

Name	Gender	Age	Phase	Years of Experience	School	1. Define Inclusive Education	2. What barriers to learning are you experiencing in your classroom	3. How are you being supported by the WCED to ensure that inclusive education is being implemented in your school?	4. How would you like to be supported to make inclusive education a reality in your school?	5. Which of the following barriers to learning would you like more information on
CA	Female	47	Foundation	23	School A	Caters for the all - physical, intellectual, emotional individuals. That is those with challenges in these areas. They are not excluded from the classroom in any way. Their needs should be met as well.	Reading	District Based Support Teams, SBST, Workshops	More open and honest talks as well as the buy in of management.	Behavioural barriers, emotional barriers, lack of support of educators, inappropriate and inadequate assessment procedures, inflexible curriculum, lack of basic materials and equipment, overcrowded classroom, lack of access to basic services.
HF	Female	47	Foundation	8	School A	Including all learners into a given educational facility, without prejudice or preference to what society deems a normal learner. So therefore 'all' would refer to learners with various barriers, be they emotional, physical, academic etc. Then providing the same education to these learners, and giving assistance.	Academic: not able to learn is a setting without assistance. Emotional: Traumatic childhood. Learners possible on the spectrum, learners display ADHD, post-injury learners.	SIAS Training, SBST Training (How the process works). SBST & CBST support. Assistance given for learners who need to attend school of skills. Testing of some learners (snail's pace).	Practical assistance. Case studies and best solutions. Training at school to provide info, and way forward for all barriers learners might display. Resource room for these learners to be accommodated in a few minutes daily.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism). Sensory (deafness, hard of hearing, blindness, weak sightedness). Behavioural barriers. Emotional barriers. Intellectual barriers Lack of support from educators. Inflexible curriculum Lack of basic materials and equipment. Inadequate support provision. Overcrowded classrooms. Poverty and underdevelopment. Lack of early intervention programmes
KJ	Female	25	Foundation	6 months	School A	My understanding of inclusive education is learners experiencing 'barriers to learning'. These may include ADHD, ADD, Dyslexia, Medical Conditions in a learning environment. The teachers should accommodate learners with these 'barriers' and keep their ability level in mind when planning lessons.	ADHD, Dyslexia, Dyscalcular	Attending workshops that have been provided by the WCED. Pamphlets that HOD provided through SMT members from WCED. District Based Support Team that do regular visits.	Lots of assistance. Having colleagues be honest about dealing with inclusiveness. Procedures should have lots of emphasis placed on. Regular training done to refresh ones memory.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism). Behavioural barriers. Emotional barriers. Intellectual barriers. inappropriate and inadequate assessment procedures, inflexible curriculum, lack of basic materials and equipment Inadequate support provision Overcrowded classrooms, Poverty and underdevelopment. Lack of access to basic services Lack of early intervention programmes Natural disasters and epidemics (e.g. HIV/AIDS)
CP	Female	22	Foundation	6 months	School A	Inclusive education is learners that experience barriers to learning both educational, physical and medical. Incl. Ed. Aims at allowing teachers with knowledge on how to teach learners who possess these barriers through various forms of teaching that is different to that of mainstream teaching.	ADHD, Discalcular	Attending workshops to help us understand what and how to teach learners who possess different barriers to learning. Termly meetings with the SBST + DBST team to discuss the different challenges and ways to help the learners which includes various processes and procedures including paperwork.	Allowing educators to be honest in dealing with the challenges that occur with the learners. Having the management team on par and up to date on how inclusive education works and the different ways of implementing it. Too many gaps in management causes confusion and wrong froms/information to be completed.	Sensory (deafness, hard of hearing, blindness, weak sightedness). Behavioural barriers, Emotional barriers, Intellectual barriers. Lack of support from educators, inappropriate and inadequate assessment procedures, inflexible curriculum, inadequate support provision Inappropriate language channels Overcrowded classrooms. Poverty and underdevelopment, Lack of early intervention programmes
EB	Female	32	Foundation	8	School B	Inclusive Education is teaching and learning opportunities presented to any learner despite their abilities, gender, race, ethnicity, home language etc. Free equal and quality education for all.	ADHD, behavioural problems, FAS, mild intellectual disability, Autism and speech impediments.	Training, Inclusive Education team visits.	As the remedial teacher in the Resource Class I am also expected to fulfill the duties of a learning support teacher but time constraints prevent me from hosting more workshops with educators and withdrawing learners in the mainstream.	Behavioural barriers, Emotional barriers, inflexible curriculum, overcrowded classrooms, lack of early intervention programmes, crime.
CS	Female	53	Intermediate	33	School C	It encompasses all strategies which will enable every child, including those with various barriers to learning, including disabilities which impact on the ability to learn in a 'normal' way so that all learners are included in being holistically educated so that no child is 'left out'/behind	One extremely common barrier is language. The LoLT is often not the mother tongue or home language. Social dysfunctionality.	A Learning support tacher is allocated to schools to support learners who have learning barriers. An SBST also functions as a team who identifies barriers and who also follow due process in providing other professional support for learners.	Perhaps learner support in the classroom where three or four additional teacher support learners with barriers. Psychologists and other counsellors on the school premises to help with children with psychological dysfunctionality.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Sensory (deafness, hard of hearing, blindness, weak sightedness) Behavioural barriers Emotional barriers Intellectual barriers Lack of support from educators Inappropriate and inadequate assessment procedures Inflexible curriculum Lack of basic materials and equipment Inadequate support provision Inappropriate language channels Overcrowded classrooms Poverty and underdevelopment Lack of access to basic services Lack of early intervention programmes Natural disasters and epidemics (e.g. HIV/AIDS) Crime

GB	Female	54	Senior	31.5	School C	Where special needs learners are placed with non-special needs learners in schools. Schools are ready to accept learners with barriers in the mainstream. Curriculum is adapted to accommodate every learner in my class.	Behavioural. Emotional. Language (FAL not spoken by learners).	IE team visits once a week to work with Gr R learners. Not really being addressed by WCED. Learner support teacher at school twice a week. Fulltime learner support assistant - no training given.	Embarked on our own journey by arranging workshops/training. Want to look at specific barriers at our school (learners diagnosed with ADHD, alcohol foetal syndrome, emotional and behavioural issues).	Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Sensory (deafness, hard of hearing, blindness, weak sightedness) Behavioural barriers Emotional barriers Intellectual barriers Lack of support from educators Lack of early intervention programmes
CJ	Female	28	Foundation	6 months	School C					
RH	Female	58	Foundation	38	School C	Inclusive education means to include all learners in our class irrespective of their ability or disability.	Language. Learners with poor fine motor skills - writing. Behavioural.	We are a full service school. We have an ELSEN teacher and the IE team frequent our school.	I would like to become better equipt in order to help learners more. Acquire new methodology. I would like to be able to share knowledge which I acquire here, with my peers.	Emotional barriers Intellectual barriers Inappropriate and inadequate assessment procedures Inflexible curriculum Inappropriate language channels Poverty and underdevelopment Crime
SA	Female	55	Foundation	28	School C	Inclusive Education means to include all learners irrespective of their (dis)abilities.	Language. Behavioural - no respect towards peers and equipment. Emotional.	LSEN Educator at school.	More workshops.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Behavioural barriers Emotional barriers Intellectual barriers
JG	Female	40	Foundation	4	School A	Teaching learners on their level and including each and every learner. Respect learners for who they are.	Most learners know the work. The behaviour is the problem. Not sitting still during whole group. Always fidgeting, disturbing others, run in class, concentration.	IET and SBST	The IET process to go a little quicker, learners are waiting too long to be assessed.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism). Sensory (deafness, hard of hearing, blindness, weak sightedness). Behavioural barriers. Emotional barriers. Intellectual barriers Lack of support from educators. Inappropriate and inadequate assessment procedures. Inflexible curriculum Lack of basic materials and equipment. Inadequate support provision. Overcrowded classrooms. Poverty and underdevelopment. Lack of access to basic services. Lack of early intervention programmes. Natural disasters and epidemics (e.g. HIV/AIDS). Crimes
FP	Female	49	Assistant Teacher Resource Class	6	School A	Inclusive Education for me is a good way of helping a child/children that can't cope in mainstream. It's unfair that the child falls through the cracks in foundation phase.	The boys in our class are 13 years and they are still at a Grade 2 or 3 level. Can't spell, read or write full sentences.	We have the IE team, SBST coordinator and the resources class teacher.	I would like our school to have more classes. There are too many children that are struggling in schools. At the end of the day the children become dropouts. We also need more schools for the children when they complete primary school.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism). Behavioural barriers. Emotional barriers. Intellectual barriers. Inappropriate and inadequate assessment procedures. Inflexible curriculum. Poverty and underdevelopment. Lack of early intervention programmes. Crimes

Name	Did you learn something new today? How did it affect you	Do you recognise the learning in your classroom?	Can you use your previous learning experiences? Can you link it to the learning today?	What will you do to improve the situation?
	Step 1 Stimulated Reflection Noticing something does not quite fit Analysing how one affects/is affected by the new situation	Step 2 Descriptive Reflection Recollect and recognise events Interpret, classify, summarise, compare, and explain new information using prior knowledge	Step 3 Dialogical Reflection Critically analyse the situation, using prior knowledge Synthesis and integrate knowledge into personal knowledge base	Step 4 Critical Reflection Evaluate new knowledge Make decisions as to what the next step should be
CA	Yes, I can use the white paper 6 to fight for my learners rights to inclusive education.	I can adjust the assessment tools. Hooray! I'm excited.	No link of previous knowledge as it what I know. The only thing is how to adjust the assessments.	Happening already.
HF	Inclusive schools may use alternate assessment. Feels like there is hope. Characteristics of some barriers. Feel informed.	YES! I have a learner with a head injury. A learner with accute ashtma. 3 learners with ADHD. More learners with specific learning disability.	I can now fuller understand various barriers through the table given.	Rest periods. Audio teaching. Shorter sessions. Educate others in class.
KJ	wasn't aware that asthma was seen as a 'barrier'	I recognise inclusive education due to the fact that we/ I experience these 'barriers everyday'. I do personally need to pplace more focus on it as a teacher.	I was aware of what the barriers were but not to this extend. Strategies have been given therefore reading through it would be beneficial and would help these learners.	Everyone should discuss the vision and mission of the school. Each child has learning potential. Enough time should be given to these learners.
CP	Had to leave early	Had to leave early	Had to leave early	Had to leave early
EB	Yes. Made me realise there is more to learn.	Yes, I have many ADHD, SLD and 1 Autistic cases in my class.	Yes, adapt my style of teaching by getting the kids more actively involved.	Yes, use more visual aids for my ADHD learners. Differentiate tasks more.

SR	I learnt that many schools have the same issues as I do.	Yes, there are cases in my class that are diagnosed and cases I believe need testing/diagnosis.	Yes, I can use it for intervention & extension activities. Adapt curriculum.	I can add to ISPs. I can further knowledge with info provided.
VE	People/teachers always are struggling to get Department to see their point of view. Always 'fighting' with department.	It is present in every classroom. We just need different strategies to cope.	There is no difference actually from previous knowledge to now.	I am always in the process of changing my classroom organisation to accommodate learners with challenges.
CS	I definitely feel enlightened by the information I have learnt today.	Definitely! Most of my learners show symptoms of some of the conditions mentioned in the doc. Literal bouncing off the walls - unfortunately - undiagnosed.	I have attended quite a few courses on inclusive education, so the additional information I have learnt today is definitely enlightening.	Recognise that some of my learners have definitive learning barriers and exercise greater patience and strategies to deal with the problems.
GB	Celebrate diversity in my class	Yes, try to read up on strategies to implement to improve teaching and learning in my class. Remember - look at illnesses as well.	Being aware of each child - meet them where they are. Recognising their differences and planning accordingly.	Looking at my learners with illnesses (ashma, eyesight, etc.) Be more patient with learners who are struggling.
CJ	No reflection	No reflection	No reflection	
RH	I've learnt about the different disabilities - I shall know how to react if I'm confronted with it.	Yes, I dealt with learners in the past. Applied my own strategies & some of the ones in the notes.	I could incorporate it in my life skills especially & all other subjects.	I could/would adapt my methodology & activities. To accommodate the learners with the different disabilities
SA	No reflection	No reflection	No reflection	No reflection
NB	I have learnt something today. I gained more information on inclusive education.	Yes I do, some of the sickness that we spoke about do happen in my classroom.	In my classroom we had a learner that had seizures with the information I have on seizures I can implement that in my class.	Educate learners about one's problem.

LN	To accommodate all learners regardless of academic performance level.	Yes, because I have a learner who can't express herself in writing.	I have come to know that inclusive is not just put learner in the centre but to promote participation to all learners whether it is verbally or in writing.	Try to create a space of environment where learners will feel free to participate.
NL	I have learnt about mainstream and inclusive education.	No reflection	Yes, I can link to what I have learnt today.	No reflection
AM	I learnt some strategies on how to deal with some of the implications.	Yes, I do some of my learners, are suffering in some of the barriers that were discussed here today.	By using the previous experiences and try to link them with the new strategies.	By applying the new strategies that I have learnt here today.
NS	Today I haven learnt different strategies we can use in class when dealing with kids/learners with barriers to learning.	Yes, I didn't know that we can use differentiated assessment tools as per the department code of conduct.	No reflection	From now onwards I will try to be patient with learners that have barriers and implement the strategies I have learnt here today.
NS	Strategies on how to help a child that is experiencing these kinds of barriers.	Yes, I do have children that are struggling with these deficits.	What I've learnt today is to take note of these children & try to help them always make a time for them.	Do some exercises to check if I can see the difference even if it is small.
ML	More on inclusive education! It is making me bold so as to fight for my learners.	Yes! Because now I know that I have different learners and how to deal with them.	I haven't learn much about inclusive education but today I have learnt more than I have known for some time.	Stand firm against the CA's and really convince them that we need a flexible curriculum!
NG	I learnt bout the different ways of dealing with learners who have learning disabilities and I'm now equipped.	I do recognise a lot of the conditions mentioned here in my class.	I've always known that there are learners with difficulties in learning so now I've learnt the ways in which to deal with them.	Face the learners who have a hearing difficulty in hearing and do some exercises to accommodate learners with different conditions.

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CA	Yes, Differentiated assessment.	Yes. I am a very thankful teacher today.	Yes. This is what I am doing but always aware of what the department requires.	Educate those at my school. Then take it to my class and apply.
HF	Differentiated assessment methods.	No reflection.	Yes	Differentiated assessment methods.
EB	Yes, grouping strategies. Jig-saw very interesting.	Yes, I have a lot of kinesthetic learners.	Yes, with adapting my way of thinking. I can get my learners more engaged.	Research more creative ideas for learning (thutong).
CS	Yes, I did. I learnt and understood a bit more about diversity. Assessing-differentiation. Alternative Assessment. Record-keeping.	Yes, I definitely do and am constantly experimenting with different ways to implement strategies which are all inclusive.	Yes, I can. It can definitely be linked to the learning today i.e. understanding an implementation of inclusivity in our schools.	Continue to work at creating a set of diverse forms of assessing to accommodate all learners in my class.
CJ	No reflection.	No reflection.	No reflection.	No reflection.
RH	I've learnt that alternative assessment is possible. Differentiation - the necessity of it.	Yes. I do recognise it. I do it with the different groups (differentiation). Just that I'm not always sure if it is correct.	I'm going to try to assess some other learners differently. Yes, it's worthwhile trying.	I will try to adapt my teaching methods. Try alternative assessment.
SA	No reflection.	No reflection.	No reflection.	No reflection.

JG	Yes, grouping, adapting. Excited to go back and try different strategies.	Yes, learners are not on the same level.	Yes, I can by adapting the curriculum for the learners.	Go back and try the different strategies.
FP	Yes that you can adjust your paper to the children's level.	Yes they all are differentent levels, they are not able to cope with the normal mainstream work.	Today I learnt that you may do scaffolding with learners.	Try to make it more fun for the boys because they enjoy practical work.
SS	Yes. I did. I can now identify wen a certain learner needs alternative assessment.	Yes, I can see where certain learners need a reader or a scribe etc.	Yes. I can use what I learnt today when setting assessments and also assessing learners.	Try my best to use differentiated assessment.

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CA	How to use SNAs more effectively.	Yes, I do so many learners.	There is a definite link to past and today.	Try to advocate more and to share my knowledge. Share these notes and work with the teams I am part of.
HF	Not really new, but rather more accurate version of completing SNAs and which info is important.	Oh yes, certainly. The case studies were spot on. And very effective in paving the way forward.	Yes, indeed. Using teaching methods and strategies to vary lessons, so as to accommodate given learners.	A good exercise would be to literally type a case study of specific learners, so you can see all their facts, strengths etc. in one space.
EB	Yes, parental involvement strategy - give workshops with delicious eats available.	Yes, Case study 3 body breaks.	Yes, use learners unique interests to keep them busy when they have completed a task (sudoku) rubix cube.	Use visual prompts instead of auditory instructions.
CS	Yes, I did - I have learnt how to include various intervention strategies for learners who have barriers to learning.	Yes, definitely - When different methodologies and strategies are implemented. I do recognise the learning.	Yes, definitely. Since I am a member of the SBST and have learners in my class with similar traits, I am often faced with these challenges and resolves to them.	I shall continue to collaborate with colleagues, SBST as well as make constant references to the SIAS documents for further information.

GB	New ways of getting learners to act properly, e.g. holding answer (being selfish). Also colour coding SNA makes reading it easier to follow. My role as teacher is pivotal in this process.	Most definitely will look at different ways to engage with them and their parents. Be more creative!!	Yes, am nurturing and always try to make my lessons learner centred. Also, use different methods to teach concepts.	Need to make teaching more fun! Collaborate with colleagues look at SIAS document.
RH				
SA	No reflection.	No reflection.	No reflection.	No reflection.
JG	Yes, I learnt something today. Aightbulb moment here and there.	Yes I do. The case studies was really close to reality. When speaking about it you see the learners in your classroom and how they behave.	Yes, I tried to do that with my learners.	Take the ideas and information learnt here and implement it in my classroom.
FP	Yes, explain to learner why his in the resource class. Ask him if he would like to do a test and explaining why it must be done.	The one who blurts out the answer can't sit still and always wanting to use the bathroom.	Yes, to have more patience with the learner and always give praise. Do not label a child. Have meetings with the parents to be on board.	By seating them differently. Also give the ones more to stimulate him.
SS	Yes. Working with the case studies. It is the first time knowing that ADHD can only be diagnosed after 6 months. I enjoyed all aspects today.	I recognised some of the learning in my classroom.	Yes. Working through the SNA. I can now complete it more thorough and update it as I go along.	With the ideas given by other colleagues. I can use it in my own.
KJ	Yes, I now know how to fill in a SNA form correctly, working together has helped me to identify certain aspects.	Yes, the case study scenario provided me good insight what step I should do next. It was really informative.	I have better understanding to assist learners who aren't able to process and use reasoning skills. Good strategies have been provided to assist them.	I definitely make use visual cards to assist learners who aren't able to cope as well as allow frequent breaks.

CP	Yes, I became more knowledgeable on how to provide the correct info on SNA from WRT to a learner	Yes, some of the scenarios provided in the case study hinted at some learners in my class so it was relateable and infromative.	Yes, unable to fully understand how to help a learner in my class who has ADHD and the processes to follow. To acknowledge a learner fro aho they are and use various ways to help him.	I will arrange a visual time table also provide the learner with different activities to allow growth.

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CA	Yes I can fill the sna 1 form much better. ' More details!'.	Yes. I could categorise all learners.	Yes. Many of the strategies spoken about was used in my classroom.	Try more empathy. Network more with others.
HF	My class situation is not unique or out of the ordinary, Many others are going through the same ordeal/distress.	Yes, the symptoms and evidence of learners struggling in the 6 areas are indeed realistic.	Yes. It all integrates. It really is a balancing act of ensuring that all aspects are covered. The intelleginces of learners, differentiated teaching, strengths and weaknesses etc.	I will need to constantly revisit and assess my methods and strategies to check what is/is not working. Follow recommendations shared today.
EB	Yes, made me realise that novelty is very important. Keep it exciting.	Yes, I experience much of the same issues as other teachers.	Yes, tips from fellow teachers about discipline will be useful in my class.	Keep in constant communication with the learner's behaviour and keep planning.

CS	I most certainly have - since I have a class of learners who show symptoms of all that had been mentioned today. I do acknowledge that consistency is key to what could be a successful strategy.	I can definitely ascertain whether learners have learnt or not by observing them during a lesson.	Yes, I can definitely do that as much of what was discussed today seems to be a common thread in skills and we can all therefore link it to the strategies to help remedy the problem.	I shall most certainly implement various strategies to enhance learning and to also assist learners with various barriers to learning.
GB	Strategies to use for my ADHD learners, tennis ball/elastic band. Going to try next week. Also, I am not alone. Show more empathy for my learners.	At times I feel like an utter failure that I have not done or achieved my goals for the day. After reflection, I try to make changes to see if I can achieve more.	Yes, I can. I make sure I give my learners 'breaks' between lessons. Also, allow myself to be vulnerable and show them that I am also human. I need to model the behaviour.	Need to be consistent, fair and also stand up for our learners.
RH	I have learnt how to identify problems in my class and also possible solutions.	I could relate to the learners with such problems in my class. I need to be MORE sympathetic.	Yes, I can use my previous learning experience and even what I have learnt today.	I shall try to be MORE sympathetic, display MORE empathy and try and salvage the one whom I foresee going astray.
SA	no reflection	no reflection	no reflection	no reflection
JG	Interesting to hear how you/teachers have exactly the same challenges with certain learners.	Yes. The short concentration attention. Phonics.	Yes it can be link. Consistency need to be kept with the learners.	try the different strategies in my classroom.
FP	Yes, try new strategies with the child (incentives).	Behavioural problems is the one that most schools have problems with.	The ideas we will try in the class.	I will try to ask for help and use the ideas I got from our session.
SS	absent	absent	absent	absent
KJ	no reflection	no reflection	no reflection	no reflection
CP	no reflection	no reflection	no reflection	no reflection

