giving us nice examples in which we are exposed to these kids who can't afford anything so we have to get those examples because the schools that are not working are these ones who can't afford anything in villages, in locations [townships]. (SP3)

Participant FP4 mentioned the need to infuse technology in the delivery of lessons to cater for the different learning styles of learners.

Make use of more technology within the classroom. Because if the learner can relate to a lesson that is on the smart board or videos that are playing or those kind of things, they can easily relate to

what is the lesson all about. Yes, we know that they all learn differently so they can respond in the way that they understand the content within the lesson. (FP4)

Participant SP2 did not suggest how the Teaching for All materials could be improved, but suggested that the IE lecturer could add hyperlinks to other material to deepen students' understanding of IE: “The lecturer can also have links that would increase your understanding that might not necessarily be mentioned in the material itself.”

Student views about the role of the teacher educator in presenting the dedicated IE modules

All focus group participants expressed great satisfaction with the role played by the teacher educators in presenting the dedicated IE modules. They described the lecturers as extremely knowledgeable, very well prepared, motivating students to participate during lectures. They were also very passionate about IE and inspirational about providing learning support to learners with different barriers to learning.

He kind of motivated me also to like I said I love helping the slow learners so I am still considering if I want to go into the learner like a learner support teacher. (FP1)

Participant FP4 praised the Foundation Phase IE module lecturer.

He will come prepared he will have all the information ready; he will have extra information and send us home with information that we could read up on. (FP4)

Participant SP2 appreciated the SP/FET IE lecturer.

The lecturer delivered the content well and she acknowledged everyone's comments and her discussions helped a lot in the understanding of the content. (SP2)

Student views about the place of IE in the current teacher education programmes

Student focus group participants were also questioned about the place of IE in the current teacher education programmes in which they were registered. They were asked if any explicit or implicit references were made to IE in the different modules they had completed. On reflection, all participants (both FP and SP/FET) identified IE aspects (e.g. catering for learners at different levels of understanding and with learning barriers through curriculum differentiation, using different resources to pique learners' interests, and promoting a sense of belonging among all learners) that were present in some of the modules across the different year levels of their respective teacher education programmes. Three SP/FET focus group participants (SP2, SP3 & SP4) felt that there was insufficient coverage of IE concepts in preparing them to teach their major subjects; they required more depth in knowledge about how to teach those subjects more inclusively.

Making the class more interesting doesn't mean that you are doing like practising inclusive education. (SP4)

Student focus group participants were also asked to recommend changes to the structure of existing teacher education

programmes with the aim of making IE more prominent in these programmes. All SP/FET participants suggested that the IE module be introduced in the first year of the undergraduate teacher education programme. Participant SP3 justified this view based on her personal experience: she found that in her first year, she was unsure that teaching was the appropriate career to follow. It was only in her second year that the IE module ignited in her a love for teaching.

When I started the inclusive education and everything that followed the inclusive education everything became like interesting and it made me like love and yet I spent the whole year [referring to previous year, year 1, which does not offer IE] depressed and thinking about teaching and I didn't understand what to do with it so if they introduced to us the first year and the year after I think it will be really better. (SP3)

Participants SP2 and SP4 agreed with the justification put forward by participant SP3.

All focus group SP/FET participants, as well as Foundation Phase participants – FP1, FP3 and FP4 – commented that IE should be made prominent across all the modules and year levels, and not necessarily have dedicated IE modules in each year level. This would prepare students even better for the implementation of IE in real classrooms. The FP focus group participants also recommended extra IE training outside the teacher education programme in the form of workshops because the scope of IE was so broad.

Also maybe someone who can come and give us the training ... [about] this is how you can prevent or not prevent, but this is how you can offer your help or this is how you can face the challenge in school. (FP3)

Inclusive education teacher educators' perspectives of the Teaching for All materials

Selection of content from the Teaching for All pack by IE teacher educators:

Teacher educator participant B (TEA) explained that he taught the designated FP IE year-long module over the past two years. In 2021, he began his lecturing mid-term during Semester 1, after the lecturer at the time had retired. The previous lecturer had shared Units 1, 2 and 4 with students in 2021. However, this year he is using all four units of the material. Since there is so much content in the Teaching for All materials, not all the content can be covered in the limited time given to complete the IE module. Therefore, he selects sections of different units in trying to reach the module's teaching and learning outcomes: "I use all the units. I use extracts from all the units."

Similarly, teacher educator participant A (TEB) also used sections of Units 2, 3 and 4 and the entire content of Unit 1 of the Teaching for All materials in the dedicated inclusive education module that she taught in the SP/FET teacher education programme at second-year level in 2021. Participant TEA's choice in material selection from Units 2, 3 and 4 was guided by the requisite National Qualifications Framework (NQF) level at which the module was pitched, time constraints (the module was only a semester

long), and the relevance of the material in reaching the teaching and learning outcomes of the module.

Unit 1 in particular, I think I did the whole of Unit 1. It has a lot of things, so because of time for the other three units I selected what I thought would be relevant for that level of study. So, I did all the four units but for the other three units not all of them; I selected specific sections of the units. (TEA)

Both teacher educator participants supplemented the use of the Teaching for All materials in the dedicated IE modules with other resources such as textbooks, journal articles and relevant IE and curriculum policy documents. Some of the supplementary material contained many case studies that resonate with the South African classroom contexts. However, the Teaching for All materials comprised the bulk of the teaching and learning material used in the IE modules, with estimations of about 90% (participant TEB) and 80–85% (TEA) reported. The following extracts reflect these views.

I used books and there are two books in particular that I used and I used them collaboratively with the Teaching for All material. (TEB)

I would say 80% for, ja 80 or even 85% of the module I used the Teaching for All materials. (TEB)

I use journals ... and then we use that NCSS documents, we use Salamanca documents. I also use the book. (TEA)

Teaching for All is about 90%, I think. (TEA)

Teacher educator TEB shared that she was also responsible for teaching a Foundation Phase child development module at second-year level, and a development and learning module in the Postgraduate Certificate in Education (PGCE) programme. Over the past year she has included Teaching for All materials as part of the teaching and learning resources prepared for these modules because of their suitability to the content and outcomes of those modules. She mentioned that she sourced about 50% of the teaching and learning material for the PGCE module from the Teaching for All pack: "But now for the PGCE's I would say 50/50 you know". She used most of Unit 1, presumably as a good introduction to the philosophy of inclusion, although she did not mention the reason for using Unit 1, as well as sections of Units 3 and 4 because they respectively related to school communities and curriculum differentiation. This view is reflected in the following excerpt: "I used [unit] 1; I'm using that one a lot for everybody. And then also... the curriculum differentiation, I think it's Unit 4... And also ... Unit 3 has got a school communities. So, I use a lot of unit 1 and then parts of Units 3 and 4".

She made little use of the Teaching for All materials when teaching the Foundation Phase module, only using content from the Teaching for All pack that related to different domains of development such as language and emotional development.

It's [Teaching for All material] got language development, it's got emotional development, all those things. So, for the foundation phase – because I do also you know, take a little bit of Inclusive Education and combine it with that book [referring to the prescribed book used in

an educational psychology module that lecturer also taught] also. (TEB)

Teacher educator views about the suitability of the Teaching for All material

Participant TEA shared that the Teaching for All materials were well designed and appropriately led students into a deeper understanding of the importance of inclusive education in South Africa, given the country's socio-political history. The language used in the Teaching for All materials was clear and easy to understand.