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SR	Female	31	Foundation	7	School B	Recognising and understanding differences within your classroom. Planning and executing non-discriminatory lessons. Holistic teaching. Differentiation.	Cognitive. Physical. Language.	Inclusive Education team once a week/month on site. Resource class with LSEN teacher.	The actual presence of the IE team. Facilitators in the classroom for learners with more than moderate barriers, More SBST.	Sensory (deafness, hard of hearing, blindness, weak sightedness) Behavioural barriers Emotional barriers Intellectual barriers Inappropriate and inadequate assessment procedures Inflexible curriculum Inadequate support provision Lack of early intervention programmes Natural disasters and epidemics (e.g. HIV/AIDS) Crime
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VE	Female		Foundation	30	School B	Embraces physical and cultural differences. Includes every child in the mainstream education irrespective of any disabilities. Instead of creating special schools, they need to be accommodated in your class.	Language and mental age (intellectual)	The DBST visits our school regularly to discuss learner challenges. They assist in identifying problems and provide advice. However, they come in and remove learners once in a while to work with them individually.	Definitely need assistants or smaller class groups.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Sensory (deafness, hard of hearing, blindness, weak sightedness). Inflexible curriculum. Lack of early intervention programmes Natural disasters and epidemics (e.g. HIV/AIDS) Crime
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NB	Male	25	Intermediate	0	School D	Is when all the learners regardless of their backgrounds, colour and or race receive equal, quality educations.	The barriers that I am experiencing in my class are: language, learners struggle to understand some of the words in english.	As a new teacher, I have not seen much but I see that the school do have material such as DBE book to improve education that they are receiving.	I would like the Western Cape Education Department to provide more equipment for the school. More workshops should also be provided so that novice teachers like me can develop.	Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Behavioural barriers Emotional barriers Intellectual barriers Lack of support from educators Inappropriate and inadequate assessment procedures Inappropriate language channels Overcrowded classrooms
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LN	Female	42	Intersen	5	School D	Education where a learner is at the centre.	Challenge where learners are unable or struggle to comprehend and read. This affects creative writing because there is poor vocab which makes them struggle to express themselves.	The department provide workshops to empower the teachers.	We need resources such as relevant books for teenagers so we can promote exclusive reading.	Behavioural barriers Lack of basic materials and equipment Overcrowded classrooms Lack of early intervention programmes
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NL	Female	46	Senior	19	School D	Education that accommodate s al learners irrespective of their physical, socio-economic, racial and religious backgrounds.	Reading. Writing. Numeracy.	The education dept supports learners mainly who are in the mainstream. Our schools are located in the township whereby you find immigrants., physically and cognitively challenged learners. There's nothing in place preopare for those other countries speaking different languages.	If the department can accommodate all the different learners from all different walks of life (immigrants, disabled, impoverished) . If they can support even tachers with skills to help assist the learners with learning barriers and even educate parents as to how to deal with those situations even at home.	Behavioural barriers Intellectual barriers Inappropriate and inadequate assessment procedures Inflexible curriculum Overcrowded classrooms Poverty and underdevelopment Lack of early intervention programmes Natural disasters and epidemics (e.g. HIV/AIDS) Crime
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AM	Female	43	Intersen	20	School D	<p>It is whereby the educator involves and accommmoda tes each and every learner in their lesson according to their level of performance irregardless of race colour or creed. Each and every learner feels involved or accommodated irregardless of their backgrounds when they are at school they must receive the same treatment.</p>	<p>Learners who are struggling to comprehend when reading, some cannot read at all more especially the new learners coming from the E.C.. The negligence (parents who neglect their kids). Use of drugs.</p>	<p>There is a programme of life skills at our school run by the Department of Education that looks after children who are orphans though it's taking forever (very slow). There's a social worker for the school. There's also a SBST team and an LSEN teacher who are also assissting with the help from the Department of Education.</p>	<p>Consistency. Any material that could be of help to the problem. Any other new methods or activities that could help.</p>	<p>Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Behavioural barriers Emotional barriers Intellectual barriers Inappropriate and inadequate assessment procedures Lack of basic materials and equipment Poverty and underdevelopment Lack of access to basic services Lack of early intervention programmes Crime</p>
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NS	Female	30	Intersen	5	School D	<p>Inclusive education is working with learners with different cognitive level of understanding . Which then a teacher try to include all learners in a learners using differentiation.</p>	<p>1, Learners who cannot read and construct simple sentences. Learners who are ill (HIV), they cannot function well.</p>	<p>Not much is being done by the department. They recently had a workshop that focuses on barriers to learning which I did not find beneficial to me.</p>	<p>Require a professional who will roleplay/ do a lesson which will accommodate all learners. Train teachers on handling behaviours in an Inclusive classroom.</p>	<p>Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Behavioural barriers Intellectual barriers Inflexible curriculum Lack of basic materials and equipment Overcrowded classrooms Poverty and underdevelopment Natural disasters and epidemics (e.g. HIV/AIDS) Crime</p>
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ND	Female	53	Foundation	20	School D	It is a system that is used in school to admit all learners regardless of their barriers.	Learners that are admitted that have severe barriers that I cannot handle all by myself as a teacher.	There are social workers, LSEN Advisors and psychologist that came to school following their schedules but there are cases that need to be tackled right away (assessed) because we are not trained for other things.	WCED should have these extra resource at schools. Social workers and psychologists should be stationed at one school to handle all the difficulties that challenge the teacher e.g. Gugulethu or Langa etc. (area).	Neurological (epilepsy, specific learning problems, cerebral palsy, autism) Sensory (deafness, hard of hearing, blindness, weak sightedness) Behavioural barriers Emotional barriers Intellectual barriers Lack of basic materials and equipment Inappropriate language channels Lack of early intervention programmes
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ML	Male	48	Intermediate	23	School D	<p>It is when learners of all race are welcome in the school. The institution then embraces their cultures and/or disabilities. These learners are assisted to reach their potential.</p>	<p>Our learners won't read and that leads to them not understanding the curriculum.</p>	<p>We do have LSEN teacheres at school who help us in developing strategies to assist these learners. There is also the SBST that works hand in hand with the LSEN facilitator.</p>	<p>I think I need more working strategies that can help me to overcome this main obstacle because ir really frustrates me that a 13 year old cannot write his own name and we are only passing these learners on until they get stuck in Grade 12.</p>	<p>Behavioural barriers Emotional barriers Intellectual barriers Inappropriate and inadequate assessment procedures Inflexible curriculum Lack of basic materials and equipment Inadequate support provision Inappropriate language channels Overcrowded classrooms Poverty and underdevelopment Lack of access to basic services Lack of early intervention programmes</p>
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NG	Female	23	Intermediate	1	School D	It is the inclusion of different types of learners with different learning barriers into the lesson.	lack of resources (projectors)	(blank)	Training on teaching learners with different learning disabilities. Improved classrooms to accommodate such learners. Resources that help in delivering teaching that is effective to all types of learners.	Sensory (deafness, hard of hearing, blindness, weak sightedness) Inflexible curriculum Lack of basic materials and equipment Poverty and underdevelopment
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ADDENDUM 4

Field Notes: Observation (Gay, Mill & Arasian, 2012)

Date: 12 July 2019

Session: 1

Topic: Inclusive Pedagogy

Duration: 2 hours 15 minutes

Site: CPUT Mowbray, Library Conference Room

Number of Participants: 20

Participants:

(CA) - FP

(CP) - FP

(KJ) - FP

(HF) - FP

(EB) - FP

(SR) - FP

(VE) - FP

(RH) - FP

(SA) - FP

(CJ) -

(GB) - SP

(CS) - IP

(NB) - IP

ML) - IP

(NG) – IP (LN) – IP/SP (NL) - SP (AM) – IP/SP (NS) – IP/SP (ND) - FP	
Descriptive Notes (Detailed, chronological notes about what the observer sees, hears; what occurred; the physical setting)	Reflective Notes (Concurrent notes about the observer's thoughts, personal reactions, experiences)
Setting:	
Venue: The workshop is taking place at CPUT Mowbray Library. Catering was set out when I arrived. The participants were able to gather in the kitchen, grab a snack and coffee and get to know each other. While the participants were in the kitchen, the researcher set up the	The researcher felt frustrated when the technical aspect of the workshop did not work out as planned. It puts quite a lot of unnecessary pressure on the facilitator when the facilities are giving trouble. The notes provided a way to adjust to the situation. IT was able to fix the problem and that immediately alleviated some stress. Other than the technical issue, the room is conducive to learning and the participants looked comfortable. Participants sat in their school groups. For the next session the researcher would like to group the phases together as it will be about the curriculum.

<p>technical part (i.e. projector, notes, register). The researcher ran into some technical problems with the projector and IT was only able to get it running 30 minutes into the presentation. Luckily, the notes that the researcher had printed had the slides on them and the participants were able to follow on their slides. The researcher also took this time to complete the consent forms and pre-questionnaire</p> <p>Participants:</p> <ul style="list-style-type: none"> • 2 male/18 female • 1 white, 5 coloured, 2 indian, 3 muslim, 7 black • 10 FP/7 IP/5 SP 	<p>The researcher enjoyed working in this venue with the participants, the library staff were very helpful.</p> <p>The participants are quite diverse which is ideal for this study. The researcher expected that there would be more females than males. It is good to see that there are different phases and that there are different races.</p> <p>The researcher feels that the educators present at this workshop are ready for a change. They are ready for knowledge on how to implement this and how to change the situations at their school.</p>
Tone of the session:	
<ul style="list-style-type: none"> • Nodding of heads • Smiles 	<p>Participants were mostly in agreement with the facilitator. There was a lot of unison and agreement on what inclusive education should be and often smiles when the teachers</p>

<ul style="list-style-type: none"> • Concern 	<p>recognised this in their own class or recognised the type of learner we were talking about. The concern is that although Inclusive Education is a good practice it is not being made feasible because of the inflexible curriculum and inflexibility of the curriculum advisors. Concern for the diversity in the classroom especially language. Concern about the big task that is ahead for educators.</p>
Participant's Interaction:	
<ul style="list-style-type: none"> • Discussion on integration and inclusivity • Discussion on curriculum being part of the inclusive education • No place for alternative assessment • Differentiated but then differentiation in assessment is not present • Organising scribes and readers for our learners using the SNA • Group work/Short talk on intrinsic barriers • Participants still a bit shy to 	<p>The Department has selected schools in certain districts to act as Full-Service or Inclusive Schools. These schools were previously mainstream schools. Many teachers feel that they do not know the rules and regulations to become a Full-service or Inclusive School. They felt that they have to make the best of the situation and adapt to their circumstances.</p> <p>Conversation about mainstreaming/integration and inclusion. The concern was that educators are forced to mainstream the learners who require inclusion. As the department is not allowing them to provide concessions unless the learners are tested by the educational psychologist. However, the department are severely understaffed and the IE team and specialist are only able to visit the schools once a month, if at all. The difficulty lies that they are not allowed to provide concessions for the child unless they are formally assessed. Some schools, however, recommend a trial period for the alternative assessments, i.e. you must trial a scribe for three months and see if it</p>

interact	<p>makes a difference, if it does you refer it to the SBST via your SNAs and they must come immediately. Some of the schools present did not even know that they were able to follow this route.</p> <p>Participants are concerned that the curriculum advisors are not part of the inclusive education conversation. CAs require one thing from them and the IE team require something else from them. At the end of the day it still comes down to results and achievement rather than how are we providing inclusive education to our children.</p> <p>Another concern that the educators highlighted is that they provide differentiation in the classroom, but then when it comes to assessment the CAs still require everyone to write the same assessment. They say that why should they implement differentiation rather than preparing them for the assessments ahead. If it is all the same in the end, why should they bother with differentiation?</p> <p>Participants want to know what alternative assessment means and how is it practically feasible (Lengthy discussion in Topic 2).</p> <p>There was a group work activity on intrinsic barriers (the characteristics, implication and strategies). Educators discussed among themselves and fed back to the group. Consensus was reached when participants realised the importance of educating our</p>
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	<p>staff and learners about barriers to learning as it contributes to the way we speak about learners, the way we treat learners and the way we treat learners. We are unable to reach inclusive education if we do not collaborate and educate.</p>
Significant/Unusual Interactions:	
<ul style="list-style-type: none"> • Comments on curriculum • Discrepancies across schools 	<p>The differences in what is expected of inclusive schools and the pressure curriculum advisors place on the educators was quite significant. Educators are expected to differentiate and do alternative assessment, but the curriculum advisors are proving to be inflexible with regards to this.</p> <p>The other concern is that different messages are being communicated to different schools. Some schools are provided more guidance and support than others. For example one of the schools got a detailed guidance on how to use the SNAs as a tool to apply for support for their children, other schools had no idea that they could use this method as it has not been communicated to them. Some schools were also not aware that they were able to provide a trial period for their learners to 'test out' the accommodations for assessments.</p>
Researcher's role:	
Facilitation workshop sessions, observing, facilitation conversations.	<p>The researcher facilitated the understanding of inclusive pedagogy through a workshop session 1. The researcher worked from the inclusive education policies provided by the Education department of South Africa. The researcher highlighted the fact that these</p>

	<p>were provided by the education department and that we as educators should start implementing them. The researcher further emphasised that we need to advocate for our children, because if we are not the change agents in our community change is not going to happen.</p> <p>As highlighted by the points above, there were a few difficult conversations that the researcher had to navigate. The researcher will use this information in her next workshops which aligns with the ATF that we should use our educators previous experience and build on their knowledge.</p>
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ADDENDUM 4

Field Notes: Observation (Gay, Mill & Arasian, 2012)

Date: 26 July 2019		
Session: 2		
Topic: The Curriculum		
Duration: 2 hours		
Site: CPUT Mowbray, Library Conference Room		
Number of Participants: 10		
Participants:		
(CA) - FP (HF) - FP (EB) - FP (RH) - FP (SA) – FP		(CJ) - (CS) - IP (JG) (FP) (SS)
Descriptive Notes (Detailed, chronological notes about	Reflective Notes (Concurrent notes about the observer's	

what the observer sees, hears; what occurred; the physical setting)	thoughts, personal reactions, experiences)
Setting:	
<p>Venue:</p> <p>The workshop is taking place at CPUT Mowbray Library. Catering was set out when I arrived. The participants were able to gather in the kitchen, grab a snack and coffee and get to know each other. While the participants were in the kitchen, the researcher set up the technical part (i.e. projector, notes, register). This time the technical aspects worked perfectly and the researcher was able to capture the presentation on video.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 10 female • 1 white, 5 coloured, 4 muslim • 6 FP/2 IP 	<p>The researcher felt disappointed that the group halved this weekend, however, one of the male participants who is the driver for inclusive education was unable to make the sessions as he had training at CTLI in Kuilsriver. I suspect that he is the one responsible for rounding up the teachers at their school and motivating them to come to the workshop.</p> <p>One participant withdrew due to unforeseen circumstances. One participant was unable to make this session. The researcher will encourage those who have missed session 2 to look at the video so they are able to slot into the next session.</p> <p>Although it was a smaller group, this allowed for more participation from the participant. They engaged more freely with the researcher and we were able to discuss issues they are currently having with differentiation, alternative assessment and the curriculum.</p>

Tone of the session:	
<ul style="list-style-type: none"> • Listening intently • Humorous • Nodding of heads • Concern 	<p>Participants were mostly in agreement with the facilitator. All present agreed that many of our children are unable to access the curriculum as it is too fast paced and we do not have time to lay down the basics. One of the teachers raised a concern that although she is differentiating with all her might some of her kids are not 'getting it', but this is due to lack of parental involvement, many teachers then raised concerns about this too. Once again concerns about the CAs were raised and the collaboration between the different districts and schools. The mood was often lightened by anecdotes and trying to make light of the situation at hand.</p>
Participant's Interaction:	
<ul style="list-style-type: none"> • Quick reflection on previous workshop. • Discussion on the aims of the curriculum • Discussion on differentiation • Discussion on alternative assessment • Discussion on differentiation in their own classrooms 	<p>The researcher posed the questions: "After the first session, did you look at your class differently?" Many of the the teachers commented that they were able to used the resources of the previous session in their class. Especially the resource on all the intrinsic barriers to learning, they were able to apply different strategies in their classrooms. CS mentioned that through the first sessions she was able to understand her learners better, and when they were acting in a certain way she had enquired what was wrong and she was able to engage with the learner differently.</p> <p>Through the workshop the facilitator first established the aims and principles of education. Thereafter, we had a lengthy discussion on differentiation and alternative</p>

<ul style="list-style-type: none"> • Discussion on multi-grade teaching • The practicality of alternative assessment • Battle with the CAs and recordkeeping • Battle with Early Grade Reading Assessment (EGRA) 	<p>assessment. Participants provided discussion on how they differentiate in their own classroom. The researcher is finding these conversations valuable as the participants are able to engage with each other and learn from each other. The researcher once again raised the importance of collaboration amongst colleagues and forums like this. The teachers agreed that we learn more by talking to each other. We discussed different strategies on alternative assessment especially all the accommodations that can be put in place. The teachers made notes on each of these.</p> <p>We look at methods of multi-grade teaching. Many of teachers are experiencing learners who are at different levels in their class. Through things like concepts and skills we are able to differentiate in our class. Many of the teachers nodded and agreed with this method. They wish for more guidance from the CAs regarding this.</p> <p>HF raised the question of the practicality of alternative assessment, CA offered a method that she has been using in her class and how she supports it with evidence. The researcher is seeing that the teachers with more experience is able to assist the teachers who are struggling to apply these strategies. A good example of mentoring. A trail period was mentioned once again, which many teachers are unaware of.</p> <p>Many of the teachers are finding the recordkeeping overwhelming, and too much is expected of them. Sources like lapbooks are formalised, where this should be an</p>
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	<p>informal recordkeeping method. SNAs and daily reports should be sufficient for keeping track but they are being forced to formalise all reports.</p> <p>Lastly, the teachers mentioned a new diagnostic assessment method (EGRA), whereby they have to do reading, spelling and mathematics assessments termly to check the progress of their learners. The researcher agrees that in an already jam-packed curriculum that this is an unnecessary measure to take.</p>
Significant/Unusual Interactions:	
<ul style="list-style-type: none"> • Discrepancies across schools • Practicality of alternative assessment 	<p>Once again the differences in what is expected of inclusive schools and the pressure curriculum advisors place on the educators were quite significant. Educators are expected to differentiate and do alternative assessment, but the curriculum advisors are proving to be inflexible with regards to this.</p> <p>The other concern is that different messages are being communicated to different schools. Some schools are provided more guidance and support than others. However, the researcher is finding that the communication between the schools are enlightening many teachers. A forum for these teachers should be provided.</p> <p>The researcher agrees that better guidance should be provided from the department for alternative assessment and that the IE team and CAs must work in unison.</p>

Researcher's role:	
Facilitation workshop sessions, observing, facilitation conversations.	<p>The researcher facilitated the understanding of the curriculum, differentiation, and alternative assessment through a workshop session 2. The researcher worked from the inclusive education policies provided by the Education department of South Africa. The researcher highlighted the fact that these were provided by the education department and that we as educators should start implementing them. The researcher further emphasised that we need to advocate for our children, because if we are not the change agents in our community change is not going to happen.</p> <p>As highlighted by the points above, there were a few difficult conversations that the researcher had to navigate. The researcher will use this information in her next workshops which aligns with the ATF that we should use our educators previous experience and build on their knowledge.</p>

ADDENDUM 4

Field Notes: Observation (Gay, Mill & Arasian, 2012)

Date: 16 August 2019		
Session: 3		
Topic: Planning for Support		
Duration: 2 hours		
Site: CPUT Mowbray, Library Conference Room		
Number of Participants: 12		
Participants:		
(CA) - FP (HF) - FP (EB) - FP (RH) - FP (SA) – FP		(CJ) - (CS) - IP (JG) (FP) (SS)
Descriptive Notes (Detailed, chronological notes	Reflective Notes (Concurrent notes about the observer's	

about what the observer sees, hears; what occurred; the physical setting)	thoughts, personal reactions, experiences)
Setting:	
Venue: The workshop is taking place at CPUT Mowbray Library. Construction was underway. Catering was struggling to find the entrance. The participants waited patiently until the eats were set out. They gathered in the kitchen and were like old friends. While the participants were in the kitchen, the researcher set up the technical part (i.e. projector, notes, register). The researcher was able to capture the presentation on video.	There were 12 participants. The researcher realised that having a smaller group is more beneficial as it provides the researcher with opportunity to gather more in depth data. This also allowed the participants to speak more freely and form relationships. It also allowed for better collaboration amongst the participants. Participants were all on time and excited for topic 3. Participants: <ul style="list-style-type: none"> • 12 female • 1 white, 8 coloured, 3 muslim • 10 FP/2 IP
Tone of the session:	
<ul style="list-style-type: none"> • Listening intently 	Teachers were very upbeat and happy to be at the training. They laughed and chatted

<ul style="list-style-type: none"> • Humorous • Nodding of heads • Sharing of experiences 	<p>amongst each other. Participants were mostly in agreement with the facilitator. They shared the difficulties that they are having in completing the SIAS forms. They feel that they have not received proper training with regards to the SIAS. They agreed that it is a useful document if used in the right way. Teachers enjoyed working with the case studies, they could relate to it and share their own experiences in the classroom.</p>
Participant's Interaction:	
<ul style="list-style-type: none"> • Quick reflection on previous workshop. • Discussion on the stakeholders in support • Discussion on the SIAS Process • Discussion ethos, vision and mission of school (SGB) • Discussion on resources available in the community for vision and hearing tests. • Discussion on stages of the SIAS process 	<p>The researcher posed the questions: "After the last session, did you find the workshop valuable, what changed in your class?" Many teachers said that they found the different teaching methods and learning styles valuable. Some of them tried new arrangements in their classrooms and found that it worked better. Other teachers created individualised organisation for their learners so they are able to function better. The teachers worked with documents the researcher provided and implemented it in their classrooms. The participants also shared their knowledge with their colleagues who are not attending the workshops. The reported that their colleagues also found the information to be valuable. The participants were able to offer advise to their colleagues.</p> <p>The researcher discussed the importance of including everyone in the SIAS process (parents/caregivers, the learner, the teacher, SGB, SBST, CBST /DBST). Teachers commented that it is difficult to get the parents involved in this process, we were in agreement that if parents are involved the learner is able to respond better to intervention strategies. We also spoke about the importance of involving the learner in their own learning</p>

<ul style="list-style-type: none"> • Case discussion and how to fill in the SIAS form. • Reflection 	<p>process. Participants highlighted that they never thought about it like that, as teachers are generally ‘fixers’ and we do not consider the feelings of the child. The teachers have a better understanding of what it means to be a case manager and advocate for the child. Within this we spoke about the ethos, vision and mission of the school and how important it is to include inclusivity in this as we are trying to establish an inclusive environment at our school. Teachers agreed that we cannot make a shift if all stakeholders are not on board.</p> <p>With regards to early intervention, we talked about the importance of first ruling out visual and hearing impairments. Teachers suggested places where children can be assessed, or once they arrive at school where they could be referred to. This is all important information that must be recorded on the learner profile in the SIAS document. Clarification of the stages of the SIAS processes and who is responsible for what.</p> <p>The researcher put 6 case studies together which the participants discussed in groups. The groups each had 3-5 participants. The researcher observed that the participants could relate to the case studies and draw from their own experiences. They were able to share this on a collaboration platform and said that they found it very useful to share their techniques and strategies with each other. After we went through the SIAS step by step and shared some experiences on how to complete the SIAS form. Teachers voiced that they found this information very valuable. The researcher also mentioned that the SIAS forms should be used to identify the needs of teachers and from this they should provide training at their</p>
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	<p>schools.</p> <p>After this the researcher concluded with the thought that mentorships in schools are very important as inexperienced teachers require they guidance from more experienced teachers. Teachers agreed that this could be implemented at their schools.</p>
Significant/Unusual Interactions:	
<ul style="list-style-type: none"> • Collaboration • Relationships • Excitement 	<p>Teachers were excited to be at the training, they voiced that they found the training material to be relevant and they were ready to learn more. Teachers collaborated well, they informed the researcher that they look forward to the next session as they will be collaborating and working in groups again. It was great to see that they enjoyed this aspect and this is something the teachers find valuable.</p>
Researcher's role:	
<p>Facilitation workshop sessions, observing, facilitation conversations.</p>	<p>The researcher facilitated the understanding of planning for support by using the SIAS document through a workshop session 3. The researcher worked from the inclusive education policies provided by the Education department of South Africa. The researcher highlighted the fact that these were provided by the education department and that we as educators should start implementing them. The researcher guided the teachers through the process and assisted them with filling in the forms.</p> <p>During the case discussions the researcher facilitated conversations and assisted with support provided. The researcher encouraged participants to draw from their previous</p>

	experiences which is in alignment with the ATF.
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ADDENDUM 4

Field Notes: Observation (Gay, Mill & Arasian, 2012)

Date: 30 August 2019

Session: 4

Topic: Profiling your class

Duration: 2 hours

Site: CPUT Mowbray, Library Conference Room

Number of Participants: 12

Participants:

(CA) - FP

(HF) - FP

(EB) - FP

(RH) - FP

(SA) – FP

(CJ) -

(CS) - IP

(JG)

(FP)

(SS)

Descriptive Notes

(Detailed, chronological notes about what the observer sees, hears; what occurred; the

Reflective Notes

(Concurrent notes about the observer's thoughts, personal reactions, experiences)

physical setting)	
Setting:	
Venue: The workshop is taking place at CPUT Mowbray Library. Catering was set up when participants arrived. They gathered in the kitchen and were like old friends. While the participants were in the kitchen, the researcher set up the technical part (i.e. projector, notes, register). The researcher was able to capture the presentation on video.	There were 12 participants. Participants are familiar with each other. They engaged in conversation with each other and the researcher. They could not wait to share their week's stories. Participants were all on time and excited for topic 4. Participants: <ul style="list-style-type: none"> • 12 female • 1 white, 8 coloured, 3 muslim • 10 FP/2 IP
Tone of the session:	
<ul style="list-style-type: none"> • Group work • Humorous • Nodding of heads • Sharing of experiences 	For this session participants are engaging in group work. There is focus, with the occasional chatter to ask questions or to share experiences. Whenever participants share their experiences there is a unison among participants that they are experiencing similar things in their own schools. Participants share anecdotes and what has worked and not worked for them in the classroom
Participant's Interaction:	
<ul style="list-style-type: none"> • Quick reflection on previous workshop. • Discussion on the individual support plan • Discussion on strategies in the classroom • Reflection 	<p>The researcher posed the questions: "After the last session, did you find the workshop valuable, what changed in your class?" Teachers commented that they could use the SIAS forms more effectively.</p> <p>The researcher asked the participants to make mind maps of the children in their classroom. Using the SIAS guidelines the teachers marked areas of concern in their classroom, they then looked at targets to be achieved in their class. The researcher then took category by category and asked the teachers to collaborate on support strategies they use in the classroom. After each area of concern participants share what works in their class.</p> <p>Communication – understanding, limited vocabulary, expressive language, Lolt. Strategies – pairing children, peer explanations, word walls, acknowledging different languages in the classroom.</p> <p>Behaviour and social competence – disrespect, defiance, lying, stealing</p>

	<p>Strategies – using life skills to run a values programme, empathy, understanding behaviour. Remembering that it is a long term intervention.</p> <p>Learning – literacy, numeracy, attention and concentration</p> <p>Strategies – teachers shared strategies that work for them in the class. Tying mathematics to anxiety. Creating opportunities in class to read to learners.</p> <p>The teachers were reminded that they already practise most of these strategies in class, and have learnt that they are able to integrate their strategies within inclusive education.</p> <p>Some teachers becoming very emotional when sharing the experiences of learners in their classroom. The researcher reminded them that we will not be able to reach all the children in our class, and encouraged the teachers to keep on doing what they are doing.</p>
Significant/Unusual Interactions:	
<ul style="list-style-type: none"> • Collaboration • Relationships • Emotional 	<p>In the last session we worked with case studies and were able to come up with strategies to create interventions for these barriers. This week, teachers brought their class to work with. It seems that working with their own class was very close to home and it struck a chord with some teachers. Teachers became emotional as they spoke about their classes, and the researcher observed that the teachers go above and beyond to ensure every child in their class is reached. The researcher also spoke about managing their own expectations and what they must take care of themselves too.</p> <p>Two teachers had to leave early as they had trouble with a union and disciplinary actions.</p>
Researcher's role:	
Facilitation workshop sessions, observing, facilitation conversations.	<p>The researcher facilitated the session on profiling your class by using the SNA tools through a workshop session 4. The researcher worked from the inclusive education policies provided by the Education department of South Africa. The researcher highlighted the fact that these were provided by the education department and that we as educators should start implementing them. The researcher guided the teachers through the process and assisted them with filling in the forms.</p> <p>During the discussion of their own classes the researcher facilitated conversations and assisted with support provided. The researcher encouraged participants to draw from their previous experiences which is in alignment with the ATF.</p>

Group 1

CS: Right so it's going to work is there's a main question, I'll give you the main questions and then I'm going to ask you a few probing questions. It's just how it works in research. But anyone can answer if you feel you want to chip in and say something about it you are more than welcome to do that too. So the main question we are looking at is "How has your definition of inclusive education changed?" meaning through the workshop like how has that changed. So the first question is "How did you feel about inclusive education before the intervention programme?" Is there anyone that would like to maybe start.

RH: Could you please repeat the question.

CS: "How did you feel about inclusive education before the intervention programme?"

RH: Can I start?

CS: Ja sure.

RH: I always knew that we had to include all the children into the education system and um you know without being prejudice or anything um I was a little scared before I came here. Like um, is that the proper word Ms Beukes? Scared?

GB: Do you want to use apprehensive?

RH: Apprehensive, that's better, I'm always apprehensive when I go to any workshop because I'm always wondering what is expected of me at the end of the day? Um, but when I came here I thought to myself, oh it's not that bad. I wish all my colleagues came, they're actually missing out, because we are benefitting. I mean being a member of the SBST, we were given different classes to, SNAs to check and things like that and it was so nice when I could just open this document and just advise from here, without even having to think I could go to the different sicknesses you know. Um, I can tell you that I had fun, besides the nice food (laughter), the best we ever got, and the nice handouts that we got, um I think I'll treasure this as my bible, but what I want to say is. I knew something about inclusive education, I didn't know what it really entailed. Like I know I do good work, because I'm a foundation phase teacher, I need to do good work and I also knew and know that I have to give children the work, the activity according to their ability, but um, I became more excited as the weeks progressed because um I constantly reminded myself no two children are the same, don't paint everybody with the same brush, that child can't do that find another way to go about it, remember it is inclusive education, irrespective of the child's shortcomings we have to accommodate all. But um I'm not saying I know it all now, but I have an even better understanding of the SIAS document and I actually thought to myself if our CA comes to ask now again I'll say but miss the SIAS document says that.

CS: Yes, something nice to use!

RH: Yes, um, ja but I'm, I can almost say ecstatic about what I've learnt. I feel so much confident and I think I'm a little emotional when it comes to things like this because, my husband and I. He fetched me from the school yesterday. so he said to me you are pink again, I said I'm pink because I am going through menopause. He said no but there is a different look on your face I said to him I think um when you are a teacher after 38 years it's not anymore a job it's a calling I said I was thinking you know the best place I think in the kitchen when I prepare in the morning when I am making coffee for him or I am putting in my son's lunch and things that's a blessed place where I stand and I reflect on what happened yesterday. I wonder what next the day holds for me again and I

think I will try a different method tomorrow because Ms Beukes she checks our assessments pre-moderation and post and it was so nice when she wrote some comments on how we could intervene and things like that and the mathematics and I took and I said to myself. We do counting every day I wish someone could come and see how I count with the little ones as a group first and then when they go away what we do next. We actually use rhythm, we use our hands, we use our body parts and things. and I thought to myself, wait man, that is not enough. I'm not that people I need to improve, maybe there is something I am not doing right and then this one morning I just decided I'm going to put up this chart, the counting chart, I said to them any way you feel you want to count, whether you want to use a paper, whether you want to come and point, come and point and low and behold we had one or two in the very bottom group but um yes that took me back to doing concrete again because you know when you work with the collective the class you always assume "maar almal ken" but um when you really do that one on one you can actually see when their shortcomings are but um like I said when I spoke to the husband yesterday he said to me you look different and said to me I don't know what is a proper word for what I want to say. I almost want to say entangled, I'm so entangled in what I'm doing it's like I want to do everything to perfection, um, "niks moet verkeerd loop nie, alles moet net reg gaan, as dit set is moet die so wees" um so he said to me bokkie but your previous principal even said to you: "Jy kan nie almal red nie" I've got this handful of learners in my class that really really really struggling but what I also realised it's not sometimes the school setup that is the place where they feel safest with the teachers it's sometimes where they come from. I had a parent there last week, and this um spoke to the parent and said this is the problems I have encountered with your child. I almost wanted to swear and use a cursive word. And she did this mmm, and I said..."dan lag u nog". I thought I am going to lose it with this women, better rather go to the learning support teacher. Rather go and speak to her there but after that um I said to the little boy in my classroom: "Your mommy's inside there" and I brought him out and when he say his mommy at school. he hugged her and he started crying and you know my heart went all soft and since that moment I think I've adapted or I've adopted a new feeling towards this child. "Hy's baie stout, hy en die ander enetjie staan uit in my klas, hulle is griewelik" and I'm glad for this opportunity in my class because when I asked you last week give us a hint what we are going to talk about, you said no no it's unprepared oral. I was thinking about what Ms Beukes was saying last week, her class with the previous time, I went away and I spoke to her it's true even Ruwayda, I wish I could have done more for that child. Not being on the street. So I've taken, I'm a very emotional person. I've taken that and I parked it somewhere in my brain and I'm saying to myself for all that I'm worth I'm going to try to not let the same what happened to that little boy to those two children that stand out in my class. Because I can tell you now the two of them, or sorry I may not say this God forgive me, gangsters in the making, because their rolemodels are not very um prominent people sorry to use that word um if I can say the one little boytjie he has an older sibling who brags about how his father kills people and things and I'm saying to myself oh my word. Kyk wat moet hierdie arme kinders deur maak, ons weet nie daarvan nie. Until somebody makes mention and now even today with the market day. I had a few extra coupons, I gave all the children, I said to him "Come here, there's extra one's for you". Alles wat ek nou het, I want to give him and I want to the other one was absent. Dis amper soos I just want to protect them ek wil net vir hulle veilig hou, and I always said to them, I wish I could take all of you put you in my pocket and keep you safe. Want as die kinders van ons af weg gaan, they forget all these beautiful things we teach them, they go away there, dan gaan hulle maar weer terug na al daardie onsuiverhede want ons nie wil hê hulle moet in betrokke raak nie.

CS: But the thing is also you know you um you are creating an atmosphere that we spoke about last week as well, it's a constant you know we have to reiterate all the time, it's like constant consolidation of any concept, it's the same with love and it's the same with you know trying to win them over. Okay can I....

RH: Sorry just the last thing...and then when I go home I always share with my husband because we drive home. He goes off afterwards to lock the shops and things so sometimes we don't

really get the chance to speak so I used that time while we are driving, because when he comes home I'm busy maybe with schoolwork and things. I said to him, weet jy ek wens ek kan dit kinders, ek weet nie hoe om die kinders, ek weet nie meer nie. I shouted it didn't work, speaking softly moderate to an extent helped, maar ook nie altyd nie, it lasted a short period of time. And then yesterday when he came and fetched me for his doctor's appointment, he had the opportunity to have those few ones they wait after school for their transport or older siblings and then he...I said to him I did that, he called the one aside and he baba do you see that uncle walking there with the trolley, do you want to be like that one day? The child said no uncle. And then he a fatherly figure spoke to them, and I felt so good afterwards and I said ok. That to me made my day, and I became so emotional yesterday at SBST, I hadn't even to present those children, but like I spoke to the principal this on, and I said sir, I said sir I don't think I was actually supposed to present those children, maar ek is so bang, want ek het klaar na die uitslag gekyk, en ek het gesien hoe lyk dit al nou al. It is not getting better, I am trying things through all avenues and it's not getting better. The babatjies are actually failing English um what he likes to dink ek hoe anders kan ek die kindjie help and I said to the principal I'm very sorry but because of what I took away what Ms Beukes said um I'm trying to want to salvage every little creation that I can en dit het vir my goed laat voel gister, met die hoof met die SBST toe kon ek gepraat het and actually I went back to the principal and I said sir I'm so sorry I wasted the SBST, he said no Ms and I explained to him why I did what I did, dis uit daai vrees, because life is not the same like when we grew up, these children are afraid because they are not even safe. We were free, apartheid was there, but we were safe.

CS: and that's part of being inclusive education right, it's including all those little children and doesn't matter, the academics all like a secondary to creating that whole person.

RH: That's why I said I didn't even speak education, to me it was all about the child.

CS: Exactly and that's part of the SIAS.

RH: And it helps, dan kan ons vir iemand kry wat vir hulle kan kom ondersteun, because the academics yes and I also realise that the academics is like that because of the social and emotional issues that go with it.

CS: That's exactly it, and that's why it is part of the SIAS document and that's why that part is actually so important to record and fill out. Is there anyone else that would like to answer that question? How did you feel about inclusive education before the intervention programme?

GB: I, we are at the same school I think you guessed that um we became a full-service school. It was at the end of last year, and this was my outcry we are a full-service school but we don't know what it really, what it really entails. You know we are doing things on our own and then hearing here and there. Um and just to underscore what Mrs Hendricks said, we just so wish that the entire staff could be part of this. But I think we are a big group, a group of six, and we should be able to influence the others, I'm also busy with the, with another part-time course, I don't know what I let myself in for some online course also on inclusivity, but I came to realise that at our school, this is something that we need to change in you can bear me out of I've mentioned this before. We are so academically focused that we forget sometimes it's not just about the academics. It is reaching that child where he or she is, and academics might follow after, after that you forget about the social the family, the economics the physical. I mean I've... a girl in my class with a physical handicap, and just seeing now we are going out to make sure next term we want to go to the high school she is going to, to prepare them. Which we would never have done to prepare them for what they are getting, to receive and make them aware of what they need to put in place to accommodate her at the school. So I have become more aware, not just to look at the child with the academics but to make sure that I get to know my kids. Their family background, I had a parent there today, the mom works elsewhere

and the child is with the granny, waits for granny to go to work, then he is dressed for school then he doesn't pitch. But he doesn't pitch up at school and then for what is very important than it's not something that came from here but something that now I'm inclined to have that one-on-one with each of my children where I can ask them personal questions and they feel free and I think that is something that I enjoy about our school. We create that atmosphere or that setup where the kids actually feel safe and they feel they can share things with you and that helps me to understand them and to make a difference in their lives. Where I would now for an exercise and this is just from what we've learnt an exercise is you'd be able to do the entire exercise, but I know then again I can't push you to do all ten sums, so I'll be happy if you can do the five sums. You might want to do the ten you can do all the ten wrong but it's fine by me, as long as you tried. Your self-worth is being uplifted, you are feeling better about yourself. And I think that for me is important, accommodating the children and making sure that one size doesn't fit all. We need to reaching our kids where they at and that for me was very crucial.

CS: Thank you. Kayley do you want to share anything?

KJ: I think I've just been more conscious of inclusive education in general. You know I studied here at CPUT and they had the training in inclusive education, but I feel that it is a completely different practising it in your classroom, 34 children and with there being focus on I feel focus being placed on paper work, there's no actual teaching taking place in the classroom. So I especially being a novice teacher, I found it being very overwhelming so ja so being at the workshop at the workshop has helped me be more conscious of it and you know to be patient with them instead of just you know yelling at them you know and realising they are trying their best and I need to be mindful of their circumstances and things like that. If something happened in the community it's going to influence everyone so ja.

CS: Mmm thanks, Jenean?

JG: Yes you asked how did I feel we feel before, we you was talking I just remembered when I was still working at the creche because this is only my fourth year in a school, grade Rs, so I went to one of the creches and then the lady took me through the creche and there I heard about it but I didn't know what it was "inclusive education". But as I walked through one of the classes the teachers was rolling on the floor with the children but it didn't look right to me at the time and as she took me through I saw the different children sitting in the class you could see some have a disability and some...she took me through and I also didn't understand that what is inclusive education but when I heard at the school now um as they told it what it was then I thought to myself but joh we aren't doctors and I'm not a doctor how do I know how to handle these children cause they only taught me how to teach them the work and that so it was a bit scary because you are thinking especially us we get the children we just see the beautiful names, they are just a beautiful name (laughter) but we don't know the child and then comes this time when then maybe a grade one teacher will ask well how's he, how's she, and I'm thinking we must just accept that they want to know this one's like this and this one's like that but after the workshop I can really say that as it was already mentioned here, I'm now mindful of...you're looking at this children with in different ways in and also you are mindful of okay that child. There is different, you can see, not labelling the child but you can see the different behaviours of the child, trying to figure out...come down to their level and to be patient with them and to...like I said to mindful of okay...this is the way I must treat you that is the way I must not treat them on each level that they will be ja. It was good the workshop.

CS: Okay, let's see. In what ways have your feelings changed toward inclusive education? I think we have explained that one quite extensively. Um, okay third question is...Was it useful to collaborate with your colleagues to create a new definition of inclusive education? So you

know as we were working here, we we, I put you in groups quite often and collaborated and we discussed. So did you find it useful? That is actually my question.

KJ: I would say yes because um you know everyone has different background knowledge so this was quite insightful to hear other people knowledge about inclusive and also taking into consideration the amount of years they have been teaching aswell. So that was very nice for me.

GB: Um giving ideas when you um when you've encountered a challenge, it's not a problem, a challenge at your school and hearing what others um others have done and then maybe I can maybe I can try that at my school...um...I think the one we had....um...kids shouting out answers and they just grab and hold it.

CS: Has it worked?

GB: Yes, it does it does.

RH: I just wanted to say it was nice being among colleagues from the same school and I was glad that Ms Beukes and Sherry were sitting at the back otherwise we would have had giggles and thingetjies here onder langs all the time, but besides that laughter, actually I think we grew closer, that was the nicest part. Besides the nice food we grew very close. I said to Ms Beukes sorry this is quickly off the point I said to Ms Beukes the other day. You know I've seen a different side of you outside of school (Ms Beukes laughter) at school you are so stiff (laughter). And we are having giggles and we are having laughs and it is actually very nice and even now at school it's not anymore like, yes I still call her Ms Beukes, I am much older than she is, but I don't mind, cause my ma het my altyd geleer maak nie saak as iemand ouer of jonger as jy is nie jy respekteer daai persoon. You know you have to earn that respect, but I can go to this Ms Beukes nou, hoeka Vrydag nou, ons het darem lekker gelag, thing like that. What I want to say was that um it was nice to have other people from other schools it was nice when we shared, we could take away ideas. And knowing that, you are not alone. Onse konteks is dieselfde (Everyone ja's in agreement). That was the nicest part for me and also taking away the ideas like we had um how can I now say whole school evaluation it's actually school evaluation now. En my kinders kan mos baie afshow as daar mense in my klas kom. Sjoh like this morning, nevertheless, so I thought to myself wait I'm gonna try this method, I said the day before I said to them look here we are having a visitor, but now nothing is different, we still do what we are supposed to do. We are not going to put up a uh you know a whole facade thing. No. We are going to be normal, the only thing which I ask of you is you see there is rules that you have compiled the only thing there is my one where I said have your books marked by teacher. That's the only thing that I added there, I said to them we are having a visitor and it's a very special visitor. This person is going to be with us for 30 minutes, the only thing I wanted to do is I know all of you want to answer, but you don't have to impress this aunty. She also works with children, I'm just asking you if you have the answer don't make a friend a blind fish because when we started out I told, I told um the story about the blind fish, my eie opgemaakte ding, maar in any case. So um because I don't want them to copy or you can say something of someone else so what I told them was (whispers) if you have the answer blow it into your hand hold it tight, and was the rule I wanted them to pay attention to teacher, you must raise my hand so I said so the other hand you keep this hand tight keep the answer and raise with the other hand then I will know you have it, and it worked like a bomb. It worked like a bomb, because the answers slip out and they want to answer they want to answer.

GB: I want to share I tried it with the Grade 7s man, but then they hold (makes a throw action) laughter.

RH: They are older and at a different level but met die kleintjies, the little ones you can bamboozle with anything, maar daai groottes is genipsig dit werk net so kort, ok I am going to use it

the first time, dan word hulle cross ek hou nie my antwoord nie (laughter) ek gaan voor die ander ou sê.

CS: Ok, Jenean do you maybe want to contribute to that, was it useful to collaborate with your colleagues?

JG: Yes it was. It was. Especially when others were talking and um cause when you are alone in the classroom and you have that challenges you're alone there and then, but when they were speaking it's like but that is like child and this child in your class is the same, but yes it was very useful.

CS: Ok so we already spoke about that aswell, but if you can maybe just explain a bit more. Um what have you taken from this collaboration back to your classroom and to your schools. So the one was the strategy with that...were there any other things that people mentioned that you took back to your school?

GB: The other thing is that I am not alone, that there are others who have the same challenges of persons who face the same challenges. I think sometimes we feel that we we are alone in all of in all of this, but to realise that there are others and that I think um if I were to get people's numbers I would feel free to contact someone and just um just ask for advice. Um because you realise that we're all in this um in this together and we can help each other. Why not? Um what was the other thing, there was another thing. Oh in in um in our group um what is..I can't remember her name but the one who sits with us um.

CS: Elsie

GB: Elsie nuh. With um Elsie also um as much as she is so few learners in her class but when I look at the challenges that those kids have then it's like amplified with my 35 that I have in my class. My class and so for me it's just to also just appreciate my colleagues more. Um just um that appreciation for what they are doing and what are they are trying with the and I supposed this um stuff becomes worthwhile in the end. That with all of that that you are facing and we are just talking about children we don't even know about your own personal struggles that you are going through and you are still prepared to give up your Friday afternoon to be here and to empower and to empower yourself.

CS: Uh um definitely. Anyone else want to add to that? Something you took back, taken from this collaboration. Is there anything else?

RH: I take all the sentiments Ms Beukes said there. You know we really grew as a family because um like we with the socialising ek het nie vir juffrou geken nie, as ek nou op die straat miskien miskien raakloop. But if I should attend another workshop I will say, I know you from somewhere. Your face looks familiar, as mens nou in stap, we somehow recruited a new lady she said to me, I know you, but I said I don't know you. Man I know you from some...so I said to her when you do remember where you know me from please let me know. But I'm just saying it was nice to meet other people like Ms Beukes said, it's nice. Like I mentioned earlier, people have the same context and we are never alone. I always imagine, die mense van die model C skole hulle lewe is seker lekker. Hulle vat nie boeke huis toe nie, hulle moet nie lyne trek nie, hulle teachers se systems, you know the computers plus hulle het almal die fancy goed. So what, so being this together, maybe they have better resources, but their children are the same, at the end of the day their I am not being rude, but the end of the day um my child might even become the next president in my class with the few resources I have available. For sure. Why not?

CS: Anyone else want to add to that? Ok good.

CS: Ok let's go to question 2. How did the presentation facilitate your understanding of inclusive education? So one of the sub questions is how did you find the reflection exercise before after the sessions? What did you learn from these experiences. Remember before every session I asked you something and then afterwards you wrote on those little sticky notes for me. So how did you find that, and what did you learn from reflecting?

RH: I always reflect on a daily basis I reflect on my teaching like I mentioned I think best when I'm in the kitchen doing whatever I'm doing. So I knew that I had a week and then then a gap and then a week to come here and I always go home and think, so what have we done... not maybe the Saturday, Saturday and Sunday then the brain goes into a weekend mode.

CS: A Limbo

RH: Yes. So Mondays I would go to school and think ok I we learnt that, I'm going to try that. Like especially with the question and all the inclusive things that we learnt from. I'm going to be very honest and say the SIAS document, I heard about the SIAS document. I opened it when I went for my interview, when the post was advertised and that was the last I open it until I came here and it was nice, um um I'm looking for a word can't say taken apart there must be a use of a better word. It was explained so nicely and that's why I said I can challenge any CA now that comes to me and I can say that I'm just like um an example, I sing in the mornings to my class I sing choruses I'm very fond we pray Our Father and then I go to the mat with my learners and then I ask anyone a volunteer just to pray from the heart. Then we would sing a little chorus so that is how we start our day, so um I always reflect on what I've learnt here. I tried to incorporate in my class whatever I've learnt over here I've tried at school. As I've said the SIAS document I see education, per say the children, through new eyes. if I may say for the use of a better word. Because um I made a statement yesterday and I actually I regret it when I said, daai kind he is busy behaving and I thought to myself hey shame you know what at the end of the day they are all God's creations and um having the SIAS document there, it's like singing a chorus, being a muslim. You are practicing the constitution, so what we are all from different walks of life, different cultures, different creeds, different religions, but at the end of the day we all have a place under the sun. On this beautiful Earth. So I always used to go back...what I said I've learnt that that's ok...die werk nie so lekker nie laat ek maar n ander strategie and then also what we shared here and also the sticky notes, it made me think I promise you. I sat here at times listening to you and point that little thingy around there...kyk hoe vinnig gaan die vrou gaan ek al die goed onthou. I made small notes, short notes, bring a pencil along scribble on the notes, but I'd always go back and think what have I done for the week. I know I must write on the sticky notes next week what am I going to write about what I have done and whatever I've written on that sticky notes it's not lies it's actually the truth. It was actually the truth cause it was nice I was sitting in a class being a learner. That's why I loved studying, just sorry after my son matriculated when he went to High School in fact I stopped my studies to give him a chance because at that time I was working alone. My husband fell three stories and he couldn't work and they were not very kind to them they just dismissed him and said well now you're retrenched. That's why we resorted to starting a business of our own. It was the eldest son's ideas and things like that, but be as it may um ja, I always reflect on the lessons for the day I didn't reach you... that is why marking is so important to me cuz I need to see I'm looking at the marking and I like to see if I reached my goal. Did the child understand, if not tomorrow morning I don't care in that time of listening and speaking, ek gee nie om nie ek gaan nou weer begin. It was always so nice to reflect you know actually it kept us on our toes because I knew that if I come here ek beter aandag skenk. I like sitting in a class I like learning but it also kept me on my toes, eintlik weet ek nie hoe ek nog meer kan absorb nie but um die breinselle gaan mos dood soos n mens ouer word but I um always put a few notes down always try to implement what I've been taught and I um don't think it's going to stop here. As I said all the

knowledge that I have acquired um I can for the years to come, God willing, still I don't know what my new year holds for me, new children, new challenges and I think I will be ready for whatever comes next.