There's more than enough information and it is easy to understand; it is user-friendly. (TEA)

Very easy with the language, and when they give case studies it's actually case studies of incidents that happened at schools in our province, or in South Africa in one of the other provinces. So students can relate to it. They can relate to every aspect.... It starts out with looking exclusionary practices which I feel they need to understand. They need to understand where we come from, they need to understand the Bantu education, and from there it goes to the policies, like White Paper 6, constitution and all that. (TEA)

Similarly, teacher educator participant A (TEB) mentioned that the Teaching for All materials were suitable to use in the IE module that she taught, as it is compatible with the existing philosophy and objectives of the department responsible for the IE module. She also echoed the student participants' general satisfaction with the design and flow of the Teaching for

All materials, as well as its content and contextual appropriateness which resonated with students' life experiences.

It's easy for them to apply the concept through their own because some of them, the material, the issues, the concepts and the case studies that are in the Teaching for All material, so some of them these are, it is their lived experiences. A student would say "Ma'am, this reminds me of when I was at school" or "This reminds me of what happened in my family" and they open up. And so they relate; they can relate to this material. (TEB)

Participant TEB was also satisfied with the Teaching for All video material although she did not use all the videos due to time constraints; but she also used other videos that were not part of the Teaching for All materials. However, participant TEA advised students to consult the videos that were not used during lectures as part of their own self-study and research. She found that students "could relate to the [video] materials" (TEB).

Both teacher educator participants mentioned that the Teaching for All materials were sufficient to equip teacher education students with the relevant IE knowledge, skills, attitudes and values as future teachers practising inclusive education.

I think they were sufficient for me because you know, students ... at the end of the lecture, they do tell me that they have learnt so much and there are students who actually explain that – well they don't really say it, like my values have changed. But the way they say it, it's communicating that some of the misconceptions that they had about

others have changed and also in the way. (TEB)

Participant TEA mentioned that the Teaching for All materials included content (the scenarios in particular) that reflected challenges in contemporary South African schools. Therefore, the material was appealing to the students who saw the value in interrogating the material.

Then we look at what is currently happening at the schools. And we actually see that a lot of the things that is in this unit is actually currently happening at the schools. We have racism, we have the fights amongst students where parents and so on are involved. And students are beginning to see that this module is actually a valuable module and units for them to be using. (TEA)

Teacher educator participant TEA also explained that students were applying the information learnt from the Teaching for All materials to other learning situations, such as other modules of the teacher education programme. Participant TEA directs students to the Teaching for All materials when they request assistance to address different barriers to learning at schools during teaching practice stints. In this way, students are able to support the class teachers who find it challenging to address barriers to learning in certain instances.

The students are actually using the [Teaching for All] material ... in their other modules. (TEA)

The educator had a child, a Foundation Phase learner in the class, whom the educator was wanting to give up on because this learner couldn't do certain

things. Then [during teaching practice] our student phoned me and I said, no, we need to motivate that learner. So I said the [Teaching for All] units that you're using, we need to look at all those aspects and try and support that learner and support the educator. (TEA)

Teacher educator suggestions about how the Teaching for All material could be improved

Teacher educator participant TEB suggested that the Teaching for All materials should also include scenarios that consider vulnerability that exists in seemingly privileged contexts such as children “who are labelled as intelligent are – the pressures that goes with being labelled a good child or an intelligent child” or children from socio-economically wealthy backgrounds who are “going through a whole lot of pressures because of their status, of their backgrounds ... for example, such children going for drugs and so on and so on”. Participant TEB also mentioned that white students commented that the scenarios did not really reflect their backgrounds.

Teacher educator participant TEA recommended that the Teaching for All materials should include lesson plans that reflect inclusive education practices, as well as samples of individual support plans.

I actually think we can include a kind of a demo lesson or structure a lesson using the ISP and have it in this document so that the students will have an understanding of how we include learners who sometimes are sent to a special school just because they are fidgety. (TEA)

Summary of findings

The findings of this study overwhelmingly support the positive pedagogical impact and value that the Teaching for All materials had in the teaching and learning of IE. Most importantly, the findings suggest that, despite the many challenges to pedagogical access that were presented by the Covid-19 pandemic, there was still a very successful delivery of the IE curriculum as attested by the main participants, the pre-service student teachers. This success was demonstrated in various ways as shown by the findings.

Firstly, the electronic format of the Teaching for All materials provided an immediate and comprehensive resource for the immediate transition to online learning in 2020 when the start of the pandemic precluded face-to-face learning.

Secondly, both the pre-service student teachers and the IE teacher educators found the material comprehensive, easy to use, with good flow, and contextually appropriate for the social contexts in which the participants live and learn. The Teaching for All materials, therefore, resonated with the personal life experiences of many of the participants.

Thirdly, the multimedia format (text and audio-visual), as well as the various learning activities (e.g. case studies, journal activities, discussions) of the Teaching for All materials appealed to the different learning styles of students and therefore encouraged their learning about IE. The format facilitated a constructivist approach to teaching and learning, which leads to a better retention of knowledge (Shah, 2019).

Fourthly, the content of the Teaching for All materials was an appropriate vehicle to bridge practice and theory: the *what* and *how* of pedagogy. Student participants reported many instances of reflection *in* practice, reflection *of* practice and reflection *for* practice (Schön, 1983). Student reports of IE-related reflections *in* practice occurred during lectures (e.g. thinking about their own life experiences in relation to the case studies provided in the Teaching for All materials) or during observations about inclusive or exclusive teaching practices at schools during teaching practice sessions. Students also reported examples of reflection *on* practice, when they thought back and pondered about how they taught lessons during teaching practice. Reflections *for* practice included thoughts about how they would go about teaching lessons during teaching practice based on what they had learnt about IE in the past and how they would approach teaching differently to the exclusive practices they observed at schools.

Fifthly, reports by both teacher educators and student participants suggest that the use of the Teaching for All materials as the primary resource in facilitating IE lectures led to a deeper understanding of IE with an increase in knowledge, skills, attitudes, beliefs and values related to IE. It is essential that the preparation of future teachers as inclusive education practitioners not only focusses on increasing pre-service teachers' knowledge of IE philosophy, its importance and pedagogical skill development, but that in addition preparation must have a transformational impact on the beliefs, attitudes and values of teachers to ensure that the IE project succeeds. Besides the

levels of IE knowledge and skills, teachers' beliefs, attitudes and personal values related to IE influence how they teach and how they manage diversity in all its different forms, which is the key characteristic when promoting inclusive learning contexts. According to Boyle, Anderson and Allen (2020:2), "teacher values and attitudes will be pivotal to how inclusion is manifested both within individual classrooms, and collectively across the whole school". The facilitation of the Teaching for All materials by the teacher educators successfully led to students applying what they had learnt about IE in other contexts, such as in other modules or at schools during teaching practice sessions, which is a hallmark of true learning. This demonstrated a transfer or bridging of learning. Bridging is an important indicator of learning because the permanency of new knowledge is dependent "on the extent that it is examined, tested, applied, and tried out in a variety of contexts" (Haywood, 1988:4).

The crucial role of the IE teacher educator in marketing the importance and value of inclusive education among pre-service teachers cannot be underestimated. This study found that students were really impressed by the knowledge, attitudes and commitment of the IE teacher educators. These influence agents reportedly ignited a passion among students in learning about IE, motivating them to become teachers who place inclusive education at the centre of teaching and learning.