CS: Thank you. Jenean how the reflective exercises help you? what did you learn from them?

JG: Um I can say that it's very good to reflect um Because you can see as she also mentioned because you can see where you need to go back to where you need to go work with a child or where you need to for yourself also um you need to plan in a better way or something you did maybe different you can do something differently if you reflect on it the things you can do.

CS: Yes. Kayleigh?

KJ: Um I think it gives you an opportunity, it's a time where you need to be honest with yourself and dig deep. So I mean like she mentioned, the sias document, I knew of the sias document I've never opened it. Still haven't, but I know it will benefit me in the long run. You know like she said, if I had people who would question me, you know I can refer back to the sias document and so here you know this is what it says on black and white and um ja it's you're so helpful for you to identify we need to you know track yourself where kids have gone wrong you know it gives you that opportunity to reteach that um that lesson you need to do. So it gives you an opportunity to look at yourself.

CS: Ja sure.

GB: Something that I've done um and I think that it's just if you're a teacher it's probably just part of you you go home and you reflect on your day but getting the learners to reflect as well I don't do it um every um everyday because um it depends on where I'm at and um but to reflect on the on the day a couple of weeks ago I did an exercise with them just to and I mean they found it so and I and I thought just Get here you ask how are you feeling about something at the moment, first session we had was what we know about um inclusive education how do you feel blah blah blah then what is your Challenge for the day what are you struggling with and it was so strange to see things that I wouldn't think kids would be struggling with and it had nothing to do with school work absolutely nothing me I would have thought it would be have something to do with school but it had nothing to do with school it had everything to do with themselves or with their home circumstances um home circumstances and what I did they didn't have to write their names on the pages and then we just shared and I um read it back to them and obviously it was a shock to hear what people are what there um their peers are going through and at the end of the day again they went through the day and at the end of the day again reflect how do you feel now and just how some of them said thank you just for allowing them the opportunity to me and to show me again how do you start your day at the end just see how the kids are feeling but you also know when you're sending them away that you're sending them away there's something they might have forgotten all that academics that you've taught them there's someone that still thinking um thinking about them and for me friction becomes important because it also helps me to develop as a as a person it changed what I'm doing um I was if my kids were rowdy for the day or so we don't pray at the end of the day how can you pray or you ask your creator now, and um what's the prayer that we say. We've had such a lovely day at school but your teacher didn't have a lovely day at school and then you realise again but you started so well and is that how you going to send the kids the kids home. So reflection because you've never done that to us you know reflect you can calm yourself you can um you can sort out your mind And then reflect and write down how you are feeling at that moment and you leave here even if you came in apprehensive you know you're going to leave here with some with something so for me that's what I'm taking away from here to do with my um with my learners at um school.

CS: Wonderful.

RH: Carien can I just add something, Ms Beukes was saying something so pertinent to what I normally do in the morning I greet my children differently I say good morning my angels. That's how I greet them and they would say good morning, good morning my darling. Then um they would say how are you today then I would say ummmmm now they are waiting for that answer because I mark their books you see. I would say very sad I would say how are you today, we are very well thank you teacher. Then I say I'm so happy that you are very well thank you (laughter). Can you please go to the mat my angels, and I would sit and now they would wait and then I'll say you know Carien thank you my angel your handwriting is so beautiful, I have something in my bag for and I'd say my sweetie-pie you promised you would work harder you didn't keep your end of the bargain so we can't play we are not going to play you know what I do is I take my phonics on the day I play with them we play games it's just a different way of making learning (agreement) fun for the learners. Jy wil nie heeldag sit en flits nie, so I play stepping stones I play postman you know things like that so I said we can't play my sweetie-pie I think you didn't complete your work so you will have to forfeit the chance to play, you must stay at your table. Want jy sit op jou tafel dan loer jy elke ander keer soos ek so I said sorry my baby you have to learn my baby, teacher has to be cruel to be kind, because I want what is best for you. Now what is also very important, that we need to think about this morning ring where you reflect where you really ask that child (GB: Child, ja)...Sweetheart how do you feel today. I'm sad teacher. Why are you sad? Small things...that same little boy I've given those extra coupons without me saying everything. This is me every day, when that is how when we are praying we sing little choruses I believe I need that for the morning and then to get them also into that spiritual feeling. So he came to me one afternoon as we walked out, um I told Ms Beukes, Mr Ward about it the principal, as I walked him through grade, their in the lines and they know they must wait for me in front of the computer lab because I lock the door as all of them are out or alternatively the others wait. So he walked out of the line because I was right at the back of the line he said to me "Teacher." I said, "Yes, my baby. I'm not going to be naughty anymore." You know, it's like I feel like I can cry again, I got that lump in my throat, I'm "what happened?" I said, "Why my baby?" I took him in my arms, hy ruik nie altyd lekker nie, foeitog. But you know sometimes I end, I always have spray in my bag. So I spray him so that nobody can you know it's not his fault, mother leaves early en hulle woon in 'n ek nou gehoor hulle woon in iemand se yard [Afrikaans indistinct] en goed soos dit. He said to me, "You know my cat died" and I've decided, it's the same boy that kicked the puppy last month, that's the same boy that killed a bird on the field and he said to me, "I'm not going to be naughty anymore. You know God took my cat away and I think I must start behaving now." Just not - he didn't say behaving, he said behave, hy praat nie so wonderlik nie but he expressed himself and I took him in my arms. I didn't care what the child smelt like, I gave him a tight hug and I said, "I'm proud of you my angel, I'm proud of you, you know" and since, ja hy het so een of twee dae het hy streke buite na skool [Afrikaans]. That's why I keep them in class in the afternoon and um I've decided that you know we don't always have time for intervention during the lessons and I sympathise because their transport waits for their brothers and sisters. They go - it's not like we used to have after school, that half an hour. So I've actually decided in the new term, I know where they are at now and I've got many other activities that's below their stan... [indistinct], like lower than the top group standard even that formation that I've got those pages [indistinct]. I'm going to sit with them in the afternoon, I hope we have no more meetings after school then I can take that time. But just that - where you ask the child in the morning, "How do you feel today? Why do you feel like that?" Small things - that's why I love foundation phase, the news [Afrikaans - laughing] don't want a naughty [indistinct].

GB: I just want to add something – you must remember, I came from high school to primary school, that, so this is like all new to me. You can – you walk into a class and then they greet you, "Good morning, Ms Beukes and how are you today?" [sing songy] Oh okay" and now I must respond. Okay - but the thing that I've also learnt, is to be honest with the learners even the Grade R

learners. If they ask and I'm not feeling 100%, I will tell them and I will tell them why I'm feeling, I'm feeling, I'm feeling like that because I feel it's for them to also realise, because they see us a super heroes or whatever. They need to know that I'm a human being and that I'm just like them, I also feel sad, I also; I can also cry. I can laugh and stuff - so for me that's something that I take away from you also based on reflection to be honest with my learners.

RH: That's why in the morning I will say, "I'm sad today" or "I don't know how I'm feeling today." One day when we started out, in term one, we spoke about the family and they had to say you know who lives in your house, mommy, daddy and I would say, 'You have a complete family because you have mommy.' And I always take it to the Bible I'll say, "Jesus had a mommy and a daddy so he also had a complete family. Okay your mommy is a single parent," – family like that, your family is single parent and then the child said, "Teacher I have a mommy, I have a daddy, I have a granny, I have a this and a that and a that" and I sat there and I said to myself, babatjies you are very, very lucky, teacher doesn't have mommy, teacher doesn't have and hier begin juffrou mos regtig te huil. I don't know what happened and I started crying, do you know what, I felt – in fact, afterwards I felt good because it's like Ms Beukes say – we - they see us as these superheroes. I actually physically cried and the one child went to my bag and took out a tissue and she brought it to me and when I looked at this little face, this little boy was crying with me, he said "I'm sad because you're crying." So I said to him, you know why teachers cry because their children's the best [inaudible] and appreciate your family, appreciate your mommy, kiss her hands, kiss her feet. I said to them I used to kiss my mommy's hands because my mommy didn't go to school. She left - in those years it was Standard, my mommy left school in Standard three, which is grade five and then she had to go and work. You children - have a mommy; you have a daddy, be thankful for whatever they give you because - and say to them every day that you love them because tomorrow you wake up and mommy and daddy's not there anymore. Think - if your head is sore you can say, "Mommy my head is paining. Teacher can't say mommy anymore. I know when my head used to pain my mommy used to run and get potatoes because the migraine that I used to get was like once every five years but my mommy just knew what to do. So I sat and I cried and I could see that they actually felt sorry because teacher's crying. It's like Ms Beukes said - be honest with the children. That is important. So that they can also know 'but I don't agree with the way you are writing and this is what makes teacher happy and that is what make teacher sad.' You know they appreciate your honesty.

CS: They do; they need more of that actually hey. Okay, let's see, next question. Did you find it useful, oh, I've already, asked that question. Sorry, but this is just a - like the issue we've already spoken about; did you find it useful to collaborate with your colleagues on issues you are experiencing in class? You said that's useful. Were there certain aspects of Inclusive pedagogical approaches which you did not understand before? Like before coming here was there something that wasn't so lekker?

GB: If I may just use your, - I don't - it's in my tog bag in the car. What I appreciated especially with these because these become very helpful with these barriers at the back man - that you can look at. A lot of this, I didn't - to be honest with you, you might but you wouldn't know where to place it. I take Jody today; they were busy cleaning our – our air conditioners and the noise and he sometime he - I said to Claire he has some form of autism but we could see this child was stressed out and I just took him by the hand because I was going to the Resource Room, where it was quiet and you just saw how this child went down and then the teachers were laughing at him. The teachers were laughing at him but just to know and I could take him in there and then just calm him down and I'm thinking, 'holy gosh, okay, yes take him to a quiet place and just' - which I would never have done. So for me, this becomes very helpful like I read through this quite often, just again, to make me understand when I see a child, not to label the child but it's more to be able to help the child. And then I said, "Okay, you're going to wait there and I'm going to see if they're done." And he says, no he's coming with me and he came with me and then he was done then he says, "I'm going to the field

now.” He wasn’t supposed to be playing there where they were busy, where they were busy but he found himself there but I think as he was coming from the class, with the noise and not knowing what to do, he just got stuck in that, in that area.

RH: Are we talking about the same Jody?

GB: Jody in Grade 4..

RH: But he loves being in the Admin Block; I don’t know why. He plays alone.

GB: But alone, yes.

RH: He likes to play alone. He will make aeroplane sounds hrrrr like that but he loves it. So that’s why when I’m on the playground duty, I actually leave him; I let him be.

GB: Just leave him, yes.

RH: Because I think he feels safer there.

GB: Safer there.

CS: Definitely. Anyone else, is there; were there certain aspects that you did not understand before that became clearer for you? Kaley? Anyone else? Ruwayda for you? Anyone else? Ruwayda, for you?

RH: The SIAS Document that to me as I said I opened it then when I went for the interview. Now, it was beautifully dissected for me and I would know now if I need to know something about inclusivity I can actually go and look in my document and I know what Carien spoke about I know where to find - I will now know where to find whatever because this becomes a very useful resource, you can always go back there and do some reading.

CS: Okay and then the last question for Question Two. How did you feel participating in this the course has informed your teaching? So you know we spoke about it a bit here and there but how do you feel now when you stand in front of your class and you have this at the back of your mind; how does that inform your teaching, like ...?

GB: It’s changed the way I even do my planning because I need to make sure that I’m reaching the weakest learner in my class and I need to be aware that I need to plan for each group in my class. So that to me has become very important where before yes, I thought about it and then you know you just do it. Also, when it comes to – we’re privileged to be able to go into our lab once a week. The Grade 7’s only go once a week to the lab but we don’t have to use that whole hour to do our brain quests. Once they’re done and again, just teaching them new skills on how to use the computer; how to do; how to do research and that type of thing. So for me it’s changed the way I think, not following the timetable so rigidly; if first hour is for Maths, it must be Maths. I adapt my day around my learners. Yes, we still follow but if needs be today we need to talk because I can sense that you need to - you people need to be getting things off your chest. Then that’s what’s we do and if I see that now you have too much energy and we need to go outside, I have my lesson outside with a ball and we throw the ball around and I - but they’re think they’re playing but they’re not even realising. So I and for me - that’s how it’s informed my teaching but I’m more in tune with my learners. So we will go outside and once we come back in, we can sit and we can work. So just being in tune with them.

CS: Has it changed their mood and their academics the way that you are now approaching it differently?

GB: I can see like we with EMS with the project; just to see how they worked in their groups and you can vouch - I think this year, this is my fourth year at the market day. So again, just allowing them and allowing them to grow and they're free to come make suggestions to me. I think back to Geography; I hardly taught. They had to do the teaching in their groups. Yes, I guided them and then they just came back and then foops[?] there they had to teach the class and I just jumped in to give the, to give the information that they did not cover and I think what made me also realise, as much as these kids have challenges but they're capable of doing things for themselves. I think so often, we, as teachers take that out of their hands. We want to do everything and forgetting that it needs to be learner-centred. At some point, they need to take charge of their learning and it's not about, it's not about me. There was just something else - with our school evaluation I did the lesson on this, I think I spoke about it on Usain Bolt and still to hear now in class how they would refer back to - to Usain Bolt. Yes, if the child comes out tops in the test, Usain Bolt and so they remember things and the boy in the class that draws so well. Remember the video we showed and using the kids for Maths, now the last three weeks, they were doing 3D um 3D Objects, what would I have done? Gone to the int...gone to Google and get all the - get all the objects and no, why must I do it? You do it.

CS: That's how they learn.

GB: And that's how they learn and from foops[?] there it's on - I don't have to paste it on the walls, there you go, you're done with it. You know who to give it to, there's the prestik you put on and foops[?] onto the wall it goes.

CS: And they take pride in that.

GB: And they take pride because it's their work, it's not my work. My work they scribble on and ...

CS: Exactly. Okay Kaley, you did you ...?

KJ: Ja. So I agree with the planning, it helps you plan effectively. I have also taken learners, tactile learners into consideration. So what I've done is that I've made corners in my classroom and I always try and get - see where their prior knowledge is and build on from there, from - taken from the concrete to the abstract. So that they have, so that when it gets to the abstract, they'll have a better understanding and further it and then I also said behaviour-wise as well. It also - when we plan, it helped me to identify who do I need to sit with more maybe my top group can work with a middle or weaker learner you know and that will allow me, it will give me time - the opportunity to work with them and sorry and that doesn't cause fighting in the class anymore. Because if they didn't understand, they'd get up and go and ask this person and it will interfere and then the whole roll starts. So that has definitely helped in my classroom.

JG: Okay I have the one [inaudible] mentioned that as Ms Beukes also mentioned in [talking together]. Yes I know. I'm not being [talking together].

RH: You know it's awkward for me to say Gail.

JG: But she's not any more my teacher so I can say Gail [laughing] the high school that she was. With the Grade R learners given or we also were being taught that we must allow them also to - give them a chance also to tell us maybe if maybe we do something, they ask maybe, "What do you think or how do you think we can do this?" We mustn't just I mustn't just give the answer to them

and show them like today the children ,two children forgot their umbrellas yesterday. So I saw it there and I told them put it in your bag and then I realized no, they're still going to have snacks and they're going to carry the bag in let's not - so I asked them, "Where do you think I can we can hang this umbrella so that they won't forget?" So they said I must hang it - we hang it there by the window. I actually went to go hang it outside and so I told them, "Grade R, everybody, I hung it outside." So when they go and fetch their bag outside they will see it because their bags stand outside, was such a shock when I came there, it was the outside but anyway because there's no lockers in the class and then when we go - when I went to go sit on the mat to talk to the whole class now, so the one girl said "Teacher, the Grade 1's must still out teacher and they might just take the umbrellas off there." So I said to her, "Yes, you're right they might just take it off and play with it." So I said, "Okay, let's bring it in and then we can hang it outside." But what I'm trying to say, you must also sometimes ask them even a small little ask, ask them what do they think, how can we do this, how can we do that? There's this one little boy in my class he doesn't sit still for long. Now he, one morning, he came to me, he's always up and I'm always saying, "Sit down, sit down" - the whole time. The one morning we just went to go sit, the class the day just started, I went to go sit on the chair, they're sitting - he comes to me and tells me, "Teacher I'm bored". I said - but we just, we didn't even start this day. So I said to him he must just sit a little and so on. So the other day I thought wait I must do something else with him because he just wants play with the Lego blocks. So I asked him, "Do you have toys at home?" So he said , "Yes but my mommy put it away." So they only take it out - weekends, so I thought oh that is why you are like this because other children must also get a chance, the small Lego blocks, get a chance to play with it. So I gave him a piece of cardboard that had puppets on. So I told him, "Cut this out for me" and then he cut it out so I said, "Now you can get some sucker sticks and you can put it on a stick." so he went - he rushed through his work and he said, "Teacher, I'm done teacher, teacher I'm done" everything that he does because he knows all his work but he's always - early first done [indistinct]. So he put it on the stick so I said, "Now you can tell me a story about this" instead of him going there to play with the Lego blocks, tell me a story about it. So he made up now his own story about these animals that he made and that and then the other day I gave their group, I gave them dough. So without me telling him what to do he came back to me and said, "Look here teacher." So he made that animals with the dough but that was on another day, so he made the animals with the dough and then he came to show me so what I'm saying is, I let him - I was thinking to give him something else to do before I would just say, "Go sit, wait till everybody's done." But I thought now - okay tell me the story but out of his own he went with the dough now to create animals and to create something different so that he won't be bored.

CS: So did you just give him an idea of what to do?

JG: Yes, I just gave him that - an idea yes. So I need to do that with him. I need to be consistent with him now, so that he can't be bored anymore.

CS: Okay, how do you feel this participating in this course has informed your teaching?

RH: Rude awakening. A rude awakening. As this lady so correctly said, she's Grade R, I'm Grade 1, we tend to treat them like babies, we want to do everything for them but believe you me, I don't do anything in that class, anyway - hardly, hardly. I was always so feeble, it's my first time teaching Grade 1. Yes, we were trained grade to do Grade R and 1 when we trained, there wasn't training for Grade R. Grade R and 1 was one component together right? So having to think back of all the years and bring them to the classroom and I also realized now, you know what, these are Grade I's you've taught Grade 4, you've taught Grade 3, you taught Grade 2, this is Grade 1's. But when you follow on the [inaudible] yes ek het 'n bietjie afgeskaal [Afrikaans] coming from Grade 3 to Grade 1. At first, I was very impatient like the jou lang preparation, the preparatory work takes forever, it moes dan Grade R gedoen het but it just made me aware that I have to go back all the time, it's teaching forward, five steps forward, ten steps back, going forward and coming back that is

how you reinforce the concepts and the skills and values of teaching children. Can I just share this joke? I need to say this. At skills knowledge and [inaudible] values we were taught that forty years ago. I was given a what's a name, let's say a questionnaire or something. A curriculum advisor gave it to me and she said to me can I come and take pictures in your class? I said yes, my curriculum, I said, "Yes, of course." You know this other school, they're complaining they have a new building and everything but they complain they can't set up reading corners, they can't set up this, do you mind? So I said, "No go ahead." And I can see your word board, look at your focus board, I said, "By the way the whole foundation of phases, all our classes aren't like this. There might be different things but we all have whatever is required." So the lady gave me this questionnaire and she said to me, "Do you mind browsing and then just try and write things down?" Right - after I did whatever I had to do, I wrote up, the next day I said to the other lady, the teacher below the supervisor, I said, "Do me a favour when your supervisor comes, give this to her please, man." And then the lady came back to me and said, Sorry what is SKAVs, I said SKAVs? Skills Knowledge Attitude and Values. Oh I thought to myself, I had to reflect, once again I had to reflect when I wrote up these things about - it's like why do you need a reading corner? It's for fun, it's enrichment, it's additional resources we have children and they've done, kan heeldag vir die kinders, lees, skryf lees skryf nie werk nie so nie, you have to alternate and make their day also fun. I had to say what is required in the class, what is the purpose of it. If you don't have it how can you acquire all those it was like three columns and I sat and I thought to myself this space is so little, I wish I had biggest block for each little thing to write because I can write about it but be that as it may, van die eerste gepraat van die SKAVs storie en dis mense wat curriculum advisors, I'm just saying, I'm not judging but I'm just saying, I just wanted to mention it. In Grade 1 we tend to want to treat those little ones like babies, I've had a rude awakening where I actually, we didn't wanted to give them reading activities at first. Hulle is mos maar nou klein and okay so now they I like to write, so I made this nice activities, this one sentence, leave the missing word, give the missing word. I thought to myself maar jy raak maar 'n bietjie boring nou first of all they don't like this, it's the same sentence that you're rewriting four times, it's just a word is missing in a different place and then I realized why don't you chat with your weakest children, give it to them. Oh my word they just loved it instead of just tracing over something every time, I gave it to them, that's why I'm saying we mustn't take children for granted, it's actually a challenge for them. My first group, I made fill in the missing words and now remember it's the first time that they are actually in a formal setup from Grade R is very informal where they can play with a block or they can go to that fantasy corner and things like that, so I thought to myself your children are at level two which means there's one level left, it's an approach to basic reader and then you your supplementary and then I, thinking to myself, you know what I'm just going to make these activities, give it to my colleague to copy, she can laminate, I can laminate and I gave it to them. They enjoyed it so much. When I had Grade 2 and 3 I used to do the first one of the board for the children. I could say to them, come let's just talk about it together and they could have told me no you don't have to tell us what to do. I said I'm not telling I'm asking if you understand what you must do. Yes just give it to us and low and behold, so beautifully. What I was going to say was, I really need to compliment our intermediate's not intermediates, the Grade 7's, they've marketed it their last week and they market it, they did today the term three people they took charge because I was wondering that's why I asked the question must we get parents and things like that, you know, I've walked onto the playground today, in fact last week I made the observation already, you know they are so cute man, the way your class, the other day [inaudible] how they said come teacher come and support my table come and buy from me, it's like they're singing and they're advertising and die kind wat nooit ñ woordjie gese nie, praat nou, teacher teacher here, I walked away with a whole milk tart which I shared out and one of the cleaners were saying, your healthy diet, I said it's my cheat day, no I'm come let me carry I said no but nevertheless, I felt so proud seeing what these children have become. Confident, you know advertising their master pieces, set out on the table. I walked and thought to myself, wow, a big wow. I've got a special child in Grade 7, I think she's in Ms Beukes' class, I don't know what but I've got a special place in this child's - in my heart for this child.

GB: Baie praat. Yes. Baie praat, baie praat.

RH: Hy's my hart's se punt. I had him in Grade 2 where she couldn't speak IsiXhosa she had to repeat, I used to speak to her like this, you must now come and sit down and next year she could read, she could do Mathematics and I just grew very fond of her so when she needs to have something, then she'll come to me and say mom and I'd say don't worry, she comes and she says it's market day and I don't have anything, I say it's sorted because I tell my hubby, my kind makeer goed and he said what does she need? He went to buy and he said to her this is what you could charge if you charge if you wanted but nevertheless today's market day. Wow I was actually very very proud. Those children I wish for them all to be somewhere one day. If they cannot reach university, I am sure those learners, will be good entrepreneurs where they're going to make, I'm actually showing off the wares, I cannot wear imitations but I bought two pairs of these earrings, it's actually the handiwork, some of our extramural handiwork and I thought to myself I'm going to wear to show them I've bought, the other pair is in my bag. What I want to say is the confidence that those learners have developed, coming from the lower grades, that's why I say I really need to commend the Grade 7's, your bigger children, beautiful, beautiful. They were standing there with coupons, I tried my luck with your marketer, I came with my twenty rand I wanted that milk tart and I said can I – no we can't handle money, you must go and buy coupons, I mean hulle's oulik I mean they could stand up to me, being their teacher they could say no what applies to Peter applies to Paul, doesn't work like that go buy your coupons and I came back Ms Beukes said which said that okay and then we but what I want to say is, we should never underestimate children. I have leaders in my class and can promise you. I have good leaders. Nowadays when we get letters, it's always double scanned so we need to cut it, I'm just not allowing them to cut but after I cut those letters, you'll say, you'll see what are coming, I'll hand it out for you teacher, I mean they're Grade 1. The lady walked in my class this morning, the admin lady, she said to me what grade is this, I said Grade 1, can't be, can't be I said they are in Grade 1, you know they have their moments where they ek kom nie more weer skool toe nie. I'm going to make up an excuse not to come to school but you know, if you have a conscience as a teacher, you are not going to look for any small reason to stay absent. There are days, there were days where I couldn't even speak nice speak like this can you please, there's no voice but I would just can you please all of you sit I want to be at school because those children they really make your day for what it's worth doesn't matter as I said from whichever walks of life they come from but and now I'm coming back to my story, the planning yes and sorry man ek het so baie gepraat, that's why they show me time up. The planning yes, we fortunately in the foundation phase where we've got to look what would work, so that goes without saying, it's not one size fits all, we have to have them at different levels, so the first group gets the filling out the missing the missing words and then the other children said to me we don't want capital letters and full stops, can you also give us missing words because they feel they're going to the big school and the beautiful part of everything was remember in Grade 1 they first write in blank books then they go to these broad ones, then they go to the ordinary Irish rule. In I've been promising them all the time, soon teachers going to let you write in your big school books, they are excited to climb the steps because the Grade 2's are all upstairs, then they're going to be big, so I said now we're going to write in the big school books and I could see that eagerness to want to write neat to want to complete my work because I want to write in that big school book but unfortunately everybody cannot write in it, they are not ready yet, so I gave to the few but I can see there is slight improvement, children who've never completed their work, they want and what I also learnt was, that you give that other child the extra time to sit at that table to complete that little work. That same little boytjie that has crawled so in my heart now, he would say to me, am I better today? He can't complete everything, I end up writing the things on the like with his handwriting, I write on a page for him, I actually something was bugging me also where I actually felt I need to ask the principal is it too late for me to have his eyes tested because yesterday, we were sitting on the mat, I don't know whether it was the glare or what but I saw him doing this. I was busy, we were busy revising our sound so we have the wall charts on the board and I would walk with a stick and point for them then I would keep quiet and they would say the next sound or I'll stop and I'll

say, you sound for me, you give a sentence so he was sitting like this now, thinking because he works much faster if I write the things down for him and put it on the page next to him then he actually completes but I've also now resorted to giving much less work. There's just one battle that I still have with this one little boy in my class, I don't know whether I'm doing something wrong but I've ended up buying pencils, books just to get them going because I need to make my teaching effective and it's for the sake of you know these little ones as we said they come from all walks of life. I actually don't know how to reach this one little boytjie in my class, even the OT came into my class once and she said to me, but he goes to them but he's still very at a play a play mood or if I may say that I don't know how to reach him to sort of get him to the level where he's going to say I'm also going to try and ...

GB: But that could be a child that never went - that never did Grade R.

RH: No, he did. (GB: Did he?) My babatjie in my class, my little I taught him a new word, titch. One of the children Grade 3 actually wrote that for word building and I thought to myself jey can I teach in Google titch, smallest child. Whenever I come across something I share with them for them for lesson then that's our word for the day. My titch in my class, Tofique, he never went to Grade R but hy's op en wakker. This boy was in Grade R because the teacher also reported to me, he was like that, that's why I don't know if it was you or Ms Joshua who asked me, if you could repeat this child in Grade R I said I would have but he goes to OT but I don't know how much they we don't know what they're doing there, I see they have this little book and they get homework and they come back and things like that but I'm really trying to find something, a way that I can help this child because it's like this little boytjie is dragging me down. Sometimes I feel I don't belong in this class, I can't reach that child. I can reach every other child but this one I don't know if I can get there. It's like he annoys me at times, I'm sorry to say I'm also just human, Sometimes I'm feeling ek vat jou sommer aan die dan smyt ek jou uit because he's distracting everybody now because he does this all the time and it's actually it's irritating, adults even make the observation. We'll do a lesson then he would I'll say baba now you need to take out your pencils or whatever or you know sit up straight posture, very important, don't make donkey ears, you need to [inaudible] then he now I'm starting the lesson, I do the [inaudible] then I think he'll do it now I walk around to check if it's not touching the line, or is it on the baseline, then he will – he has a pencil, I mean I gave him a pencil dan krap hy, en hy sug en hy vroetel there comes a point, I don't know, I don't know, I don't know. I feel I'm fighting a losing battle.

CS: I'll chat to you about him after.

RH: Hey?

CS: I'll chat to you about him after.

RH: Because don't I really don't know but as I said we are fortunate to work in groups and it is a true fact that one size doesn't fit all and it's also truefact that we mustn't just want to give children who want to spoon feed you, we did the food we eat, healthy food so I ask them what would you like to do for creative writing? Who knows what the recipe is and they could tell me, my mommy she looked at the book and she makes cake teacher, that one bakes bread and then I decided that what's it Wednesday or Thursday, Wednesday we decided to make breakfast, so they brought their thingies from home, you could see the Kellogg's in the little packet, you could see the milk in a little container unfortunately not everybody also, so is somebody had sandwich with vienna's and they made their own sandwiches and I actually took pictures and I actually put it on my status and for mommy's to see and the one was pouring the milk, you don't have milk, I'm sharing with you, I never said a word, I just walked and I observed and I so we shouldn't take it for granted that these children cannot do something.

CS: So how do you, have you felt that you needed to do an extra planning like this was a burden actually doing Inclusive Education in your class. It's not ...

GB: No, it's - I don't think it's a burden, it just makes you realize and it makes you become aware of – of the different types of learners that you that you have, I mean if I take Crim E's, for that's just so small but if I take him where I know he's going to finish his work first alright, so I'm aware of the fact now that when he's done, I need to have something else ready for him or he must be doing some chore for me in the class, so it just makes me aware of that type of thing, it's not a burden, also when it comes to my assessment, that and I because of the EMS that was such a lot this term but again catering for the learners, letting them do an activity every week and making sure that's it done that, last week, Friday or rather they wanted to hand in but we didn't have time, I got in all my tasks, all completed and it was a stack of 11 pages but all only because being there, making sure and that each child will be able to do attain a pass mark, so if you didn't complete it in your group and then also the nice thing was for me was seeing how the groups were, the dynamics of the group, they chose their own groups whereas I would put them [inaudible] I know you're not going to go with that one because I know you going to, I allowed them ...

RH: The adverts were also beautiful.

GB: I allowed them to choose their own groups to see how they would draw for each other and make sure that their notes correspond because we're in a group, so whatever you say, we must be saying and just that the dialogue between them to make sure that what they're doing is the right thing. What I also found very interesting and I don't I'm not, I don't know if I put it out to this when my kids tend to ask more questions because they want to know that they're doing the right thing but also me just being conscious of guiding them properly. Okay my instructions to be clear to them and then also, especially with these long assignments, to let them do bite size sizes and in that way you're accommodating that slower learner's as well. Yes I mean the little E's had little spaces on his things but I mean, the thing was complete. He did all the group's drawings of their on the product that they were going to sell. He did all the drawings for the five of them but wow that's your expertise boy so you go for it. And he put out five questions.

CS: The main question here is, do you think it would be easy implement Inclusive Practices in your class; we've already answered this? Was the course presented in such a way that you were able to apply these Inclusive Practices in your class, I think we've covered that. Okay.

GB: I think Carien, let's also just say the manner, I think it was easy also because of the type of person you are, all right. There were practical examples, the notes. We could contribute so it was very interactive and I think that also helps. I've been in, I mean I've been to, not workshops, to sessions where you just sit and the person talks and talks and then I say, "Just give me the notes" and then they give Power Points and they're just – they're just reading those notes. I thought just give it to me, so also thank you to you.

CS: Thank you.

GB: For the manner in which you conducted these sessions.

CS: Thank you.

KJ: We can all read, you know.

CS: Thank you.

GB: Like we can all read you know. We can all read but ...

CS: Sure. We went to school, we're teachers, hey?

GB: So that also just helps and the fact that we come back week after week.

CS: Thank you for coming back. Thank you so much guys.

RH: You deserve a round of applause.

CS: Thank you guys.

RH: No, that's not a round of applause, that's a round of applause.

CS: Okay let's see, so have the interventions been achievable and sustainable in your classroom, I think we've covered that also, hey and what aspects of the course will you share with others? Ja, so the main question there is did you feel equipped to share your knowledge with others and what aspects of the course will you share with others, so maybe Ruwayda if you can start us off and say ...

RH: As we said like whatever we learnt- can I call it barriers to learning?

CS: Barriers to learning yes.

RH: So we've actually share with them you know, [inaudible] your child is health is asthmatic but that's actually better but I'm just saying that, you know, know the symptoms with the child out there. Don't be too weak, cramped in a little corner, things like that, those definitely - because we were having a good laugh about, we were sitting there about Basson[?] was just saying, how did I become the school's first aider? But I'm just saying it's small things, it's small things that we can actually share with them and which I think will make a big impact and a huge change. There are many things in here, not just those little examples of when a child gets sick and things like that, I had a practical - I was fortunate to have a practical session where a child actually went into a fit, is it called a fit?

GB: A seizure, yes.

RH: And they remembered that I sorted this child when she was only in Grade 1 and I'm next to the computer lab and the children who were in my class then said, "Go and call Mrs Hendricks, she knows how to handle this child" and low and behold die kinders kon nie eers die kind dra nie [Afrikaans] but any case that's the only that changed. I used to carry her alone but now I needed help to carry her and I knew the symptoms and I could assist this child with the Grace of God but we also had other helpers, you know because we were fortunate enough to do the First Aid Course but as I was saying, there are many things in here, that we can share with our colleagues, not just like I said the symptoms and things like that, we can talk to them about ADHD ons het nou nie opgewasse [Afrikaans] full trained psychologists and so aan nie, but we can share with them.

JG: We can share.

CS: Okay is there anyone else that would like to contribute to the question?

GB: I think Mrs Hendricks alluded to this right at the beginning, so the SIAS's document,

we speak with much more authority, even in SBST because we know the content, so nobody can bamboozle us because we know what the Bible says.

RH: That's why I [laughing] at my Bible. It's even in my pocket. I'm keeping it neat. It goes wherever I go.

CS: And it's nice to be able to share your knowledge and like you said practical knowledge. Something that your colleagues can actually use. Ok cool, that's the end of my session. So you guys thank you so much for your contribution.

Group 2

JC: Alright. Thank you, ladies. Thank you for coming. I don't know if you have seen the questions.

CSh: No, we haven't; I don't think.

JC: Okay, alright. Carien, has developed them as a result of the workshop. So it's really just reflecting on your experiences of what you've learnt. So the first question is how has your definition of Inclusive Education changed? And now there are four sub-questions. So the first sub-question is how did you feel about Inclusive Education before the Intervention Programme? You can just talk freely.

HF: I think from myself, the reason why I accepted the challenge in the first place was because I was at the school Inclusive School and I had learners in my class who needed me and I wasn't able to give them what they need and she came along and I thought, ag, I need to go. So from the background of being in a position of apprehension, I would almost say and need. I've now moved on where I can say that and that and that should be in place. So the way I look at Inclusive has changed it has altered because of the information we received and the process we went through because it was a process. On some days, we had to dig deep and ja, so I would definitely say my opinion and my view of Inclusive has changed. It's still looking daunting because when you see others having four or five learners in the class, you're thinking, okay, now where do I fit in with my 35? So it's still not any less daunting but because of the definition that is a bit clearer, the way forward has been made a bit clearer and the fact that what is included in the definition is that there is room, there is always room for asking help and saying, "Where can I still improve?" I'm going to someone and saying, "Listen, I need help here and there." So ja.

JC: Fantastic. That's very exciting to hear.

CSh: Perhaps, I'd like to also mention why I signed up immediately when she had asked. I got from, teaching at one primary school for 13 years and then moved onto Learning Support actually at Ned Doman Secondary which is obviously a high school and then from there I got this position at the school. So I didn't expect it and because it was a Post Level two position and I sort of, I wanted to do the Learning Support and I also wanted to move on in terms of there being some kind of progress in my life. And when I opted for this and I, first thing I did was during the holiday, I got in and I decided that the classroom needed to be painted in colours that would calm the learners. That was my first instinct and I felt that I needed to make the safe space for the children because when I'd gone to the school, just to go and take a look at the classroom to see where I was going to be positioned, it wasn't a very healthy environment for the child to be in. And that is why I set the plan in motion as to how, what I envisioned the classroom to look like so that my kids were going to actually learn in an environment that was going to be conducive. But little did I know that while I was actually doing this, the care-taking staff were on the premises during the holiday and they would say to me, "This is not going to have a difference, it's not going to make a difference." I said, "No, no, no, educationally pedagogically it should make a difference, you know, it's these colours that calm them down. In any case, holiday had gone by and I was enthusiastic and I couldn't wait for Monday just to arrive.

I didn't expect the group of children that I actually have. They are extremely challenged, on every level, almost the entire class and although I'm not a psychologist of course, etcetera, I cannot make this judgement call, a prognosis I think, and/or diagnosis. I think there's post traumatic stress disorder that is playing out in our children who have become desensitized to

what is perhaps happening in the area and their life experience is so different to my life experience that no matter what I try and I've tried so many different strategies. It's working with some learners and not with others so I'm constantly wanting to go back to the drawing board and trying to determine what I can do next. Every night it's a thought process. What am I going to do tomorrow to make a difference in the lives of these children? So I've never been this tired. I've never been this hoarse before. Ask her, I've been hoarse since I've started out in the second term. So my voice has transformed. I'd like to see children transform. I'd love to see the new strategy put in place by the department you know, being instilled in our kids and that they learn values. But I do also know that their value system is very different to my value system and but yet, we are all human and that irrespective of the circumstances we have to inculcate that in our kids and we have to stride towards every person to live a life of dignity in our country and yes, there're other issues, the social issues are bigger than us. But inclusivity becomes important and vital to teachers if we are going to make a difference to every child, you know the saying that every child matters. It has to. We have to do that. We have to have inclusivity and by the way, we are also a full service school [talking together] working under the worst of conditions. Although it's a full service school we don't have ramps; we don't have bathrooms for the disabled. We don't have an elevator for children who are disabled to go to this classroom upstairs. We don't have tarmac for our children to play – they play in sand. We have the consul quarry [indistinct] right alongside our school where you fear the kids going, you know, bypassing the fence and then disappearing into the quarter. So we live with that fear and then there's this big open space that people walk across and from my classroom, we see people taking drugs. It's a little hideout area for people to take drugs. She has her door locked all day. I try to have my door locked all day. So we work under the most harrowing circumstances and this is important for us. That is why we opted to do this.

JC: And did your colour paint adjust the learners' attitudes or ...?

CSh: I think that it may have on some learners. I don't want to use the expression that some of our learners are so far gone that they are beyond redemption in some ways but I really don't – I don't want to ever give up. But it hasn't had any real impact on some of them at all; no matter that I had done to the class and I've done so much in this time. You know, I – my class is a – what I call a teacher-funded class in a school that is a non-fee paying school. So I've – I decided, in my own, you know out of my own volition, I decided that I would do this, I decided that I would do this so that I could make a difference in the lives of children and not say much to people. It's not a matter of I need to show off to anybody because it's not necessary. But I do feel that children matter to me. They are important and it's for them to become productive citizens in our country in the future and just be amazing people and hopefully, you know, God willing, that they will be in the future.

JC: Thank you.

EB: I would just like to add a little something. I have been working in Learning Support since 2015 and I you know, studied Inclusive Education, a little bit after my the – what do you call it? Degree whatever and so you think that you know everything that there is to know about inclusivity and it was just very apparent to me that Carien had sort of a new spiritedness you know, enthusiasm for inclusivity, which really sparked something in me, which I thought was there you know, I thought ah, it's dormant; it's fine. I studied for this and I know this and that but she said something powerful, I think it was in the second week, where she said, "We are so used to doing teaching and learning and wanting the child to meet us there with the way we are teaching, they should just climb the steps and get to where we are." And she made me realise that we should actually go down the steps and reach the child and then pull them up. Or also, not prescribe exactly what the next step is because their progress is different to each

child. So that was just amazing to me that she opened up my thought pattern to – you get so used to – ‘Ag, come on, you just have to get to where I am and this is the way we’re going to teach and this is what you have to do’ and as teachers we are very prone to that sort of management style but this workshop actually showed me that I should you know, adapt to where the child is and see what the child’s capability is, interests are and I mean I work in a resource class so I already work with the adapted curriculum and I had to break down my own sort of prejudice and bias and get to where they are. And what they are capable of and to make them excel holistically, not just Mathematically, Literacy, whatever. So ja, it was a very good experience for me. It changed my view.

SA: I agree [indistinct] with what they all say. I’m a Grade R Teacher, so for me, I don’t have a big problem where all these – because we - I instil these values early in their lives already and I embrace them as – they are all unique. No-one is different from no-one. We all come here to come and learn at school and we – I have a little Xhosa boy in the classroom and I realised it very late that he was just sitting saying nothing but then I brought in his language and you could see the spark in his eyes. And then like we just - we count in his language, we greet in his language and that made a very big difference in his life and his father also said, “He’s coming home now with things, saying things that we learn in class.” So for me that was – that was a big thing.

JC: Fantastic. Lovely to hear your stories. In what ways have your feelings changed towards Inclusive Education? Can you explain? I suppose, having had this five-week intervention or four-week intervention, how has it changed what – your feeling towards Inclusive Education?

EB: I would say I’m more hopeful and more positive than I was before because you get sort of, in a rut and Carien just had the sort of the enthusiasm spark. You know, she just – focussing on solutions rather than all the problems that there because there are plenty, like it is still daunting like you said. But it’s more like there is a way. There is a way. Somewhere, you know, water will flow. We will find a path to flow like, no matter what the obstacles, we’ll go around it or over it or under it. There is a way, ja.

CSh: I think that thing [indistinct] of you grow up with learning a certain philosophy of life. You know, your parents are – obviously your teachers, your first teachers and make you learn these values – the value system that you inculcate in your own life and as your view points are based and etcetera. But this is my biggest thought process and mission in my life you know, as somebody who had lived during apartheid and seen it come to an end and watching the transformation that is happening in our country and the bad with the good and all of that. But the one thing that I felt wasn’t emphasised sufficiently, was the need to transform Education first before you do anything else really. And if schools have all been equal you know where you don’t hear people saying, they’re ex-Model C School or a former white school or – but just to have all those facilities in all of our schools or some of it. And to spend the money there first and to change our system to accommodate learners who deserve to be educated, no matter what their disability is, you know, whether they are disabled or not. That becomes vital to every single country and an obligation to every single citizen and I know that sounds cliché and we keep on saying but that’s just a matter of fact. So I’m preoccupied with that equality thing you know. My mind always goes there. But I always realize at the same time that I have to make do with the little bit that I have and Elsie, you are so spot on. My standards are so high. So I cannot you know, handle a child who will not reach that same standard. So that has also had an impact on me in terms of asking myself, what am I doing that is perhaps too daunting for the child – that is making this child so angry and so apprehensive that they cannot perhaps reach a standard that I am setting and yes, I totally – she’s got it spot on.

JC: So that's one the feelings that have changed?

Csh: Yes.

JC: Okay, good. Would you like to say something [indistinct]. Should I go onto the next question or are you thinking about what you want to say? Shall I move on?

HF: No, you may go ahead.

JC: Okay. Was it useful to collaborate with your colleagues to create a new definition of Inclusive Education?

EB: Yes, absolutely. For me. Ja, we shared like the SIAS Document, the SNA1. They had – one lady had a different format where it had like boxes where you can tick off, like certain things, just to make it quicker because you – I don't have that for the Mainstream Classroom but I know teachers have 30/40 kids and then you need to write 15 SNA1s. So that like sharing ideas also. Like different teaching methods and you know, sharing is caring and I think teachers many times are stingy with their knowledge. I don't know why, you know. They are so performance-driven like I'm going to keep all the good stuff for myself and then it's like, "No, come on." So ja, it was nice to see that we are all like-minded, you know and it was – ja.

HF: Ja, I think it was good because number one, you now realize you're not in the boat alone, on this island, all alone. And also, listening to another person's experience and what they did in those particular cases. It kind of, you can bounce from that you know and see, okay that worked, that could have worked for me at that point in time, etcetera. So it's good to have that because at school you have your SBST, you have your group discussing. But the culture is so set already. But now you're getting a fresh view, a fresh perspective, after we've received a fresher *mos*, spirited perspective from Carien. So now we can pool our feelings and what we then do together. And realize actually that a different culture can be formed than the one that they have at school, if it's not suitable. So ja, that collaboration was good.

CSh: I'd like to be very honest, sorry. I have sleep in my eyes. It's like I need to sleep because what basically happens at our school is that it's very fast-paced. Our days are extremely fast-paced. We don't even really have time to sit and have a conversation about these things. But what we do, as well, is we observe examples and I'd love for us to have a session, where we can actually sit down and talk about workshops that we've attended and how it impacted on our lives and share information with others. So I think that needs to still happen on a broader basis at our school. Everything has been so terribly, terribly fast-paced. Before you know it, the day is done. When I come down from my class, everyone has left. It's like where did they all go? You know? You still want to talk to somebody and they're all gone. But very important, to share information. I firmly believe in that and to learn from good examples and to be able to also tell people if you feel that they are not doing something right; to advise them, not criticise. But to offer some kind of positive criticism and something that could be useful to somebody who is struggling. I wouldn't mind somebody coming to me and saying, "Perhaps, you should do this and perhaps you should do that."

JC: You see you've experienced that in the workshop.

HF: Once or twice, yes. I think it was in your group, hey, where the one teacher actually felt she could start doing that with her class.

CSh: Yes, the Grade 1's, yes.

HF: So there were moments where we could, ja.

CSh: Yes, no, no definitely. But this happens at SBST Meetings only you see and I've mentioned to the principal that perhaps we should have the teacher in the room whose learners we are discussing. Because they know their children far better [talking together].

EB: But also [talking together].

EB: I just want to corroborate what you're saying, like the stigma of certain children like one of – I think it was one of your [talking together]. I don't know but somebody a child that was – left school and she was very emotional about it and she [talking together]. So there was a big stigma around this child. I don't know this child. I just heard her expressing her emotions about the child and maybe if people didn't think this certain way about this child and labelled that child so much, he could have been in school now; he could have gone further and she was alone in the fight to keep him in school. So like this gives a sort of fresh approach to certain collaborations amongst [talking together]. Yes, because many kids get stigmatised. I know, I experienced myself like even – there's a fight and immediately [indistinct] going to ask, "Is it Billy or is it Bob? Or is it Tom again." Oh Tom and this and this and even in SBST, "Oh, but you know his brother is not like that. Oh, his sister is not like that. What's wrong with this child?" So that sort of conversation, it's cabin fever. It sort of just gets too much. We need some fresh air. We need to open that lid, let all the spores out. You know, because it gets stifled in a school.

HF: I remember, sorry man, I remember the first time when we came here. I was telling the other three ladies from my school, the four of them, "Gosh, we should have brought more." And other lady said, "Yes, the whole SBST [laughing] because that's where the culture change is initiated from. You know, faster and to faster-paced. So ja, we also felt that you know being here taking that culture back to have that kind of change occurring.