The mode of delivering lectures also must be considered. The Covid-19 pandemic compelled the transition to online lectures, now widely described as the "new normal".

In this study, there were mixed views by students about the use of online lectures in the delivery of IE modules. Similar to the findings in this study, online learning has been found to have many advantages, such as convenience, flexibility and self-directed learning. However, this study also reported disadvantages, such as lack of immediate access to peer and lecturer support that is available in face-to-face lectures, and the high data costs for access to online platforms. Research by Fauzi (2022), as well as Mukhtar, Javed, Arooj and Sethi (2020), has also identified potential disadvantages: 1) Online learning platforms impeding practical teaching and learning; (2) Online learning impeding interactions between students and the lecturer; no immediate feedback being available to lecturers, minimising their ability to gauge student understanding of concepts during online lecturing; (3) Limited attention span, as well as the provision of too much resource material are considered shortcomings; and (4) Assessment (an integral aspect of teaching and learning) poses various challenges; for example, it is difficult to monitor students during online assessments and therefore assessments on these platforms are more at risk of compromising academic integrity. Student inequality is another factor that must be considered. According to Fouche and Andrews (2021), online teaching and learning in South Africa and other third-world countries increases inequalities and must have rigorous support structures in place for vulnerable students.

Student focus group participants also reported that the teacher education programmes should be re-orientated by embedding IE across these programmes,

instead of the current silo approach of only designated IE modules and no formalised embedding of IE across ITE programmes. They also suggested that IE be introduced in the first year of the teacher education programmes because IE is an integral aspect in the “making-of-teachers” to ensure that IE is implemented by a new generation of teachers. Phasha and Majoko (2018), reviewing the footprint of IE in initial teacher education (ITE) programmes across 21 higher education institutions in South Africa, found significant variance in the presence of IE across the programmes. Even more concerning was the finding that IE is optional in some ITE programmes, which is contrary to the *Revised Policy on the Minimum Requirements for Teacher Education Qualification (MRTEQ)* (RSA, 2015). They also found that, of the teacher education programmes that included IE, only 21% integrated inclusive education across the programme.

In this study, one teacher educator recommended that the scope of inclusion be broadened to also include vulnerability in perceivably privileged contexts, such as learners who come from stable socio-economic backgrounds or high achievers at school. This recommendation highlights the never-ending reflection that should occur when teaching, learning and researching IE.

Conclusion

The findings of this study have clear implications for policy and practice with regard to the infusion of inclusive education into initial teacher education programmes. Policy governing the structure of ITE programmes needs to be revised to ensure

that IE is the bedrock of ITE programmes. The accreditation of ITE programmes also needs to be reviewed to ensure that IE is central in the development of ITE qualifications. Institutions offering ITE programmes need to do much more in moving IE from the periphery to the centre of teacher education.

Another factor to consider is how ITEs are to be delivered in the future given the transition to online learning due to Covid-19. There is now a growing call for online learning in higher education to become a permanent feature in some measure, given its numerous benefits. However, there are potential disadvantages that cannot be overlooked. One of the glaring risks is the potential compromise of assessment integrity, and therefore the integrity of the programmes being offered. Another is the possible entrenchment of student inequality, especially when no thorough planning is done to support students.

Future research should focus on the ways in which different faculties of education embed IE in their ITE programmes, and how they

infuse inclusive philosophies in their overall operations. Another suggested research focus may be evaluator-teachers' attitudes towards IE as a function of diverse factors such as age, gender and language. This type of research may, for example, unveil if there has been a change in attitudes towards IE across different generations of teachers and teacher educators, as a means of gauging the success of teacher education programmes in fostering positive attitudes towards IE. Another IE research possibility entails an investigation of vulnerability in contexts that were previously not considered when speaking about inclusion.

Inclusive education holds the promise of developing an inclusive society. This is especially important in the South African context, given our socio-historical context as well as the current inequality that remains. It is imperative that all role-players foreground an inclusive ethos in different learning contexts, especially in the professional development of pre- and in-service teachers. Teachers are key to the successful implementation of IE.

References

- Arik, S. & Yilnaz, M. 2020. The effect of constructivist learning approach and active learning on environmental education: a meta-analysis study. *International Electronic Journal of Environmental Education*, (10)2:44–84.
- Boyle, C., Anderson, J. & Allen, K-A. 2020. The importance of teacher attitudes to inclusive education. In: Boyle, C., Anderson, J., Page, A. & Mavropoulou, S. (eds), *Inclusive education: global issues & controversies*:127–146. Brill. Available at: http://dx.doi.org/10.1163/9789004431171_008
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2):77–101.
- Cohen, L., Manion, L. & Morrison, K. 2018. *Research methods in education* (8th ed). London: Routledge. Available at: <https://doi.org/10.4324/9781315456539>
- Creswell, J.W. & Creswell, J.D. 2018. *Research design: qualitative, quantitative, and mixed methods approaches* (5th ed). Thousand Oaks, CA: SAGE.
- Republic of South Africa (RSA). 2015. *Policy on the minimum requirements for teacher education qualifications*. Pretoria: Government Printers.
- D'Sa, L.R. 2022. Perspectives on quality teacher education: a study on reflective teaching practices and teaching performance among pre-service teachers at secondary school level. *Zeichen Journal*, 8(1):98–105.
- Fauzi, M.A. 2022. E-learning in higher education institutions during COVID-19 pandemic: current and future trends through bibliometric analysis. *Heliyon*, e09433. Available at: <https://doi.org/10.1016/j.heliyon.2022.e09433>
- Fouche, I. & Andrews, G. 2021. Working from home is one major disaster: an analysis of student feedback at a South African university during the Covid-19 lockdown. *Education and Information Technologies*, 27(6):1–23. Available at: <https://doi.org/10.1007/s10639-021-10652-7>
- Haywood, H.C. 1988. Bridging: a special technique of mediation. *The Thinking Teacher*, 4(4):4–5.
- Mathew, P., Mathew, P. & Peechattu, P.J. 2017. Reflective practices: a means to teacher development. *Asia Pacific Journal of Contemporary Education and Communication Technology*, (3)1:126–131.
- Mukhtar, K., Javed, K., Arooj, M. & Sethi, A. 2020. Advantages, limitations and recommendations for online learning during COVID-19 pandemic era. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4):S27–S31.
- Nulty, D.D. 2008. The adequacy of response rates to online and paper surveys: what can be done? *Assessment & Evaluation in Higher Education*, 33(3):301–314. DOI: 10.1080/02602930701293231
- Pham, L.T.M. 2018. *Qualitative approach to research a review of advantages and disadvantages of three paradigms: positivism, interpretivism and critical inquiry*. Adelaide: University of Adelaide.
- Phasha, N. & Majoko, T. 2018. *The state of inclusive education in South Africa and the implications for teacher training programmes*: Research report. South Africa: British Council.
- Schön, D. 1983. *The reflective practitioner: how professionals think in action*. New York: Basic Books.
- Semerci, C. & Batd, V. 2015. Meta-analysis of constructivist learning approach on learners' academic achievements, retention and attitudes. *Journal of Education and Training Studies*, (3)2:171–180. DOI:10.11114/jets.v3i2.644
- Shah, R.S. 2019. Effective constructivist teaching learning in the classroom. *Shanlax International Journal of Education*, (7)4:1–13. Available at: <https://doi.org/10.34293/education.v7i4.600>
- Wilson, B. 1996. *Constructivist learning environments*. Englewood Cliffs, NJ: Educational Technology Publications.

Chapter 10

Synthesising the case studies: lesson learning and future prospects for institutionalising inclusive education

Yusuf Sayed and Marcina Singh

Introduction

The *bifurcatedness* of South African society is a result of a long history of colonisation and apartheid which brought vast disparities in wealth and privilege. The new South African state that came into being in 1994 was confronted with the task of creating a democratic, non-racial and equal society that is inclusive, both at the institutional level and at the curriculum level. This is crucial in realising the commitment to equitable and quality education of Sustainable Development Goal 4. This goal is underpinned by the commitment to ensuring that all learners – particularly the impoverished and marginalised – be afforded meaningful, equitable epistemic access to quality education in schools and classrooms.

Teachers and teaching play a key role in realising equitable and meaningful learning that is accessible for all. Teachers are essentially the “engine and oil in the whole educational process” and therefore need to be capacitated to effectively deal with the challenges of modernity (Fauziah et

al., 2021:546). Key to developing a highly skilled and effective teaching workforce is robust, relevant and quality teacher preparation programmes. This is particularly important in post-conflict settings, where teachers through their classroom practices have the ability to become active agents of positive social change (Sayed et al., 2017). Florian (2019), in fact, argues that high-quality teacher training is crucial to creating inclusive classrooms.

In this context, the British Council has developed a set of teacher education inclusive education materials and resources, the Teaching for All materials (British Council, 2019), to equip student teachers and teacher educators with the competence to create inclusive classrooms.

This research sought to understand how diverse higher education institutions (HEIs) that offer teacher training in South Africa have integrated the Teaching for All materials into their existing initial teacher education (ITE) programmes. This investigation builds on previous research conducted by Sayed, Salmon and Balie

(2020), which examined the ways in which the Teaching for All materials were introduced into selected HEIs in South

Africa. The research reported in this book builds on this by examining how eight selected HEIs in South Africa did so.

TABLE 10.1: PARTICIPATING HIGHER EDUCATION INSTITUTIONS

	UNIVERSITY	PROVINCE
1	Cape Peninsula University of Technology	Western Cape
2	Stellenbosch University	
3	University of the Western Cape	
4	University of Fort Hare	Eastern Cape
5	Nelson Mandela University	
6	University of South Africa	Gauteng
7	Tshwane University of Technology	
8	Durban University of Technology	KwaZulu-Natal

Each of the institutions conducted individual investigations into the way the Teaching for All materials were integrated into their ITE programmes and the results are discussed in the case studies in the preceding chapters. Each case study was written by representatives of the eight participating HEIs. The aim of this chapter is to synthesise the main learnings to understand what worked, what did not work, and under what conditions.

This chapter reports on several aspects that were indicative of student teacher and lecturer (or teacher educator) experiences of engaging with the Teaching for All materials. The chapter synthesises the findings in two ways. First, it discusses the manner in which the various institutions embedded the materials into their ITE programmes; and second, it discusses the major lessons emerging from the cross-case analysis. The chapter concludes with a

discussion of the implications of this study followed by several recommendations for research and policy.

Institutionalising the materials within ITE programmes: key trends and approaches

A strength of the approaches to embedding the materials into ITE programmes was the diverse ways this was done – signalling responsiveness to the specific context and needs of each institution.

A respondent from Stellenbosch University noted that they used the resources as additional material to the existing course that focusses on inclusive education. Students were given parts of the material rather than all at once because “offering the material in this way seemed to ensure that the

education students were not overwhelmed by the material, which could cause them not to recognise the value of the materials” (SU Case Study). Further to this, respondents noted that there was no uniform rollout of the materials in the department as “some lecturers have used the materials as primary sources, depending on the focus and content to be taught, others have primarily used it as additional reading and research material” (SU Case Study).

At the University of Fort Hare, the materials were added to the existing programme and had to be adjusted to ensure the credit-bearing courses are not overburdened. The researchers note that “the Teaching for All materials has been included in an already established eight-credit programme for the BEd undergraduate studies and are being used as resource material for the BEd Honours programme. Certain topics, including five from Unit 1, three from Unit 2, three from Unit 3, and two from Unit 4, were removed from the curriculum to prevent students from receiving an excessive number of credits” (UFH Case Study).

At TUT, teacher educators adopted an adaptive implementation strategy that meant that initially, the materials were not used in all the programmes, but introduced using a staggered approach in specific courses, which included Education Theory, Classroom Management and Professional Studies, with the latter course covering all the modules between Year 1 and Year 4. A teacher educator noted that the rationale for privileging Professional Studies was because of a need “to strengthen the content part on inclusive pedagogies which made a small percentage of the module”. However,

even so, “only parts of the Teaching For All material are embedded in the second, third and fourth level of the professional studies module” (TUT Case Study).

At DUT, there was every intention to embed the materials as noted by the researchers: “The idea was to take each unit from Unit 1 to 4 of the Teaching for All materials and include it as a topic within the Education modules as follows: Unit 1 of the Teaching for All materials will be offered in the first year and will be embedded as part of the module Education 101; Unit 2 will be embedded in the second- year module Education 201; Unit 3 will be embedded in the third-year module Education 301; and Unit 4 will be embedded in the fourth-year module Education 401” (DUT Case Study). However, student protests disrupted the implementation of the materials and very little was covered during this time.

While most of the case studies focussed on how the materials were embedded into the coursework, UNISA student teachers also responded to the experiences related to the implementation of the materials at the school level during their teaching practice. Student teachers noted that, although they benefitted from the materials and learnt a great deal, the school context does not allow for inclusive education to be realised in practice. One student teacher noted, “I do not see that happening at schools. I, therefore, do what teachers at schools are doing, and they do not implement curriculum differentiation” (UNISA Case Study).

At UWC, the materials were offered in two modules: a third-year level inclusive education course in the BEd FP programme and the second-year BEd SP/FET programme.

The materials complemented existing materials and were easily integrated as inclusive education was the core focus of these courses.

At CPUT, the materials were used extensively across various programmes. The researchers note that the materials were first used in 2019 at one of the two teaching campuses and in two programmes, the BEd Foundation Phase and PGCE FET. By 2020, the modules were fully implemented at all year levels except the BEd SP FET, where only certain aspects were covered.

At NMU, the embedding of the Teaching for All materials coincided with the commencement of the re-curriculated teacher training programmes in 2019. Although the older programme had an inclusive education course, the new programme was adapted according to the Teaching for All materials and content focus.

Overall, the various ways of institutionalising the materials as reported by the institutions suggest that it was easier to embed or include the materials into programmes that had a dedicated course, module or department that focussed on inclusive education. Universities that were more established with dedicated departments of educational psychology or inclusive education found the integration of the materials more seamless than those that did not. Moreover, in some HEIs all the units were used, and in others only selected modules were adapted and selected to complement the existing curriculum. Adaptability is thus one of the benefits of the materials. Additionally, there were variations in terms of the academic year and the courses in which the materials

were used. The findings also suggest that, in some cases, teacher educators had more autonomy in the classroom, allowing them to choose and use materials as they deemed appropriate. This was the case at SU. Institutions such as NMU and CPUT used the materials extensively, with some differentiation noted where the education faculty was split into more than one campus.