CSh: I'd also like to comment on the fact that after our very first workshop – we were quite a number of people at our first workshop; the people who showed an interest and then from the second round of workshops that we had, we found that the numbers had diminished quite a bit and that sort of – I don't know but I sort – it of was affected by it because I thought we all need this so much. We should it's not only us and although we could learn so much from each other, we actually formed a connection you know, in terms of oh, I mean when Elsie told me about some of the things that happened to her in her class, I said, "Oh my word, it happens to you too." You know [laughing] proof that you think you are alone and then you hear another teacher talk about things and then we know that we are not alone in this and because you start – you start looking at yourself. You start doing this introspection you know, is it me really, what am I doing, and I've teaching for 32 years. Where did I go wrong? You know, so you start questioning yourself and you constantly need that little bit of education, I'm going to put it that way in order to just give you a little, another little bump you know, a push start to try something different, to do something differently no matter how old you are.

SA: Definitely.

JC: Would you like to say ...?

HF: Sorry man can I just add a small point about the collaboration. What also came out was how, from one cluster to the next, from one district to the next, from one team to the next, we were all given the varied information, filtered down from the top. We were at different levels as far as, "No, we don't do it that way. No, our SIAS only goes in after this" and, "No, but our SIAS starts." So it was very weird to see the same WCED trying to filter down to us, a

system that they feel works but at ground level, at our level, we were five schools and we all could not really speak with one tongue per se.

EB: We were running around like confused cockroaches.

HF: Were you? How come you were getting that right and they never came to us. So it was weird to see that inequality happening.

EB: And also the competitiveness between the districts.

HF: Ja, so that was very strange.

JC: So that was good that you could work together and collaborate and get a common view of [talking together].

HF: Because then we could actually see, oh my word, so it can be done that way. Our way of the IE Team coming once a year is not, you know, supposedly acceptable. It's supposed to be that type of thing because at your school you don't, you just think okay, it must be like that. But now you come and you collaborate and you hear okay, that district is doing it that way and then – so that is a bit of schlep that needs to be worked out higher up on the ladder, ja.

JC: Okay.

CSh: One thing as well that I'm sort of, you know, when people talk [talking together]. I think that principals should also attend these workshops as well because I think they're a bit out of touch with, not what is happening in the classroom as such. But they – they think that managing means, "I know it all and do it my way." It should be like we all constantly say collaboration you know. I share the idea with you. Look at the idea and ask yourself will this work? Can we do this? For example, [indistinct] people stopped including the teachers in the SBST Meetings because it's apparently too much time. And I always say how much time it takes but you know that child [talking together]. I only know that child from a SNA 1 or 2 and but you know that child better. So if we are discussing learners from Grade R, then you have to be there. You know, their teacher has to be there to give an input and say, "This is what I'm experiencing."

JC: Okay, can we go back to the questions, okay? What have you taken back - from this workshop, what have you taken back to your class, to your schools, to your own classroom and to your school?

HF: Do you want to narrow it or to the actual educators' feedback or?

JC: What issues that you've learnt here with Carien? Have you felt important to take back and inculcate in your classroom and with your ...

EB: Colleagues.

JC: In your school ja, and your colleagues?

HF: Okay, for me number one, their alternative assessment, I have made it a point now to bring that up and put it on the agenda because it's fine to say the Resource Teacher with her planning and her programme can assist those learners. But I'm in the class with them the rest of the time. So I need to know how to handle that alternative assessment. So that was

one thing that I really latched onto. I actually copied the book [laughing] and gave the principal a copy because I [talking together].

EB: That's very good. Well done.

CSh: Yes, thinking of the boss.

HF: Because you said they're needing to be here. Definitely, the alternative and then also the – it was just little snippets that she used to just allude to every time that you needed to take back. Like it needs to influence your planning. So automatically, your next Phase Meeting, "Listen guys we need to re-think that and that for 2020 and etcetera, etcetera. Little things that she alluded to. The SNA's, colour coding. You go back and you say, 'Listen guys' I copied one for Dwayne for 2019 and one for Dwayne for 2018 but I'm not going to do that anymore. I'm going to colour code you know because you want to repeat it [indistinct]. So as she fed us, we went back and we [indistinct].

JC: And in the Grade R classroom? Just, what have you taken back?

SA: Just observing the children in a different way because for me, I was thinking Inclusive, there's just children with wheelchairs or semi-blind children. But I have a different, children with such different background problems. So for me that was just observe and to look at the child in his own uniqueness. You come with that problem I have to deal with that problem. And for me, it's also like – she was saying with that teacher that go so emotional – for me, it's very sad when teachers talk about other children. Then you're in your class now. Now it's maybe, they're smoking in the garden maybe smoking or they're in the Staff Room. "Oh, that child is in my class." Now when the child goes to you, next year, so that child is already labelled. You're already, when I look at you the first day, "Oh, that is John." So now, you're done already. That child is done. For me, it's very sad. It's very sad and the principal always says the clever children go into his office or when they come to my classroom always, the clever children bring you the register. The clever children coming with a book to you, it's never a child that maybe, that you think has a problem. Send that child also out [talking together].

JC: Is that something that Carien suggested?

SA: But then also, I was reading in the documents that she

JC: So that's something that you've learnt from the [talking together].

SA: Yes, yes, yes. We're quick to shun these children, like the end of the year Diploma Ceremony, who's going on the stage? The children coming first, second and third. Yes, that other child was playing maybe well, soccer. They can't learn. Why can't that child go on the stage and receive a certificate. We're always just looking at the bright child, not the child with the learning problem.

JC: So this course has opened your eyes to working with those children?

SA: Yes, yes, working with those children.

JC: So that's what you've learnt from this programme.

CSh: And I think to add to that I just wanted to maybe reiterate is the whole observation process as well. You find yourself observing the behaviour so that you can try to understand the child [talking together]. And that thing of sending them out, you know, a boy

said to me one day, when I implemented that but I had been doing it before as well, before the workshops and this boy was really naughty. And I then said, "So and so, come here" in my stern voice. [Indistinct]. Go to Mrs Whoever and. Me? Should I be? Are you asking me? But I'm naughty. I said, "You're not naughty. You are going to go and deliver the message for me. And off he went.

JC: So that you learnt from this.

CSh: And I've been doing I've making up monitors. I've been making monitors, like different two monitors every day. So the boys monitoring a girl and the girl monitoring the boys. So I've done that and praise. You know we do harp on the negative side but when there is something, it actually shocks them when you praise them, when you suddenly go from having been really angry with them the previous day for what they had done to praise and then I say, "No, it's not you. It's your behaviour." You know and that – I think constant communication is important. I think we've learnt so much for Carien in this. It's just been I think we need to go back to our notes and we've got to absorb things and to really apply our minds because although the term has been, we're sort of almost done, but it has also that it's gone by so fast, so quickly and before we know, we found the last workshop. So I think what we should do during the holidays, perhaps go back to our notes and you know read and study. We should actually study the SIAS Document as we are a full-service school and implement it because whenever I go home, to my husband he – he's disabled. So to make a long story short, he used to work at SLES the department and now he's in another department but he – when I tell him about the problems at work, he says, "Because you people aren't following the SIAS Document. There is help. There is help out there but because you are not following it you are going to be – you find yourselves in the position that you find yourselves in." So that document needs to be studied by everyone.

EB: I think [talking together], no, that was the first workshop where Carien actually said, "You should use the tools to your advantage. You can be empowered by what is written in the document. Don't – like with the assessment accommodation everything's in there [noise on audio]. It's just like we are not accessing it. We are looking into the paperwork and getting stage fright.

CSh: That's right.

EB: You know cowering away from it while we should actually be facing it head on.

HF: Like our copy of SIAS Documents are in the one safe and in the other safe. Nowhere – so I told you already we are ordering and everyone is – okay, they don't like – they're into paperless. But I told them everyone is going to have one available in classes, in the school where it's visible. You cannot have it – because that already tells you,

EB: The stigma that it's nice it's for the office [indistinct].

JC: Okay, I love your responses by the way [laughing] and to hear your learning, it's lovely. So the next, we're going now to the next question. I think and there're four major sections. So we've done the one. So the next one how did the presentation facilitate your understanding of Inclusive Education? So the first one of this one is how did you find the reflection exercises before and after the sessions? What did you learn from these experiences from the reflection exercises at the beginning and end?

HF: I think it really took self-reflection from us from the word go. I remember in the first session I think, she spoke about – look at your own biases, your own prejudices. So those

times were actually perfect for us to note down, to actually put into words, prior and seeing our journey and then noting down on the post-it because it was a journey. Every session was a journey in itself. And I'm sure we'll have that we need to complete now again. And how we're going to collate all of that I don't know. But ja, that was a very important process that I think – at the beginning I didn't put my name down. I didn't want to write much because you felt – and as time progressed you found yourself writing more so that was my ...

JC: And did you put your name down?

HF: Yes, eventually.

JC: Because you felt comfortable to put your name down?

HF: Ja, Carien is so personable I mean you can't not [laughing].

CSh: But she said um...But with the pre-reflection, was it the second or third – I think she said, "So what did you learn from the last session, Cynthia?" [Laughing]. (whispers) She knows my name? [Talking together][laughing].

HF: And the one week where she said "Oh no some you didn't write your names". But I went according to your handwriting [laughing].

CSh: Just to add. We just sort of collaborated and I felt a sense of fulfilment at the end of each – just with the reflection alone because at least there was feedback on how we felt about that session. So when I go home I would think about it and I felt I could have written more but I only had this tiny, little paper. But it felt good because it rounded off the sessions really well.

EB: Yes, exactly.

CSh: And then you knew that you had learnt something from what you had done.

HF: And you also had to admit.

CSh: Yes.

HF: In order to get to that stage where you write down, you had to admit whatever it was, go through that process.

CSh: Yes.

JC: So did you find over time that your reflections got a little deeper or you weren't sort of just talking about superficial things that actually, I think with the confidence, with the security, the safety that the environment had created, that your reflections got a little bit more deeper, you risked more to reflect; did you find that?

EB: Ja, definitely.

CSh: Definitely. I think when teachers get together you have a sense of pride where you don't want to share problems that you are experiencing as a person and also what you experiencing perhaps at a school, you know. You want everyone to think that it's a happy family you know and it's not always the case at the schools, at a place of work. And I'd love for it to be that way and I think that what we can take from this is that you need to take home and drive home to teachers, "Let's work as a team here so that we can actually achieve the end goal

JC: But I think there are certain things that have to be in place before you do that. There has to be trust there. There has to be a willingness to risk and that everyone is doing that. So I think it's quite a complex, you know in a small group like Carien has got, she's managed it with you. But I think in a class, a school environment, it's a little bit more difficult to do that.

CSh: It is.

JC: I mean it would be the ideal but things like competition and other things, you know the system, systemic results. It creates disruptions.

HF: I know, I think what I've tried to do is not just learning from Carien. I've tried to go Grade per Grade, just to try and get them to have a more hopeful vision. Just to, you know, carry over because the Phase, you might not get all of them all the time. So trying to just get in there, each Grade at a time and then hopefully, when the Phase needs to sit with hopefully when we do this again at school in the new year, that in term 4, then you'll have the buy in at a better level, where they are more receptive, you know to..

JC: Okay, did you find it useful to collaborate with your colleagues on issues you were experience in your class?

CSh: To be quite honest, with certain colleagues only. You know, not with everyone and your sort of know who the colleagues are you can share information [talking together].

JC: In this group?

HF: In this group.

CSh: Oh in this group.

EB: In this group there was no boundaries

HF: We started in groups but at the end of – by the time we need to do reflection and feedback it was this whole collaborative.

CSh: At our very first session we had this one chap who would he never returned thereafter but he was the ice-breaker. He was just amazing ...

EB: He just wanted to blow off some steam and then he left.

JC: And that was good.

CSh: That was our ice-breaker and then we realized, hey, we can talk. But you see, we were all sort of [laughing]. Like we don't know.

JC: When you say it was useful in what ways was it useful to share these experiences?

CSh: Knowing that we're not alone in terms of having these problems and also sharing with how we deal with it and how some of us deal with it (HF: Best practices). And learning from that I think you know and knowing and also accepting that we are all individuals and you know, what will work for one person might not work for the next. So I sort of for example, joked with them. Last time I said, I would say you know you either raise your hand, your kids have to be quiet or you would say then count to three [indistinct]. Then the kids would

sing the school song [laughing]. So now I do what the deputy does, she says if you hear me, clap once. If you can hear me clap twice and it's working like a bomb.

HF: What also helped with that is that Carien, I think she knew she had a limited amount of time and in that – I think that first session was a very vital one. Because there, it was kind of make or break for all the other processes that we needed to go through and things that we had to deal with and because the mind shift she needed to – she's speaking to us, telling us to through the process but I think ultimately, she wanted to get our mind shift, changed.

CSh: That's right.

HF: And then sending us back and – so that first session, I think she – I think internally, she felt that she needed to put it out there that this is a safe place. This is a safety net as it were and I think that was the – the common ground that got us eventually sharing and being able to –

EB: And I think the people that stayed are the people that are actually hungry for knowledge. You know we had really hungry and they say a cry in distress is a summons for relief. So we were shouting at the top of our lungs [laughing]. No, but we stayed and I think we actually learnt a lot and it built on that.

JC: Fantastic.

SA: And we want to make a change.

JC: Where there certain aspects of inclusive – of the inclusive education pedagogical approaches which you which you did not understand before and can you explain that?

HF: Processes of?

JC: Were there certain aspects of Inclusive Pedagogical approaches which you did not understand before?

HF: I think it was more interpretation.

CSh: Yes. And I [talking together].

HF: Given, as we alluded to earlier.

JC: And like for the SIAS document?

CSh: Ja. I would also say that we were fully aware of all of it. It's your time in class and what happens in - during the course of the day that perhaps doesn't allow you to do and to always practice you know what we have learnt etcetera. But I think we need to make a concerted effort to actually put it into practice and not go to a default mode of this is how I always do it and this is what's going to work. And we need to break free from that mould and actually try new things.

JC: And so during the presentation, Carien's presentation, was there anything you were unsure of like the way you managed classrooms, the way you manage something? Those are the pedagogical approaches that you're weren't clear of?

HF: I think we, what we would do is we would stop her and I think we would ask her whatever it is that we needed to know immediately.

- JC: So that's good. That helped you build confidence as well.
- HF: Ja. I think she was interrupted quite a few times.[laughing]
- JC: Which is good; that's how we learn, yes.
- HF: Because like, every now and then she would say something and then like huh? Really? Can we do that? [laughing].
- JC: So you're not being left with any question marks in your heads?
- CSh: No. I think lots of information that we need to probably ...
- HF: Yes.
- EB: Ja. The booklet was quite [talking together],
- HF: It was very thorough.
- JC: How do you feel participating in this course has informed your teaching? And maybe give explicit examples.
- CSh: Sjoe. I'd like to mention something that is perhaps, which diverts somewhat from, but also, which also fits in with what we are doing now. Whenever I attend workshops I always tend to walk away with trying to implement what I've learnt in some shape or form in my room. And I remember when I attended English home language workshops and you know different methods that we could use in the classroom and I – I'll never forget after that holiday I returned to school and I was went in there and I tried all of those things. And then the children said to me, she said basically, "Ma'am, you're really doing something very differently this term, aren't you?" And I said, "Well, yes. That is why we are always learning." So with this however it somewhat different in that the kids are - don't really notice it. It's something that you are, you're not saying I'm doing this [talking together] because you are a problem for me [talking together]. But you are doing things to, in order to accommodate the learner now.
- JC: So you're doing positive things, like you're praising them?
- CSh: That's right.
- JC: You're giving the naughty children duties so they're not seeing that. You know, that it's very different. But they are enjoying the [indistinct].
- CSh: The slight changes.
- JC: [Talking together] mind changes ...
- CSh: That's right. Yes.
- JC: You've mentioned a lot of things that you're doing differently now.
- CSh: Yes.
- EB: I think also just having patience with the children, you know. My classroom is seven, I think last week we did the – oh no, not last week, the week before. We had to discuss our kids in our classroom I have seven and have so much to write about each one of

them. But it was a good experience to see it on a mind map all my kids and sort of decide I have to have more patience with each one of them and like they're so different. And it's like the seven stripes of the rainbow. So we have to appreciate each one for what they are and not be so unrealistic in our expectations. I really had to come down my from my high horse.

JC: You've mentioned that a lot today that you've had to readjust your expectations of the learners and that it seems to have been a pleasant experience for you.

EB: Ja. It takes all sort of a - a burden off you, that pressure you know, of performance-driven society that we live in. I think it just takes off the pressure. It gives you a sort of calmness. Like you know, for instance with you with the assessment accommodation you can have a more calm way of doing things now that you have that backup.

CSh: Because you know you are accommodating the child. You felt completely - what's the word?

EB: Lost.

HF: Lost and overwhelmed.

CSh: Overwhelmed by what was being offered to them before. So that's actually...

HF: Ja, if definitely affects the teaching? I think your focus and your end result is a bit different. Because it's not just as she says, result-based but you need to look at the shell [indistinct] holistically and still have him in feeling good about himself. And if you take your assessment as is, and put it in front of him and walk away, you're not going to achieve that. And that's how, I think that's where the difference is really seen.

JC: You want you to come down at the level of the child, let them there's been a sense of achievement because then...

HF: Your outcome is, he has to change now. You can't be, have the same outcome for them [indistinct]; it just won't make sense. It's not just all academics and all the performance and, so ja.

CSh: And for me, coming to that point as well today we had a little market day. And obviously we don't have the full cohort of - our learners at school are, because it's close to the holiday. And do you know some of our kids just simply stay at home if it's Friday, etcetera and I noticed that only two of my children had actually brought something to contribute towards the day. And when I started collecting the money they were very - many of them who actually didn't contribute at all, didn't pay for anything. And then I thought no, I'm going to go to the market and I'm going to pretend that I'm buying myself X amount of packet of crisps [laughing]. Some jewellery and when I got back to class I just distributed it amongst the kids and you could see they were shocked. We are so naughty so why would she buy us, you know. It wasn't rewarding their naughtiness. It was just showing them that this is your safe space. I care; I do care. I might be ranting and raving a little bit more than I should do at times but I do care.

JC: And you're treating them like human beings; with dignity.

CSh: They were overwhelmed with that, you know, they were totally shocked.

JC: Okay. Do you think it would be easy to implement inclusive practices in your class? And then there are two questions for that. Was the course presented in such a way that you're able to apply these inclusive education practices in your classroom?

CSh: Ja. I think, like we said before, we've definitely subconsciously maybe, you know I think I even for example said I think it was just that we were told this that we had discussions about it. We thought about it. And you went in there and you went in with a different type of approach. I'm going to try to do this differently today and I think that is ...

JC: And when you try something new and there's positive feedback then you want to do it again.

CSh: Yes.

JC: You want to reinforce it and have you felt that - that you wanted to it again?

CSh: Yes. I'm going to give you another example. So she's downstairs from me [indistinct] so she knows the hype. So she has a Grade R class and I have the Grade 6 class. So yesterday on the bell, as the bell had rung at the end of the day two boys had actually started to fight. And I was so disappointed but then I had to grab hold and I said to them, I said to my class, "Help me. Help me." But before they would watch because that's the culture of the kids in the area. They would watch. And you know what they did, they were so positive in their reaction. They had actually formed two teams.

JC: Wow.

CSh: And one team pulled the one boy to the one side and the other team pulled the other boy to the other side and in no time they were separated. And the boy who is much stronger, he took a chair and he was about to throw the chair or hurl the chair at the other boy and I went to stand in front of the boy and I said, "If you throw that chair today, you are going to be in prison tomorrow." I said to him don't do it. And then he I did it calmly and he put the chair down and he walked and then he obviously knew that he was in big trouble. So today when he came to school, like a little lamb and he watched me [indistinct]. So I said the principal would like to talk to you. But I told the principal just have a chat with him because you know he's got a problem with his temper. And had a chat with him etcetera and they were punished in some way they had to be in the principal's office at some stage. But, he realised that I wasn't going to come down with an iron fist, type of thing you know, it was a case of - but he disappointed me. He realised that he disappointed me.

JC: So the way you managed that was different to the way you would have done it before the course?

CSh: Yes. Yes, definitely.

JC: Okay, so you did it more – you managed it more positively, quietly...

EB: Diplomatically ...?

CSh: Yes.

JC: Diplomatically looked the person in the eye.

CSh: That's right.

JC: Spoke softly.

CSh: Yes.

JC: And what was interesting is how then the other children saw how you've been treating him differently, so they were willing to go in and help you separate the two groups.

CSh: Yes. Definitely.

JC: So that's very nice. I mean, have you had other experiences like that?

EB: I'm preaching to my kids a lot. [Indistinct] this teacher's going to start preaching again. You know *mos*, you don't start now, she's going to start talking again [talking together] about human dignity and how everybody deserves a right to live and leave people alone and du du du So, I get a bit, you know, that's just my personality of how I'm processing all this.

JC: Of course. That's right, yes.

EB: But I think ...

JC: But has there been a change in the way the children are acting towards you, or each other because of that?

EB: I think – today's not a good example for one, but any case. No, the thing is, I think I started seeing them differently you know? You tend to see them as the special needs class and, you know, they're there for some or other reason and you just – sometimes you have the tendency just to write them off in some areas. Now, they're not going to understand this and this and this, so I started talking to them like young adults, you know, because they're 12, 13, 14 years old, so they're almost going to high school and whatever, so I started talking to them more, you know, directly and I said to them also that they should – I'm available to them if they want to talk to me in private, because they're at the teenage stage, so they are very self conscious about things and don't understand what's going on with themselves, so I always – I started saying, you know, please come and talk to me in private if you have anything, any issues or anything. And, I've been called to this – we have a little storeroom in the back of my classroom and they want to speak to me there, but I always leave the door open, because you never know, people are funny. Any case, so they come and speak to me and, you know, that sort of opened a door for them to feel comfortable and come and talk to me. And I mean, I don't have to say anything in those sessions when they talk to me, it's just listening, you know? They can just let off steam.

JC: And you have developed that since you've been attending Carien's course?

EB: Ja.

JC: Okay. And do you think that that's helped the children?

EB: I think it's helped me with building relationships with each child – immensely. You know, getting to grips with where they're actually coming from. I'm very fortunate in the fact that I only have seven and I have an assistant, so I can get to knowing them very well, so ja.

JC: Are they treating you differently in the classroom now?

EB: They are. You know, I am taking – you know, the one child, she likes to make jokes a lot. She never utters something serious. So I have realised that since talking to her in private, understand her sense of humour and I was like, okay, she's just making silly jokes now, it's not to be taken seriously because I think, sometimes as teachers, we take things so personally. It's like, "Oh no. Don't step on my toes and don't you dare," and whatever, so now it's more like ha ha ha, you know, it's fine, she's just telling a joke and I understand her ...

JC: You separated ...

EB: Yes, and manage more, you know, like one of my colleagues, today she said again, remember, you're managing your classroom. You aren't accountable for each and everyone's behaviour. They choose what they want to do, but you manage the situation. So ja, it's been good.

JC: So, have you managed to enjoy their jokes?

EB: Yes, I do. I think she should go into stand-up comedy. Definitely. Absolutely.

[Laughing]

JC: It takes that edge off the teacher you know, when you can actually sit and see, and laugh with them and enjoy the jokes, rather than, as you say, you know, take it personally, ja.

HF: I know, for me, one process that I have had to go through that, I won't say I have reached it yet – attained it yet, one of the things is, I think you mentioned something to that effect, too much control is often where you lose your control, and I was at that point. Everything must be teacher directed, you know? Do it this way and etcetera, etcetera. And with attending this workshop, I've had to learn to let go, otherwise I won't have space for them to direct towards their intelligences, or to do whatever else we needed to do, if it's teacher directed all the time. So, that process is still ongoing.