The diverse ways in which the materials were institutionalised as reported in the cases studies speak to the necessarily adaptive way in which curriculum change does and should occur. It also speaks to the need for the process of implementation to proactively respond to barriers that must be confronted.

Institutionalising inclusive education in higher education: lessons learnt from embedding Teaching for All materials in initial teacher education programmes

The experiences reported by student teachers, lecturers (or teacher educators) and researchers at the various institutions about the ways the Teaching for All materials were embedded into ITE programmes illuminated several important learning points to consider for future Teaching for All material rollout initiatives specifically, and curriculum change in general.

The papers in this volume point to several key lessons in institutionalising the Teaching for All materials in HEIs:

- Successful implementation of the material is dependent on institutional leadership support.
- Effective implementation of the materials should be part of a faculty or institution-wide policy of promoting inclusive education in and through programmes.
- Social, political and economic crises can impact the implementation of the materials.
- Engaging with the materials enables and nurtures a common and more holistic understanding of inclusive education among student teachers.
- Effective implementation of the materials is dependent on the accessibility and user-friendliness of the materials.
- Effective implementation of the material requires committed, capable and reflexive teacher educators able to transform existing practices.
- The positionality and lived experiences of the teacher educator shapes how student teachers engage with the materials in class.

Successful implementation of the materials is dependent on institutional leadership support

Most of the case studies noted that support from faculty and university leadership is crucial for the successful implementation of the materials. The respondents from NMU, for example, noted that although the Faculty of Education did not have a policy on inclusive education, staff in the faculty are passionate about promoting social justice by practising humanising pedagogies; this includes faculty (academic) management who are supportive of the process. This made the process of embedding the

materials into existing programmes easier to manage. However, not all institutions had supportive management, and this negatively impacted the embedding of the resources into the teacher training programmes. This was evident in the experiences of DUT: teacher educators lamented that it was challenging to implement the materials or introduce the programme to the faculty due to “lack of leadership support in the School of Education” who “hampered the growth prospects” and the successful rollout of the materials. Student teachers from UNISA also noted that they do not benefit from support of management to implement what they have learnt at university regarding inclusive education. A student noted that teachers and the management do not support curriculum differentiation in schools: “They do not provide us with the resources and support we need from them. This makes it very difficult for us as student teachers” (UNISA Case Study).

Effective implementation of the Teaching for All materials should be part of a faculty or institution-wide policy of promoting inclusive education in and through programmes

At some institutions, particularly the larger comprehensive universities, the materials were implemented and rolled out within a specific department in the Faculty of Education. This was the case for Stellenbosch University, for example, where respondents noted that the philosophy of their department aligns with the Teaching for All philosophies that they have been actively working to embed for the past twenty years. Therefore, the uptake of the materials presented fewer challenges.

The respondents from SU also noted that, although their department (Educational Psychology) promoted the use and values of Teaching for All, a more integrated faculty approach is required, one which requires all teacher educators to implement the inclusive pedagogies that the materials promote, suggesting that the materials be part of a faculty-wide drive to promote inclusive education, rather than confined to one department. The same experiences were noted in the case study from CPUT: while the subject of inclusive education is taught using inclusive principles, the same approach is not used throughout the faculty or campus. Thus, the responsibility of teaching inclusive education is regarded as the responsibility of a few teacher educators and not “fully embedded in every subject that makes up the teaching degree course. The ideal situation would be that all teacher educators, regardless of their subjects, should understand and implement inclusive education principles in their subjects” (CPUT Case Study).

Social, political and economic crises can impact the implementation of the materials

Crises and disruptions, such as loadshedding, Covid-19 and student protests, all adversely impacted the implementation of the Teaching for All materials as envisioned by the various HEIs. Respondents from Stellenbosch University noted that in 2020, the materials were not embedded as extensively as in 2019; this was because teacher educators had to shift to teaching online, and due to the exorbitant workload, “they did not give it the attention they had hoped” (SU Case Study). Covid-19

also negatively impacted students’ ability to put what they had learnt from the materials into practice during their teaching practice, as the pandemic protocol prevented student teachers from going into schools (CPUT Case Study). Respondents from UWC noted that access to online classes during loadshedding meant that only some student teachers benefitted from discussions of the materials.

The student protests at DUT curtailed the implementation of the materials as all the campuses were closed due to the violent nature of the disruption. The case study from DUT notes that the lecturers who had agreed to familiarise themselves with the inclusive education materials did not do so because they stated that they were busy working on developing PowerPoint slides with voiceovers which they were uploading on WhatsApp groups and the institution’s learning management system, Moodle, so students who wanted to learn could access the information. When the academic programme resumed in April 2022, lecturers stated that they would find it difficult to offer the inclusive education materials in the second semester because they were not familiar with the content, and also, they were busy catching up with the first semester curriculum. (DUT Case Study)

Engaging with the materials enables and nurtures a common and more holistic understanding of inclusive education amongst student teachers

One of the student teachers at the University of Fort Hare noted that, even though he attended lectures and teaching practice, he had no idea what

inclusive education actually was until he was introduced to the Teaching for All materials. Only then did he develop a holistic understanding of the concept. Student teachers at DUT reported similar experiences. They admitted to having made an assumption that inclusive education was synonymous with physically disabled learners. However, after engaging with the Teaching for All materials, their perceptions changed. The student teachers then express that “inclusive education should not be an add-on to their curriculum but should be a permanent part of the curriculum” (DUT Case Study). Student teachers at CPUT reported that, after having engaged with the materials for four years, students share a common understanding of inclusive education. The change in understanding has influenced their disposition and attitude towards inclusivity.

Effective implementation of the materials is dependent on the accessibility and user-friendliness of the materials

For student teachers and teacher educators to master the materials, they require access to the materials in a format that is useful for their learning. The findings from the case studies suggest that the different formats were indeed useful for student teachers and their learning. Interviews with student teachers at CPUT revealed that students found the materials accessible for “students who learn in different ways” (CPUT Case Study). Student teachers from TUT remarked that the materials were user-friendly and “easy to use” (TUT Case Study). A teacher educator at NMU confirmed that the materials were very good

at presenting complex societal issues in a format that is easy to understand, easy to use and accessible to students. Most student teachers from UWC preferred online materials as this was advantageous during Covid-19 when studies moved online.

Effective implementation of the materials requires committed, capable and reflexive teacher educators able to transform existing practices

The positionality and lived experiences of the teacher educator shape how they engage with materials in class.

While engaging with the materials, some teacher educators identified the need to expand student teachers’ generally normative and myopic understanding of inclusive education, suggesting it is the responsibility of teacher educators to facilitate this learning. The respondent from DUT noted in her reflection that she experienced a mind-shift when engaging with the materials which made her realise that teacher educators also need training to transform their practices so they can assist their students more effectively.

A teacher educator from NMU noted that the way she teaches and engages with the materials is impacted by her own life experience and the lived experiences of the student teachers. The teacher educator explained, “How I read the Teaching for All curriculum and teach from it is informed by a collection of diverse experiences which are further informed by the experiences students bring into lectures as we interact with the content. Often, their experiences stir something in me that speaks to my history and how I feel” (NMU Case Study).