JC: That's a huge lesson that you've learnt and that's an amazing – so the more you can give over your power, we somehow think the old fashioned thing that a teacher must stand in front and be the all powerful one, but in actual fact, we can just be the facilitator in the classroom and we facilitate the learning and once you've let that power go - and you give them jobs to do ... [talking together]

HF: That's why I'm saying, it's only when you go through that, then you are able to give them what they need.

JC: And you can – ja, you focus on their cognitive development and their social development, behavioural development.

HF: So, there's been more of that – soccer games on inopportune times, I will just let the principal know. Or, asking the Grade R's, can we use your jungle gym for a half an hour. Even though we're not allowed there, but I feel my class, that group needs it at that time, so, you know, that is a bit of me letting go and seeing, they need that at that point in time. Even though it is my share [indistinct] in time, I'm not going to get anything done in any event, as the way I want it, so, that is the process that I'm going through.

JC: I'd love to encourage you to do that more. It's a very empowering actually – very empowering thing to give up your power.

CSh: I've learnt a lot from that.

HF: It's difficult though.

JC: It is difficult but I think the biggest thing is that you are aware of it. That's a major learning, that you are aware of it. And I don't think it's something that can – it's black or white. It doesn't happen overnight and it's not clear the next night. I think it's a process and you will, you know, in six weeks' time, or whenever Carien needs you again in February next year, or whatever, that issue might come up and you might want to reflect on it and see how the process of letting go your power has given you more space to be an teacher, to teach physicals.

HF: Yes. Yes. Ja, it has. And that reflection group – that I think that's the most important part, where you actually go and say, okay, there I did not let go, that slot didn't work and I saw the – you actually see that – what's the word that we always use at school? The point where you need to step in when the child – for example, the Ritalin child, there's a certain point where you can see, okay, it's wearing out. Now, you can actually see when oh, that's the point where I should have not have insisted on doing it like ... When you reflect, then you can actually ...

JC: So I think another thing is that, you know, Carien has been focusing a lot on the reflection process and I think what is important for all of us teachers, is to be reflective. You know, when I was a young teacher we went and we just taught and we just tried to get through the curriculum, but when you get older, you then just think that you can reflect and you can reflect every day, and you can see, okay, maybe that didn't work and how am I going to do this and how am I going to do that? And I think that whole process of reflecting is an amazing experience and it's amazing that we've got this ability to do this because that is where other people can come into our classroom and say, "JC, try this or try that," but actually, the lessons that are learnt and that you do, are the ones that you've chosen from your reflection, to do differently. Anyway, I don't want to [laughing together] not for me to talk so much. Okay, have the interventions been achievable and sustainable in your class? So, have the interventions that you've done been not only achievable, but sustainable?

HF: I think there were some strategies that you could implement on your own but there are others that you need the buy-in of more than one person at the school, for example, I now need someone in my class, when I take Adrian for his run, so obviously, I had to then pay someone, "Listen, I've got a parent, can you perhaps come in that time and that time." So, not all the strategies ...

JC: It's not sustainable.

HF: Ja. Not all the strategies are only dependent on you, but I think we are eager to do what we can, the ones that we are able to facilitate ...

JC: And sustain them ...

HF: And I think we are – we've been enthused enough to, at our staff meeting or at our next whichever meeting, I think I would say, more than half of this team, I can vouch that some of us will be raising our hand and saying, listen we need to start including this, we need to start doing that, is there a way? That's how I see this group. Somewhere, at least one

person, going back from each school, is going to have that call-back and say, "We need you to come aboard, we need that strategy in place, but we need your buy-in. We need you."

JC: So, you are seeing yourself as an advocate in your own school, an advocacy of some of these strategies?

HF: Ja. I think she's taken us through that process, to see that we can't do it on our own. We need our colleagues on board, we need – otherwise it's going to be you against the stagnating school culture, if we do not bit by bit infiltrate.

JC: And often, somebody said it, you need your principal on board. You know, the first thing that you need, your leadership to buy into it and then change can happen. But if you are doing it on your own it's difficult. Although, you can do it in your classroom and you can see changes in your classroom, but if you want to see a larger change, then you have to step out of your comfort zone, work with the school, work with the SMT's and ...

HF: Yes, and I think there we can also commend Carien because when the invitation came, the email, she did not say, just post one, or, you know, it was an open invitation, whether you're principal, vice, SMT – and there already, she was making herself available and opening herself up to, you know, willing to actually go that extra mile with someone whose willing. And look at – we had quite a few HOD's here, and I promise you, we are going to go back and I know that because of what we've experienced and the places that she's taken us through, I know that more than one HOD who was here, is going to try and ...

CSh: There's a thing that's been on my mind and it's been on my mind for a long time now. I think these young ladies who are here, maybe they can learn from the older ones. I don't know whether I'm the child you are, you are very young as well, but me, as I can say that I'm 53 but I must say that when I reached more-or-less late 40's, early 50's, I just developed a sense of - a very strong sense of emotional intelligence, where I just am not bothered about what anyone says about me, in terms of the shortcomings that they think I might have, in terms of kids and how we handle them, because I'm not you. You are not me. And, this is my personality and this is how I deal with kids. And in saying that as well, my experience has taught me over the years that principals love aggressive teachers because it takes the heat off from them. So the teachers are aggressive in the classroom so the kids live in fear. And when I step into a classroom and I see fearful children sitting like that, I just shake my head and I tell myself, no way, I cannot have these. I want my kids to take their shoes off their feet, relax, they need to sit and want to listen to me, they need to want to interact with each other, not rude, you know, not chaos etcetera, but there needs to be that interaction. I don't want a situation where the expectation is that my teachers are aggressive at their for their handling their classes or managing their classes, because they are not teaching the children ...

JC: Ja, and I don't think Carien has taught you that.

CSh: Absolutely not. [Talking together] but unfortunately, that is the culture in a lot of, if I could say, our schools, our culture schools. And I'm sorry that I have to admit that.

EB: Don't think it's just there. [Talking together]

CSh: Well okay, it takes the heat off from the principal, to have to deal with issues, you know.

JC: I agree with you. I don't think it's a – I think it's an issue all around, you know, whatever quintile, whatever socio-economic grouping.

- CSh: Okay.
- JC: It's a management style.
- CSh: Yes.
- JC: And it doesn't lend itself to learning at the end of the day.
- CSh: Absolutely not, yes.
- JC: Enough of my stuff, [talking together] but ja. Okay, so the last question is, do you feel equipped to share your knowledge with others, and the actual question is: what aspects of the course will you share with others? I think you've had four – this is the fifth session?
- HF: Yes.
- JC: So you've had four sessions?
- CSh: Yes. I think, as we go along, in terms of what teachers experiences are and what they share with us and being the full-service school and having an SBST of course, and all of that, I think there'll be a constant flow of information that we've derived from the document and from what we have experienced throughout our teaching careers, that we can take from this information and would learn from it and share it with other people.
- JC: So, I suppose Carien wants to know explicitly what ...
- CSh: Okay?
- JC: If there is something that comes to mind.
- EB: I think if somebody, for instance, comes with a child say with ADHD or a certain learning disability or could, you know, just name certain symptoms, things that they experience, the document really helps you to sort of place it and sort of suggest things, not that you can diagnose or say anything but sort of give suggestions of other ways of doing things, you know?
- JC: So, that's that aspect of the course ...
- EB: Yes, interventions and other strategies ...
- JC: Actually look at the disabilities.
- EB: Yes.
- HF: At times, that should be encouraging.
- JC: What about assessment?
- CSh: Ja. That's [talking together]
- EB: Ja, definitely the SIAS pathway of using that to our advantage and applying for assessment accommodation and when to apply and when ...

CSh: We've also been doing that as well, that there's a lot ...

EB: Having there's a trial period before and then seeing if it works and then that whole process, explaining that to mainstream teachers, you know, that's great.

CSh: Yes. I think that's the one thing that has actually stood out quite a bit, in terms of the accommodations, in not having real explicit knowledge of it before, you know, I think that has become a vital part of letting our kids who can't, you know, sit and write assessments etcetera, to actually also advance in their academic careers.

JC: And what about the accommodation of children, how you accommodate them in the classroom, management – classroom management, have you learnt anything explicit from Carien about that? Has that ...

EB: You know, it's interesting that the examples she mentioned about the school where she is teaching actually, and how the kids are, like with their going onto varsity or whatever, where they are so independent that they actually, you know, know how to apply for their own assessment accommodation and, very independent, you know, and how they function. That was just interesting to me, you know, the examples she mentioned from her school.

JC: Have you managed to do that in your class yet?

EB: Not yet, no.

CSh: No, not, no. Our kids are not, I think, because I'm a primary school teacher so I'm not saying that you can't teach children that, you know, at their age, but, why don't we want to just label it and say the type of child because we tend to also say that, but we hold back. We don't try it and test it and push the boundaries in terms of – maybe we should try them and see whether they are able to act responsibly, you know, doing certain things, so ...

EB: Ja, but also, you know, I just think about myself today, we were making waffles and I had to leave to call a parent – another situation, and I trusted them just to stay with the oven and the waffles and I was like, I trust you. I was like, okay, let's do this. And when I came back, they were fine, you know? And sometimes it blows up in your face and other times it's wonderful but it's sort of give and take trust.

CSh: Do you know that you are saying something very important because, you don't actually know until you've done that.

EB: Exactly.

CSh: I have a really huge classroom, so I have my own little kettle and I have a little heater, etcetera, but they know – and I have all these little charts and things on the walls, but they know they are supposed to look after it in a sense where it's, you know, educational. We need to learn from it. Not go and scribble on it or touching it, etcetera. And, my kids respect it, as naughty as they can be, I mean, they will [indistinct] "Why did you touch it? Why did touch [indistinct]" you know, and "Don't go to Mrs' table and don't go near the kettle," etcetera, because I've instilled that in them, but you'll be surprised how having said that time and time again, their actions honed in, you know, on their psyche, that this isn't what we should be doing. But I've noticed, on extra mural days, when the Grade seven learners come to my classroom, they are all over my walls, they want to touch. [Laughing] So, they aren't with me every day so they don't know but my own kids won't do that. So they actually do value - something's

working, although it might be a slow process and maybe I'm just not noticing it all the time but, upon reflection, you can see what I'm saying? I'm not thinking about it during the day when it actually happens. [Talking together]

EB: I mean, actually, one of my ADHD learners, I have a globe on the earth and he was playing on the carpet – he rolls on the carpet. He has rolled the carpet, so, he does that. And so, he kicked the whole globe thing and I said, "Don't worry, it's not the end of the world." [Big laughter]. You know, that reaction of [indistinct] I think sometimes, just as I think of my own upbringing, a grown-up's reaction to what you've done when you've done something wrong, can so much break your spirit in that moment, especially when you are ADHD and you bump things and you're clumsy. You know? And you break things. And the reaction is so fierce that you, you know, your self-worth just goes down the drain. So, that has changed, you know, and just to make it a bit more light in the classroom, like everything is not the end of the world.

JC: It's interesting that you say that. Can I share something with you? When I was teaching, I used to teach at Vista Nova. I've been in inclusive education for a long time and it was in those days when you had to do Scripture in classes, you know, those horrible days, long time ago in the 80's, and the one boy said, "Miss, didn't you tell us God made the world?" And there was also a globe there, he says, looking at this globe, he said, "Didn't you tell us that God made the world?" I said, "Yes." He says, "So how come it says here, "Made in Korea?"

[All laugh]

EB: Aah, so clever.

JC: They are so funny.

EB: Observant.

JC: Do you want to say something?

SA: Ja, I just want to say, just have fun with them, that's all. Enjoy them. Enjoy them, yes.

EB: Wasn't that something that Carien said, that you should just enjoy them?

CSh: Yes.

EB: Gosh, that was in the first week.

HF: And what also stood out for me was when she showed us the importance of getting them to the point where they can identify where they are in their day. Like, I know, I now need to look at them and see where their trigger points are, but I think in one of the sessions, she mentioned that we need to get them to a point where they know, okay, I feel this what's-a-name coming on now. Because now, I actually see learners and when they come to me they would say - because, I've told them, okay, you need to come to me when you feel. So because I have now opened it up, they are - it's awakening in their mind, okay, I can actually, yes. So, the one boy, I know, when he wants that specific thing, then I know, okay, that's your trigger point and that type of thing. So, she encouraged us to ...

JC: And that's been sustainable and they are ...

HF: Ja, and the one is picking up on the ...

JC: ... Making them independent. That's fantastic.

HF: Ja. You know, that's helping me a lot now because now I don't need to also always all the time that they are coming to me.

CSh: I've actually had a conversation with my brighter girls. I have a few very bright girls in my class, and I just sort of tested them one day. I said, "Tell me something, do you think that the class has changed a little bit since I arrived?" Do you know, just wanting to butter myself up. And then, the one said, "I think they have," and I'm thinking at the back of my head [indistinct] "I think they have actually Miss, because..." and they, you know, give their reasons. And, just yesterday and today, for some reason, I received all these beautiful cards from these girls in my class, with beautiful words in them, you know, just about me, and it makes me feel good and it tells me, right, I must be doing something that is, you know - because I felt, I mean, I can share this with her, I've been feeling down a bit but I come to school and I look very sparkly and bright but I've been feeling a bit down inside and, because it's a new job, it's a new set of circumstances, different problems and then this difficult class, so I think, if the class had been an easy one, it would have been fine, but now, I have that challenge that I didn't have before really, you know? And this is my new challenge, besides the new job.

JC: So it will be nice to reflect on what is it that you are doing or taking – read all those comments what your students are saying and say, what of this have I learned from Carien?

CSh: Precisely. It could be.

JC: What is it? Is it something that I've learned from Carien? Is it an attitude difference? Am I doing something differently? I suppose you won't ever know because, you know, you've been doing this since you've been there, you've been attending Carien's course.

CSh: That's right, yes.

JC: But I suppose you can compare it to what you were like in the class beforehand.

CSh: Yes. But, to be very honest with you, I've always been an extremely calm human being. You know, just like, one psychologist used to come to the school that I was at before. She would also say to me, "How do you do it?" And the funny part about it was that the previous school that I had been at, everyone knew Mrs Sherry is so - so Mrs Sherry, whom they feared. And Mrs Sherry spoke like this, you know, when she taught. And, why they feared me, I still don't know to this day. [Indistinct] They fear me [indistinct] no fear. But it's like how different children react too. But I think if I'm at the school for longer, they will know that this is Mrs Sherry. Mrs Sherry speaks like this. Mrs Sherry behaves like this. She dresses like that ...

EB: They should be inclusive

CSh: She - you know, so they will know that that is Mrs Sherry.

EB: They should be inclusive towards you aswell.

CSh: That's right.

EB: You're going to reverse psychology, that thing completely.

HF: The one thing that helped me in my class I know, you speaking about the reverse psychology, was getting them on board. I have never done that before. I actually opened up and said, listen, you have your normal, God made everyone and, you know, that type of thing, but I've actually had to make it a point, especially with me and going through the letting go, I've had to make it a point of, once a week I think at least, or sometimes more, I would remind them, sit them down and I've had to remind them, okay, we have differences in class, we are different and there are learners who are not the same like the rest of them and I think that that was also one of the goodies that ...

JC: You've learned from Carien?

HF: Yes. Yes, no, she definitely told us to ...

JC: So that's one of the sustainable issues.

HF: Yes. And that is definitely. The others might not be as sustainable but definitely that one, because they are continuing it. Even when I forget that. And you can see there's a bit more tolerance, even though they are at that point in class, because they've been together now eight months, they are learning each other's buttons.

CSh: [Talking together] And they fall in love as well hey, at that stage.

EB: So, get too familiar - familiarity breeds contempt, so [talking together]

HF: Last week I had Mikael, cool and speaking like Duane, and I looked at him and I called him and I just took my hands and I held his head in my hand and I put my hand on his arm and that was how, I thought, please Lord, let this child remain in his own identity, because, it's like being in a group where six of them have all different learning disabilities. They are actually taking ...

EB: Imitating each other, ja.

HF: And when I – that's when I said, no. We definitely are continuing with this. We are all different and we don't need to be the same because that was a bit scary.

JC: I think maybe focus on their positive things and then they can start imitating the positives things.

HF: Positives. Ja, so that's something nice, to see them continuing to do.

JC: Ja. Interesting. Okay. Well ladies, thank you very much. Does anyone want to say anything else? We are all chatterboxes.

EB: Maybe the Grade R teacher taught us.

HF: Okay, Ma'am, you haven't been with us for the five weeks, but I think, just listening to us and, if you could perhaps see a close-up of our hearts and our intentions after having gone through this, it would give you a clear review of the impact that these five weeks have made on us. And I don't think we fully realise it until we go through that reflection and, you know, implementation and all of that, because it's a very thick booklet so we need to revisit

those things. But, it's really a process that she's started and I think we are all enthusiastic to stay true to what she's shared with us. Because, she's taken the initiative when so many department heads came through the door, when so many SBST and CBST and DBST's came through the door, this young lady, younger than all of us? Most of us in class, took the initiative, invited us to walk through her door, but in fact, we were walking through her doors and seeing things through her eyes. We heard her, how she went to the department ahead of time to, you know, pre-anticipate whatever we would be asking whatever. And, you're looking at this young lady doing things that not even your own department officials are doing. And that speaks volumes, so if she's able to show us, listen, this can be done, it's possible, then that gives you an idea of how, and the impression that she's made on us and the value that she's added to us as inclusive teachers.

JC: I asked Carien not to give you my background because I didn't want any preconceived ideas but I'm actually her supervisor for her PhD.

HF: Okay. I asked her once or twice about you, but she speaks very highly of you. She knows she's got your full support. I don't know how she manages it, but really ...

JC: She's lovely to work with and she - ja. So, I'm very aware of everything that [talking together] I agree with everything so I know exactly what's happening. I asked, you know, if I could help her with the interviews, rather to get three smaller groups than two groups of six. I think a smaller group is nicer, to have these conversations, so I'm very aware of what's happening.

HF: So then, we're just confirming that [talking together]

JC: Exactly. I think you are. And, what's very nice is that there's been a lot of learning from this workshop and I think she will take this interview, she'll transcribe it and then we'll analyse it and put it into her chapter and, as far as her PhD is concerned, obviously, that's my job to work with her, but then she will, I think, continue running workshops like this [indistinct] and change it and improve it, because I think it's been so beneficial. There are people coming to - oh, I think they are probably coming to check. Okay. Thank you very much.

[END OF TRANSCRIPTION]

Group 3

HP: Good afternoon, ladies. Thank you for being here. We'll start with the first question immediately. Main question. There are four sub-questions. So the main question is how has your definition of Inclusive Education changed? And the first sub-question I would like you to think about and possibly talk to me about is how did you feel about Inclusive Education before the Intervention Programme started? You're welcome.

FP: I have been in – our school is an Inclusive School so I have been at the Resource Class for six years already. So this for me, it was very interesting because I could learn more and I could give back more because I'm only a Class Assistant and I could feedback more to my colleagues that I work with because at school we've got many learners that have got learning difficulties. But because of all the forms that need to be filled in and everything else, and the process of having them tested through the IE Team, so it's a very, very long process. So and they've got like – they said that they've like 28 schools that they need to go to. So they only come our school once a week and they can only do four or five children to have them tested.

HP: So how did you really feel about the whole programme?

FP: I felt that it was very interesting and I enjoyed it and like I said that [indistinct] with the new ideas ...

HP: Not the intervention I'm asking you before the intervention started.

FP: Oh, before the intervention.

HP: How do you feel about Inclusive Education generally?

SS: To be honest, I was like, when we were told, it was just – we're also an Inclusive School so it was thrown at us Inclusive School. "Oh, we're becoming an Inclusive School" and we were like "Seriously?" And then we were told – so because we're an Inclusive School, we can accept learners with this barrier, that barrier, and this and that and – and my first thought was how am I equipped to teach the child with, for example, a high functioning Down Syndrome child? How am I equipped to teach a child like that by us becoming an Inclusive School? Because now you're inclusive so they can place anyone there. It was daunting for us at the beginning because thinking like okay, I'm going to deal with 35 average to normal children and then all of a sudden they're going to bring someone in right, you need to deal with this person as well.

HP: Scary.

SS: It is scary because you don't know, at any moment, they can stand at your door and tell you, "Here's an autistic child but it's a high functioning child." You just need to deal with it.

HP: And like there was no training given for that?

SS: There we go but the thing was because we weren't trained. We just had to accept the fact.

CP: For me I am a novice teacher. So I just started teaching this year. But I had lots of – how can I say, lots of content-based learning on Inclusive Education. So I can identify. I could identify if you give me their paperwork. I can be right, okay this, fully aware of this. I'm fully aware of that but when it actually came to me in the classroom sitting and looking at these kids, like one has ADHD. One has this. One can't do this. One, so now it's like, for me, it was when I started, it was like

okay what do I do with these kids? How do I fill in a form? I was like lost on how do I fill in a SNA form? I don't know how to fill in this form. I don't know what to do. I don't know where to go. Who do I ask questions to? So it was very frightening because I mean you can write all the books in the world on Inclusive Education but once you get that learner in your classroom and you're sitting with 30 children in your classroom, then it's like a different story because now you have to physically apply everything you learnt ...

HP: So it's the whole theory versus practice.

CP: Practical yes. So it's like going back and I mean I had training in Inclusive Education last year for the whole year. But it was – now I'm sitting and I'm actually the teacher. I am not anymore this, like I'm not helping them. I'm the one who has to make sure forms are filled in. They get to the right people at the right time. So that was for me, very frightening and really intimidating.

CJ: So it's my first year teaching so for me, when this workshop – and the lady came and said, "Do you want to do the workshop?" And I was excited but for me it was like, will this help me with what I'm working with and then but going through the whole workshop and being in the classes, it really helped me.

HP: Great.

CJ: Sorry, sorry, sorry.

HP: No, I just need to know how you felt about Inclusive Education.

CJ: So before I was uncertain, uncertain about it, confused and ja, just mixed emotions.

HP: Anything to add, ladies. Sure, thank you very much for that. Now, since the Intervention Programme, in which way have your feelings now changed towards Inclusive Education? In which ways have your feelings now changed towards Inclusive Education?

CP: So for me it is I've change because I've become more empathetic. I've become more understanding. I can actually put myself in that person's shoes and think of it like, okay, what do I do if I was eight years old? I have this problem that I can't handle because it's not me as a person. It's something that's like, like an internal, like medical barrier. Let me put it like that and I think with Carien, it was just going through understanding actually, this is what you can do. This is the option that you can use if for example, somebody falls through the cracks, this is how you actually fill in an SNA form and the next person can understand it. The next one can understand it. So I think it was very, very, very helpful. I, it changed my whole perception of Inclusive Education.

HP: Wow.

FP: I find that yes, that with that you can see that there's the different levels and also realizing the background that the children come from and that is the main concern. Because why, majority of our children at our school, the grandparents are raising them and with her telling that is what we can do, to help these children, that was – I mean that was an eye-opener for me as well also.

HP: Liberating.

FP: Yes. I can see and I mean I can say that yes, that I have – I mean, I know I've got a child that had ADHD and I know that is what it is like to have a child that your teacher comes to you and says to you your child is not doing this and your child needs to repeat and you know. At that time those years ago, it was your child is playing like, I don't know if I can use the words, but anyway,

it's stupid and your child must just go to a special school. But not explaining to you like why. But me, as a parent, I walked with my child and I fought for him and I mean, I can say today that yes, that helped because why, I accepted it. But parents today don't want to accept that there is a problem with the children because there's a stigma attached to it and that is the saddest part because our community doesn't realize that there is a need for children to be in Inclusive School or like in a Resource Class. And I mean I must say that yes, touch wood because we have no children that makes fun of the boys that comes to our Resource Class and the majority of it are boys that come to the Resource Class; there's no girls. Okay, next quarter, we're apparently getting two new girls that are starting with us. But it's sad because why, if you look at the boy's situation, their home situation, there is no support from the parents. Gran is raising them.

CP: And granny doesn't understand what's wrong and ...