However, not all lecturers were positive about teaching the materials, particularly in contexts such as DUT, where the materials were used as additional resources to the existing curriculum. Teacher educators reported that this “was over and above what they were required to teach, and this adversely affected the actual teaching of the Teaching for All materials” (DUT Case Study). Teacher educators at TUT admitted that engaging with the materials has made them more reflexive lecturers as they have developed skills that will assist them to deal with students more effectively. Some teacher educators, as noted by a staff member at NMU, were excited about trying new teaching styles: “I thoroughly enjoy team-teaching the inclusive education module” (NMU Case Study). The team-teaching approach was referred to as a “game changer” in several of the case studies, confirming its efficacy.

The case studies suggest that, since faculties and institutions are key agents in implementing the materials, a lack of support from management can potentially limit the benefits that the materials otherwise offer. It also suggests that the manner in which teaching and learning take place at universities, including what is being taught and how it is being taught, cannot be divorced from social, political and even economic disruptions (as in the case of DUT) and that institutional stability is an important factor to consider when materials are being piloted or rolled out. Further to this, teacher educators as the key implementers need to be fully capacitated through training to deliver the materials, and there must be a willingness and commitment on their part to teach and engage with

the materials. Teacher educators need to be reflexive about how they teach as their perspective influences and shapes their pedagogy. This is an important factor to consider when implementing materials such as Teaching for All, particularly in the South African context, where social, political and institutional histories shape teaching and learning at HEIs.

Institutionalising inclusive education in HEIs in the future: suggestions for policy, practice and research

The rich case studies reported in this monograph point to several important considerations for practice, policy and future research.

Firstly, widespread, meaningful, and robust consultation and support are vital for effective implementation. Particular attention needs to be paid to garnering institutional support for institutionalising inclusive education as a core priority. Making this an institutional priority requires clarifying the roles and responsibilities of all stakeholders. There should also be an implementation plan that gives institutions a framework and process for how best to implement the materials. This is particularly important for faculties that have no prior or only limited experience in embedding inclusive education in ITE programmes.

Secondly, the case studies reported in this monograph point strongly to the need to empower teacher educators in inclusive education. The data points to the fact that teacher educators feel they

cannot be expected to promote inclusion if they themselves lack the capacity and experience in teaching inclusive education. Such empowerment and support is evident in the vignette of a lecturer at DUT, who argued that while the units speak about identifying learners with ADD, ADHD, autism, foetal alcohol syndrome and depression, she “felt lost when [she] taught this section because [her] students asked [her] questions that [she] could not answer” (DUT Case Study). This experience speaks to the need for teacher educators to be supported to deal with the difficult aspects of inclusive education that the materials raise. Related to teacher educator empowerment is the suggestion emerging from the case studies that institutions need to hire academics who are qualified to teach inclusive education to spearhead change and reform that are brought about by the Teaching for All programme. In this way they can act as change agents in processes of curriculum reform that seek to institutionalise inclusive education in ITE programmes.

Thirdly, it is evident from the case studies that inclusive education is a key component of ITE programmes seeking to promote inclusive pedagogies. Yet, notwithstanding the requirement of MRTEQ, it is evident that not all institutions offering teacher education have made inclusive education a core or mandatory part of their programming. It is evident that, where inclusive education content is not credit-bearing, it is delegitimised in favour of what are conventionally considered the important aspects, often a narrow literacy and numeracy focus (see Sayed et al., 2018). In this respect, it is suggested that inclusive education content and material be

integrated fully as a core and compulsory component of all ITE programmes in South Africa. As a core component of all ITE programme, the Teaching for All materials on inclusive education will reap positive benefits, as noted by a teacher educator who shifted employment from one institution to another, both utilising the Teaching for All material. She found the transition between institutions easier, as she was already familiar with the content. This does suggest that some form of uniformity could be useful for developing a common narrative and understanding of inclusive education.

Fourthly, the case studies reported in this monograph suggest improvements to enhance the reach and impact of the Teaching for All materials. Given the context of Covid-19 pandemic and other crises, the case studies speak to the need for the material to be more fully offered in an online and asynchronous mode including features such as accessible PowerPoint presentations, videos and pre-recorded talks. Further, as the materials are adapted and modified, there is a need to ensure that they continue to be “made more relatable to our ... real-life situations [and] our societies, like where we [are] able to integrate to solve real-life situations” and give us “more innovative and realistic strategies” (student teachers at UFH and CPUT).

Fifthly, the previous report (Sayed et al., 2020) pointed to the need 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 [and examining] the long-term implementation, effects and impact of

the material developed for initial teacher education at the [then] 10 participating institutions that comprised the Teaching for All project.

The research reported in this monograph gives expression to that recommendation by investigating how the Teaching for All materials were embedded and incorporated into eight HEIs in South Africa that offer ITE programmes out of a possible 23 institutions. Moreover, the formation of an Inclusive Education Research Group comprising the partners who contributed to this monography gives momentum and catalyses the formation of a community of inclusive education research practitioners in South and Southern Africa who are actively in building the field and networking with similar initiatives such as the South

Asia Inclusive Education Research Group. Looking to the future, a national study of inclusive education at all ITE programmes in HEIs will enhance policy and ensure the implementation of relevant knowledge in the field.

Overall, these case studies point to the value of the materials in promoting a holistic understanding of inclusive education, thereby realising SDG 4 as well as other national, regional and international policies that advocate for equitable and quality education for all. In the previous report we suggested the following model (see Figure 10.1) for the synthesis of the mechanisms and approaches in the Teaching for All project. In this model, key to successful implementation are coordination and dialogue, meaningful deployment of

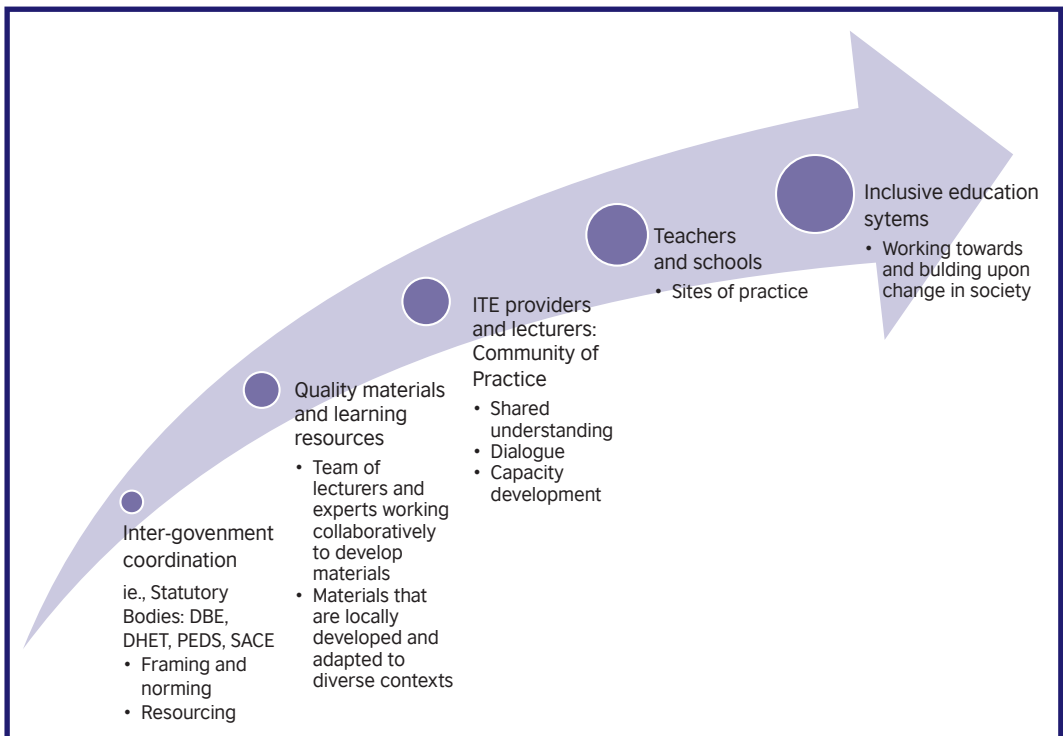


Figure 10.1: Model for embedding inclusive education in teacher professional development (Sayed et al., 2020)

front-line incentives in the design and development of the intervention, and support to catalyse the necessary actions. In this monograph, the focus has been very much on how the Teaching for All materials are institutionalised in ITE programmes in HEIs in South Africa. From the case studies, the figure below suggests the enabling and constraining factors that provide for

effective and sustainable embedding of inclusive education content and pedagogy for all prospective teachers in South Africa. In the model below, institutionalising inclusive education in higher education relies on interrelated actions of key frontline actors and change agents, in particular, teacher educators.

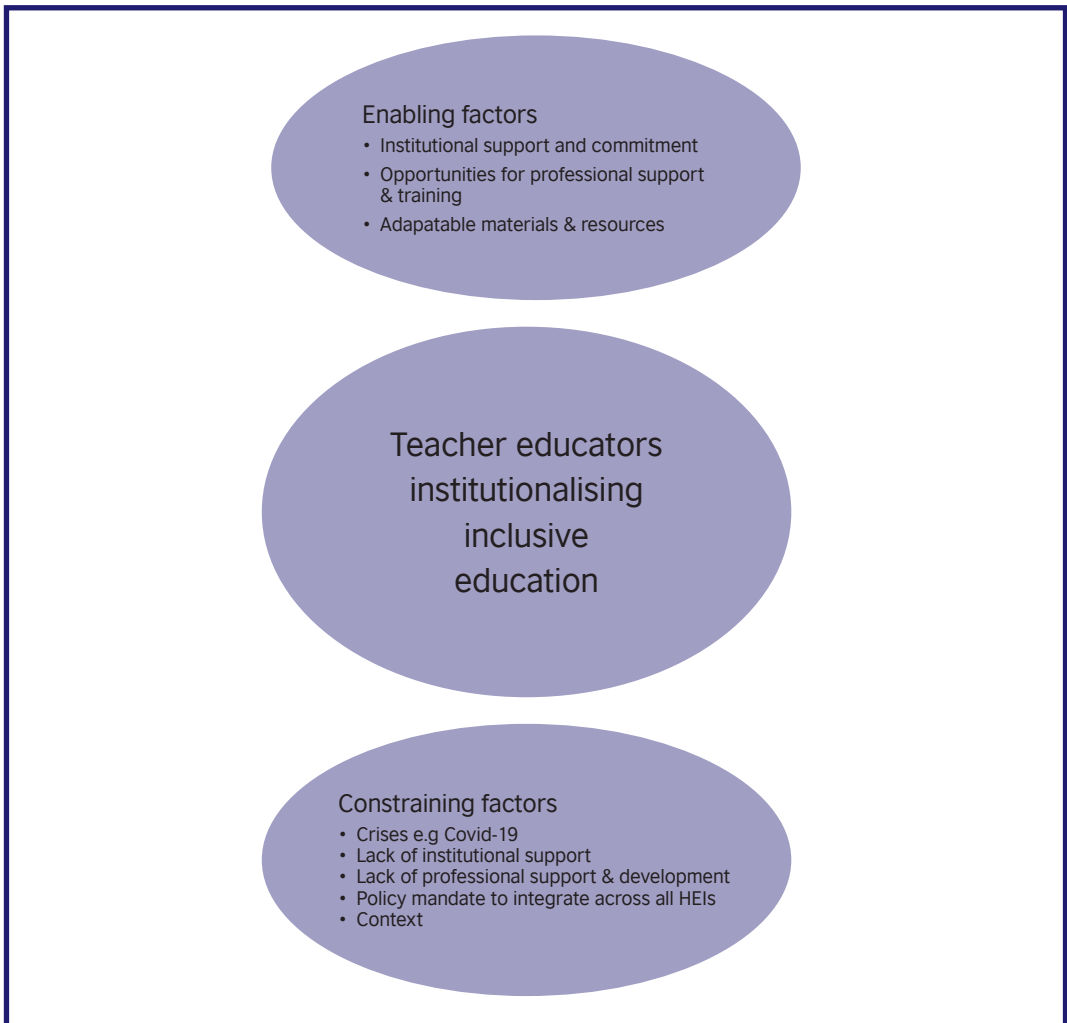


Figure 10.2: Enabling & constraining factors in institutionalising inclusive education in ITE

Concluding remarks

The collection of case studies reported in this monograph reflect on how the Teaching for All materials, developed by the British Council, were embedded in ITE programmes at eight higher education institutions in South Africa. The experiences were reported from both universities of technology and comprehensive universities, highlighting the salience of institutional context. Further, the institutionalisation of the materials was shaped by external factors, such as Covid-19, loadshedding, student protests and internal institutional factors, including institutional or faculty management support, the support provided to teacher educators, and student teacher and teacher educator histories and backgrounds informing their engagement with the materials.

It is evident from the case studies that the materials enabled student teachers and teacher educators to develop, refine and sharpen their understanding of what constitutes inclusive education. Of note is the arguably seismic epistemic shift from a narrow understanding of inclusive education as physical disability, to a more holistic understanding that includes all barriers to learning as well as a concern with social justice, equity and human rights. This expansive notion of inclusive education is not only a social model of disability and inclusion but views meaningful and equitable epistemic access and learning as key to inclusive pedagogy. One of the respondents noted that now, to her, inclusive education means “to fight injustice, to be inclusive, to be kind and caring, to strive for equality and equity”. Similarly, student teachers at TUT reported that

engaging with the materials and discussing sensitive topics – such as race, culture, sexuality, gender and religion – taught them the vocabulary to deal with conflict and discrimination in their personal lives and on campus, given that students at the institution are from diverse backgrounds.

The South African education system is in crisis. Daily, learners are experiencing the effects of past political eras. They are being humiliated in poor teaching and learning contexts (NEIMS, 2021); they are unable to read (NIDS-CRAM, 2022); they are completing school with very little prospect of employment (StatsSA, 2022); and food insecurity is at an all-time high (NIDS-CRAM, 2022). In the context of this gloom, now more than ever teachers matter. Research reveals that, after home background, schools (through teachers) are the most influential people in learners’ lives (Sayed et al., 2018). Therefore, teachers need to be trained thoroughly and effectively to maximise the cognitive and affective learning potential of learners. Researchers (Ackers, 2018) recognise the importance of supporting teachers and developing effective teacher education systems to promote inclusive education. Ackers (2018: paragraph 3) makes this point:

Teacher education is key to making inclusive education systems possible ... however ... teacher education around inclusive education remains a major obstacle at the country level ... Some research has indicated that teacher education in developing countries lacks impact because both the quality and reach are inadequate. Consequently, many teachers are unable to address the learning needs of individuals

within their classes, especially when faced with large class numbers. In many countries, there is a lack of linkage between initial teacher training – which can be didactic and theoretical – and classroom realities.

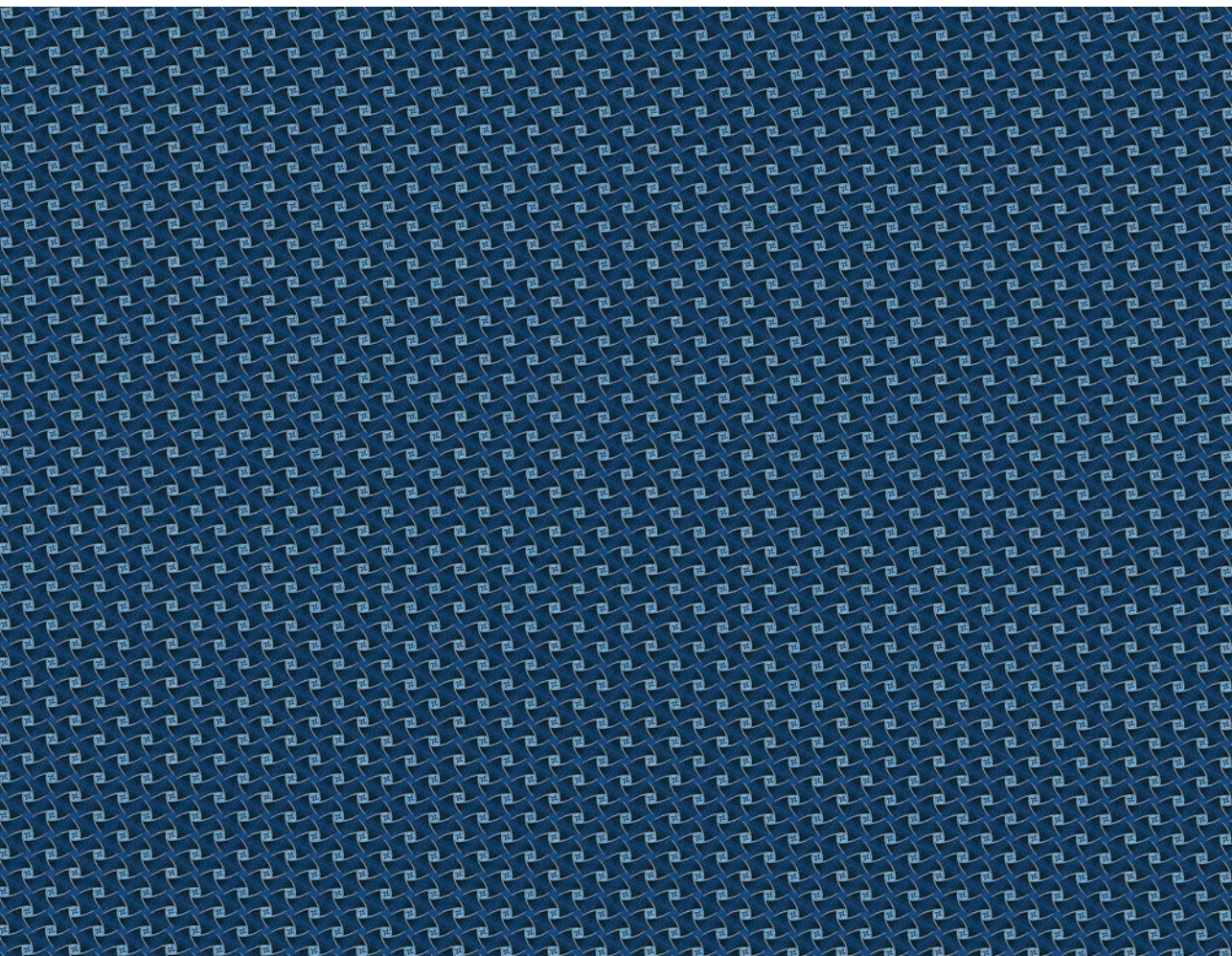
The Teaching for All material is thus a necessary, powerful and impactful resource for equipping teacher educators and future teachers with the competence to promote inclusive education in and through education. What the findings of the case studies suggest is that these resources can be proactively and positively institutionalised in diverse higher education institutions in South Africa and adapted to local context, thereby positively impacting

the teaching and learning experiences of student teachers and the learners they will teach in the future. We conclude by noting that, with political will, mutual trust among actors, a participatory and inclusive implementation process, strong commitment, and empowered teacher educator change agents, it is possible to adapt and responsively institutionalise the Teaching for All materials in initial teacher education programmes to create the necessary conditions for equitable and quality education for all, particularly those who have been marginalised and excluded from meaningful learning.

References

- Ackers, J. 2018. *Teacher education and inclusive education*. IIEP: UNESCO. Available at: <https://www.iiep.unesco.org/en/teacher-education-and-inclusive-education-4789>
- British Council. 2019. *Teaching for All: inclusive teaching and learning for South Africa, accompanying material for university education lecturers*. Available at: <https://www.britishcouncil.org.za/programmes/education/teaching-all>
- European Agency for Special Needs and Inclusive Education. 2015. *Empowering teachers to promote inclusive education: a case study of approaches to training and support for inclusive teacher practice*. Brussels, European Agency for Development in Special Needs Education
- Fauziah, L., Kim, M., Aye, M., Hakizimana, V. & Huret, J. 2021. Impact of the society's perception on teachers' professionalism. *Journal of Education and Learning (EduLearn)*, 15(4), November 2021: 545–551 ISSN: 2089-9823 DOI: 10.11591/edulearn.v15i4.20292
- Florian, L. 2019. Preparing teachers for inclusive education. In: M.A. Peters (ed), *Encyclopedia of Teacher Education*. Singapore: Springer.
- Izadinia, M. 2012. Teacher educators as role models: a qualitative examination of student teachers' and teacher educators' views towards their roles. *The Qualitative Report*, 17(24):1–15. Available at: <https://doi.org/10.46743/2160-3715/2012.1761>
- NEIMS. 2021. *National Education Infrastructure Management System report*. Available at: <https://bit.ly/3T3pXOG>
- NIDS-CRAM. 2022. *National Income Dynamics Study Coronavirus Rapid Mobile Survey*. Available at: <https://cramsurvey.org/reports/>
- Sayed, Y., Carrim, N., Badroodien, A., McDonald, Z. & Singh, M. 2018. *Learning to teach in post-apartheid South Africa: student teachers' encounters with initial teacher education*. Stellenbosch: African Sun Media.
- Sayed, Y., Badroodien, A., Omar, Y., Balie, L., McDonald, Z., Kock, T., Salmon, T., Raanhuis, J., Singh, M., Robinson, N., Sirkhotte, W. & Nakidien, T. 2017. *Social cohesion report 2017: engaging teachers in peacebuilding in post-conflict contexts – evaluating education Interventions South Africa*. DOI: 10.13140/RG.2.2.24500.48003
- Sayed, Y., Salmon, T. & Balie, L. 2020. *Embedding inclusive education in teacher professional development in South Africa: impact evaluation report on the Teaching for All project*. Johannesburg: British Council. Available at: https://www.britishcouncil.org.za/sites/default/files/t4a_impact_report_-_embedding_ie_in_teacher_professional_development.pdf
- StatsSA. 2022. *South Africa's youth continues to bear the brunt of unemployment*. Available at: <https://www.statssa.gov.za/?p=15407>

Disclaimer: © British Council 2022. All rights reserved. No part of this document may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic or mechanical, including photocopying, without permission in writing from the British Council.



ISBN 978-0-6397-3196-4



9 780639 731964