FP: Understand anything because granny says straight to you, "I only went as far as Sub A, Sub B. I can't read and write. So now here you're giving me this child's homework. What must I do?"

SS: I've got a child like that now where the grandmother cannot read or write and ...

HP: I'm just going to go through the question again. In what ways have your feelings changed towards Exclusive [?] Education now? [Laughing].

CJ: So for me, it changed a lot because it actually opened up my understanding, when I look at a learner now it's not about just – there're a lot of things going on in that learners' life. Like before that I used to think this child is naughty. This child doesn't get enough attention or too much attention and now, listening to the other teachers, their stories and then the lecturer coming, Miss Carien. She's coming back and then she says, this and that. So her feedback also it's very professional and very open, like she brings it to a level like [indistinct] understanding of, everybody all the teachers are going through some difficulty. So for me it was just like it was a – the fault at the first workshop, I went back and changed my mindset towards the learners. So it was very nice.

HP: Any commentage?

SS: Look, I have also – looking at my learners now for example especially those with behaviour problems, looking at them like we, what, where it's going from and you can ask Miss Jackson, I've got a learner that I can't even go to the toilet and he needs to go with me. So bad it is, so working with those learners and that it – I don't know how to bring the words. It's basically you can understand where they're coming from, what they really need. Some of them just need a lot of love and attention. That's all they need. So that – ja, that's all I can [laughing].

HP: Okay, thank you ladies. The third part of this question was it useful to collaborate with your colleagues to create a new definition of Exclusive Education?

CP: Inclusive.

HP: Inclusive Education. What did I say?

CP: Exclusive.

HP: Oh jinne. Was it useful to collaborate with your colleagues to create a new definition of Inclusive Education?

CP: I will say it was very useful because if you look at it, everyone has had different, everyone has their own understanding of Inclusive Education and everyone is at different levels of the teaching field basically. So when you're sitting and it's like my definition is different to yours and yours and yours. But when we're sitting together and it's like okay, what do we all understand about Inclusive Education? What does it boil down to at the end of the day? Then we can actually each one, we can give our own – what do you call it?

HP: Interpretation.

CP: Interpretation of it and then at the end of the day understand that it's all about the needs of a learner and I think that's probably, for me, that was the most useful – was sitting with other teachers and asking them questions and finding out things. So build a new definition on Inclusive Education was very useful.

HP: Anybody like to ...?

FP: I would say that yes that that is the main thing that she was saying that yes, when you put the needs of the learner first and also, you sit together and you brainstorm together and say, "Okay, how can we help this child or that child and help the child to go a bit further?" And also like you were saying with the behaviour problems and stuff like that you must take one with you to the toilet. So like a child like that you will say, "Okay, let's give him a chore to do or something just to keep his mind occupied and to keep him, ja.

HP: Ja, that brings me to the next question. What have you taken from that collaboration back into your classroom back into your school?

SS: I would say like – sitting like this like everyone comes with different ideas and we jot everything down and you go to school and you, okay I'm going to try this one today. Okay, now you, right it didn't work for Bradley but it worked for this one. But then tomorrow, let's try the other one or over a few days, let's try the next one. That worked for that group of learners but didn't work for this. So working like that in collaboration with other teachers and especially from other schools and other environments, because not all of us come from disadvantaged schools basically. Some of us come from affluent schools where they have everything, where some of us, like we, for example, come from the school, Mannenberg. We don't have much and like sometimes you think, there's this schools, they have everything. So now can they be having the same problems that we have? But if you actually listen to what the teachers are saying and you sit in the workshops and you – they speak and then you actually think but it's not only our kids from these areas that have these problems. Some of their kids actually have worse problems because I've had a learner, a teacher at the workshop where she was saying, I think it was a Grade 4 or 5 learner who tried to commit suicide and it was one of those affluent schools where – you understand what I'm saying? So speaking in general to everyone and getting all these different ideas it does help a lot. It helps you as the educator in the class.

HP: So what have you be able to take back to the school? What have you been able to take back into school into the classroom?

FP: All the different that the teachers were saying, that yes, like what do you do with the child that's got ADHD and to try this method with that child. So I was saying that yes, we, as teachers we'll sit down and we will say like, we've got the SBST Coordinator and we'll sit down and we'll say like okay, Miss Abrahams, like let's – can't we try this and Miss February, it's our HOD, and we will give it to her and tell her also like, "Miss, let's try something different." Okay, maybe it worked for Miss Prins but it didn't work for Mrs Price or something like that. So let's try different methods. So the methods of coming from all the colleagues, and meeting the new ladies also and saying that it's not our school alone that's having problems. There are other children also that have got these major problems.

HP: Anything else?

CP: I think it was – what I've used in my class, it was basically first, I think for me was listing down every possible thing that is wrong with every child in my class because we did that last week. Actually, sitting and listing everything down and then finding ways to help each child and I think that for me, was when I went back into to my class, it's like okay, here's the page, now let's dah, dah, this is wrong with so and so and so. With A, that's wrong with A but that's – maybe that's going to help with A. If A doesn't work, okay. If there's another child that has a similar thing, we try it with B. If it doesn't work with B, we try the next one. So I think it's just a constant, try to figure out what works and what doesn't work and for me, I can – I found that sitting even if it was for five minutes in a chaotic classroom, and working on one child and getting through to the one child in my class that for me, was just the highlight of the day basically. So just getting through to each learner to meet their needs as far as I can.

FP: Like for me it was this week working with the Grade 3 class because the Grade 3 Teacher was off. I wasn't in the Resource Class. So it came to quarter-to-ten and interval is ten o'clock and you could see they started getting restless, reckless. So what I suggested in the workshop right, let's take them for a run around the quad and let them do some exercises and they thoroughly enjoyed it because it took their mind off the normal routine, oh this [indistinct] everything is a rush, right. It was ten minutes but I mean it was ten minutes for them to have fun. They made lines; they wanted to do exercises. I said your teacher can't bend. And then it was, "Miss, try touch your toes" and whatever. But I'm saying that was something [talking together] just to take their minds off it. Just to have a bit of fun also because why you know if they find that they're sitting from eight o'clock till ten o'clock it's long for them.

SS: It is long, yes.

FP: It's a long – and especially for the Grade 3's and then the Grade 3, there is a – there is a handful. There are like four boys in that class that act like 30 children in the class. I mean, I'm being serious.

SS: No, we've both got that in our classes.

FP: Okay, all right. I said to [talking together]. [Laughing].

HP: Thank you, ladies. Okay, we'll go to the second question, the main question. How did the presentation facilitate your understanding of Inclusive Education? Go to the sub-question, how did you find the Reflection Exercises before and after the session and what did you learn from these experiences? So again, we're speaking about the presentation and how that facilitated understanding of Inclusivity. So now you have to look at the Reflection Exercises and how you experienced that before and after the session and what did you learn from this experience?

CP: Can I say the main question. I think for me it was understanding the SIAS Document and the White Paper Six and actually understanding that you don't have to make one test paper for the whole class. Like there's ten different learning abilities in your class. There's ten different people with ten different problems or barriers in your classroom that you can actually go back to the documents that the government created and actually say, "But I'm doing this for this child" because it says in your documents and in your policies that we can actually meet the needs of a learner that is this way because this Paper is for this child only. And that one can do with, if the child has the ability to actually write the normal class test, they can do it. If the one child needs help, then the teachers must help the child and there are ways to actually teach learners that actually the government put in place but they don't speak about it. So I think she opened my eyes on that one.

HP: Okay, how did you find the Reflection Exercises before and after the session and what did you learn from the six weeks?

FP: Like before [indistinct] I mean, majority of us didn't know about the Concession Acts [indistinct], younger ones and Grade 3 can also receive according to us it's only from Grade 4 to Grade 7 and then receive concessions. But what she told us about the SIAS Document is quite the reverse set the White Paper Six. Thank you. That – the children can actually start from Grade 1, whereas, the teacher gives them concession and we've got scribes and we've people that do the concessions. But now we're blessed, we received training at school with concessions and scribing and stuff like that. But I mean like with the Resource Class they write the papers differently to – they don't write normal papers. So that is something we didn't know that the other children also, in the other classes so that was also a good reflection for us.

HP: It looks like you had something to say you're just not quite sure. I'll just maybe just read the question again. How did you find the Reflection Exercises? So tell me about your feelings about the Reflection Exercises before and after the sessions and what did you learn?

SS: Yes, I'm thinking.

HP: Okay, shall we go on?

CJ: There is so much but ...

SS: Looks like she was [indistinct]. It's true what you're saying about the assessment and things like that and because there's so much paperwork and documents and things that we as educators we don't know about it. It's like they're hiding these things away from us ...

[LAUGHING]

SS: No, I'm being serious hey because there's like all of a sudden we hear like there's this document and there's that document and we've never heard of it before but you are allowed to do this, you are allowed to do that and you feel like but now where, or you feel you want to do something but no, it's going to be against policy or whatever ever and then all of a sudden you hear no, but it is there. There is a document for that you can do this, you can do that.

CP: There're policies in place.

SS: There are policies yes, so ...

HP: So it was empowering for you?

SS: It was, yes.

HP: Very enlightening.

SS: Yes because I mean what you were saying about the SNA forms also I when I sit with it - I'm filling in 25 SNA forms and you look at yourself like do I seriously have to do this?

CP: And you actually know what you're going to write in it.

SS: Because now I can go and go fill out that SNA knowing exactly what I must put here what I must put there and ...

FP: But what you must maintain filling in that SNA and nothing gets done. That makes it more sad for you because why the children they fall through the cracks. When they get to Grade 6 they are on a different level so for me there's - they should try and get I mean more people to assist the other the Inclusive Education Team [talking together].

HP: Mainstream, ja.

FP: Because look it's not everybody that can afford to take your child privately to have your child tested because I mean it is very expensive but make a type you know, let the child be tested by somebody that's not going to cost a lot or something like that because I mean filling in all that and at the end of the day the child just goes to, just what gets promoted with support hey? Progress with support, which is so unfair because if I look at it, I've got a fourteen year old boy in the class and he cannot spell the word was and he can't read. So it is so sad because he [indistinct] and he suffers from anxiety, he needs to go to a school of skills. He's not going to be able to make it to go to a school of skills because why at school of skills they going to break him. So his mommy's trying to home-school him but that means to say that yes he's going to be taken away from other children where he really needs to be to socialize with other children.

CP: You can't do, the thing is his anxiety [indistinct].

HP: Thanks ladies. The next part is do you find it useful to collaborate with your colleagues on issues you are experiencing in your class?

All Participants: YES!.

HP: Oh wow. Very much unanimous can we extend on those yes's?

SS: There are .- okay go for it.

SS: Definitely yes.

CJ: Like just talking about it actually made lighter for me as a first year teacher.

SS: And you can laugh about it.

CJ: Ja, I can say okay so talking about and I'm saying this is an issue and then knowing that teacher had the same issue and how she dealt with it, that was the biggest, for me that was you know I can do this. So it, ja, I enjoyed that, I think I enjoyed that more like ...

HP: It's not like you're doing something wrong, everybody is, ja.

CJ: Ja, because it felt to me as a first year teacher, I think I was too hard on myself. It felt to me like I'm not doing something right [talking together] failing and I'm wrong with this and I'm wrong with that and I'm too harsh - but you know that that teacher also had that same issue and how she dealt with it and knowing that she had so many years and you know she had that issue so I enjoyed that.

SS: [Laughing] knock on my door again [laughing].

SS: But like she's saying because you speak, we sit amongst each other and you speak like I've got this problem with a child and then the next one says but I've got the same so now what are you doing? Okay and it's not working, this is what I'm doing but it's not working for me what are you doing? Okay I can go and I can try that or so like all the different ideas and things and you go and you try these ideas and yes sometimes it works sometimes it doesn't but listening because for me it is sitting like this and giving ideas, it broadens your knowledge as well and you can take that back to your other colleagues at school as well because that person there, they might not know what like – oh ek het die kind en die kind and this and that okay. Now go and you try this now, they come back yes it works now where do you get, I can come back and I can say well some of our other colleagues they told me to do this and do that and that other, so yes it definitely ...

HP: So the collaboration is very useful?

SS: Yes very, very useful.

HP: Okay, were there certain aspects of Inclusive Pedagogical approaches which you did not understand before. Were there certain inclusive pedagogical approaches that were introduced that you did not know or understand before?

CJ: To me it was identifying learners with learning barriers, they had ADHD and I'm still not yet understanding is that learner, does that learner have that problem? I mean like last week Friday, two weeks Friday, we did the ADHD and that learner had a different - so I'm still getting into it to it. I'm not I'm not yet sure what learner has what but it broadened my understanding of what this learner might have and so ja, that is what before ...

FP: And also like we sometimes get confused we think this yes, it's maybe behaviour but at the end of the day, it is ADHD and then we can see like now with listening to Carien and then say that's yes, now, okay let's try this let's try that and then you can see that learner is ADHD,

HP: Okay we're talking about pedagogical approaches hey, so it's about Teaching and Learning, your approaches to the way you teach and learn and learners learn. Were there certain aspects of Inclusive Pedagogical approaches that you did not understand prior to this?

CP: I think when you speak of pedagogical approaches let me just see if I've got this one right because my brain's [indistinct] what pedagogical approaches in my class is like the problem? [Indistinct] my brain is fried.

CJ: Maybe you never know. Try it.

HP: Certain ways that you taught in the classroom.

CP: Okay, let me tell you about mine, mine was sorry, man – look I think the discipline that was one of my approaches. I will - I won't call myself a stern teacher but I'm very like there has to be order basically and I've learnt that sometimes there doesn't need to be order in the class, sometimes if it's a bit chaotic, it's chaotic and that's how we learn. Like I have my the head of our SBST, her class is completely chaotic but everyone learns and if somehow if you're laying on the floor rolling around with your book in your hand, writing your work down, that works for her that works for the child in her class. Whereas in my class oh, don't do try and [laughing]. But then I learnt like you know, let them be like they have to be free. So for me it was like my kids who have ADHD it was buying a rocking chair so you can sit underneath your table and you can just rock. It's going to make a dent in my budget, in my personal budget but I'm going to use it for the next child in my class who's going to have it or for the next one maybe has a problem like a sensory, sensory barrier. So it's getting a feely-box and having everything possible from sandpaper to play dough, to when we're doing handwriting, like you can't do handwriting like when we're sitting it like okay this part of the class is free [indistinct] writing while that part of the class is running on their finger and their tails and playing and playing games [indistinct] and walking on the wall with their hands and doing all this weird stuff. Like it's funny in the beginning for the learners because they don't understand really what's really happening because like teacher are we not supposed to be doing handwriting but this one isn't doing handwriting and that one but then it's like understanding okay here is a this problem with this child, it might not be as bad as a medical barrier as an ADHD child. But I have that one sorted so now let me get this one to the sensory. So it's like okay now you're not going to do handwriting now. So for future what do you think is going to help your understanding of writing a letter, forming letters, so with writing in the sand, water, whatever you can find, just so that they ...

HP: So you are saying these pedagogical approaches you didn't know before?

CP: No, I didn't, I knew about it but I didn't implement it.

HP: Know how to.

CP: Yes. I was too afraid to implement certain things in my class because I mean I'm still like very new and everything. So I was just trying to get and then finally when I built up the

courage after sitting and talking to my SBST coordinator. Can I man, like I see you have everything and like I've been wanting to do it you have been new. But I'm a little bit scared because the chaos and the children and the normal children and the children who have these barriers, everyone is clashing in the class and then she said, "You know what, just try and block out the noise and see how it's going to work and it's actually working in my class." So I think those pedagogical approaches I found to be useful.

HP: Anybody else? Did she say it for you all? Okay, how do you feel participating in this course? How do you feel participating in this course, has informed your teaching? How do you think that being part of this course has informed your teaching, has made a better teacher of you?

SS: I feel that look I wasn't here when they did the ADHD the one, the last one but reading through the notes in the handouts where they explain to you what to look for an ADHD child or ADD child or like that. Reading through that, I actually I sat and I thought about it right I've got the child that has some of these traits in them and some of them and I had to change myself, not being, hoe sê hulle Juffrou Rottenmeier that stern, because that is how I am and like you also say, I've given them free reign now of yes, I can't handle the noise, I can't handle a child getting out of his chair for no reason and all. But I've given them that freedom to do that and you can see that there is a difference because now I've got kids that never, they wouldn't be, like if I come, like I would want to just, like they would move away from me but they actually come now, to come and embrace me or they will come to me and tell me about what they did yesterday. So that there is a change because I'm not that stern person that I was and they always tell me my colleague sent me a picture the other day about somebody that doesn't smile at work. So I think that was also because I they always used to tell me you never smile and the parents also say the one parent said to the other one, the child is in my class and the parent said the juffrou wat nie smile nie, die juffrou wat so vol nonsens is, so I said that is the perception they have of me so giving them the free reign and changing, I had to first look at myself also and change what the things that I do before I could go back to them.

CP: How you see them.

SS: How I see them, how I speak to them, how I bring a lesson across to them, how I, if they come to me now you're busy no you're busy and they come and you're irritated and so I stop that and then, "What do you want?" And just focus on them first and that. So it took a while, it's still something that I'm working on because it will take, I mean you can ask her – you saw, they used to sit like soldiers there in the classroom [laughing] but ja, so but it took a lot of looking at myself first before looking at them as learners. So it's a lot of self reflection there as well.

FP: [Indistinct] say it's like you're doing a lesson and then would do, say something funny to them and they actually enjoy that because like it's normally like you must just sit and you not going to do ...

CP: And they listen.

FP: Ja, you're listening and like they say yes, Miss can't go further than two Miss only counts as far as two and then they must be quiet but I always tell them we can do, we can do our school work and we can have our fun. But when it comes to schoolwork, we do our school work first and then we can have our fun but I mean like I said I was looking after the class for the week and I mean that they had when it came to ten-two, it was like they were looking at the watch and saying, Miss are we going to go are we going to go and I thought to myself, look how forward they're looking to that and I just thought of something of her saying that don't let them just sit let them do something that they enjoy and then you get the ones, oh I can't do this, I can't do that. Yes, but I'm old now let me show you let's try and do this and do that. So I said okay - now I'm also jumping also, I said maybe that's why my legs are sore but anyway it was fun. So that taught also when you said you can do - you must really you must learn to be flexible. You can't just be a stern person all the time, yes, you've got to be flexible also.

CP: Can you read the question for me last time?

HP: Yes of course. How do you feel participating in that course, has informed your teaching?

CP: For me, it was finding ways to make myself feel happy in the classroom basically, filled with all this chaos because there were days that I just go home and I just go sleep like don't even bother me because like my brain is so sore of everyone in my class working on my nerves because that was like my whole thing like, I can't do this. And then it's like when I came to the classes I said okay just take it one step at a time so I can reflect see what's wrong, what's wrong in your class because at the end of the day it's not the class that's wrong, it's the teacher that is implementing things when the children are pulling. So it's a whole back and forth between the teacher and the children but when you're just sitting with the kids and you're listening to them and like cutting off for even if it is for half an hour or sometimes it's a half a day because all they want to do is talk about themselves and talk about what they like and what they don't like and loving me and hugging me and on my table, next to my table, behind my table, massaging me like.

SS : Playing with my hair.

CP : Yes, like it's just a whole giving everyone attention at the same time because I mean you can't just sit and look, I'm only talking to, can you go I am only speaking to her right now and it's okay just hold on I'll be back, what do you want my baby, what do you ... how are you feeling?

SS: You get used to doing that.

CP: Then it's like you're sitting and then the one don't get attention and this one is sad and then you say, "Okay what's wrong? Okay, come sit by teacher, do you want to sit by teacher? Come sit by teacher "but teacher is marking a book and teacher must just move all the marking and it just goes and it's just okay, as long as my kids feel comfortable in the - I mean the society we're living in today, children are not supposed to be feeling comfortable around their teachers like the way it's going but as long as your children love being at school that is for me, even like I said my kids and my I think my parents even, if they don't learn anything for the whole day at least they were being loved for that eight hours they were at school.

SS: Yes because sometimes they go home, they don't get that love at home, they don't get that love and attention.

FP: And you must remember like I said that we're actually their parents at school for that eight hours. Their parents get home, some parents get home seven, eight o'clock.

SS: Exactly.

FP: The child's in bed already because Ma or big brother or sister had to help with homework. So I think they just looking for that bit of Miss, I love you. Miss, come can I give you a hug or whatever, like I mean I had one that was crying yesterday and I was like why you crying Teshard. No my mommy gave me a hiding. Why? No because I was making her late for work and I'm thinking shame my child you must go to school and you're feeling so sad. So I just gave him a hug and I sent one of the boys just wash your face and everything else then he was my like my helper, you know, my helper for the day and I mean I'm thinking that at other times you're so stressed out because why - no that must be done today ...

HP: Is that before this course? Now you've learnt to ...

CP: Now you learn to embrace everything. It actually like, like for me it is before the course I was always like, this must be in you know, due date and now it's like okay, I'll just [indistinct] miss, miss [indistinct]. I'm really like my kids don't want to work like that, I'm not going to force nobody to work, if you don't want to work, you don't have to work and you know it feels as if your body is telling you I can't work, like I have a child in my class if he comes to school sad, he's sad for the whole day, he's going to cry the whole day. So it's like he needs to stop whatever he's doing for the whole day and

find something that's going to make him happy so that by the time, after break maybe he going to feel better and he's going to want to work; he's going to want to see what's happening. So I think she informed us a lot, she made me think very wise.

FP: We had one that wasn't in school for six months and then came to us [indistinct] in the Resource Class but I mean before that he was in Mainstream and in Mainstream they had battles and upon battles and eventually, I won his trust and I mean with him saying that yes, that you know if it wasn't for Mrs Price I would never be able to do what I'm doing because I mean when he started there he was in Grade 3 and it was his second or third year in Grade 3. He couldn't even write his name. So I built up that trust with him and I mean now you - you actually know that you need to just have, show some empathy. Don't just expect a child they must be able to do this or they must be able to do that, so she's taught us a lot to say that yes that also shows – self reflect on yourself; put yourself in that situation.

CP: Always reflect because I think it's more of if like if for me as an adult, it is, if I want someone to show me empathy, what are the signs that I show someone to show that I'm sad. If what do I show like form of trust, if I don't going to speak [indistinct] what's wrong, so that's the kind of children that you have in your class, if that one is not treating then you know something's wrong, if that one is hugging the wrong way today, something is wrong. You're just rolling your eyes at me the whole day then something is wrong.

SS: And you can already see in the morning when they walk in by the door, like after doing the course you can pick up immediately the they way they come to their line when the bell rings, how they walk into the classroom in the morning, how they - you know they come in, how they put their bag book, take the chair from the table, the way you get the morning right okay Clinton threw the chair from the table so something went wrong this morning. So now you can actually pickup on all of those things, you can it's like you can read your learners

CP: Immediately.

SS: Immediately they minute they walk in.

HP: Like you've been made aware.

SS: Yes , like with my for myself when I pull up in the morning I've got one specific leaner that runs to me to hug me every morning but on the day that Tamika doesn't come to hug me I know something's wrong or something happened. Then I know something look here we get to class I ask Tamika what happened? Then she's like okay no she'll tell me this that and that. Then I know because it's like, my husband will ask when he drops me he'll say now where's Tamika this morning? Then I'll say no something is not right, if Tamika not here then something is not right or she will I will see her but she'll stand at the back but she won't come to me, so then I know right something [talking together].

CP: Exactly like [talking together]. If she comes and she hugs you and whatever everything is all right?

SS: Yes.

CP: And if she doesn't [indistinct] then you talk to here [talking together].

HP: Okay teachers, thank you very much. Do you think it would be easy to implement Inclusive Practices in your class? Now listen to the first question. Was the course presented in a such a way that you were able to apply those Inclusive Practices in the classroom?

CP: Yes.

HP: But you need to explain it to me. Was the course presented in such a way that you were able to apply the Inclusive Practices in your class?

CP: I would say yes because the course was presented in a way that it was not lecturer and us.

FP: Yes.

CP: But that wasn't it wasn't presented like there you and there we are but was presented as you know we having a conversation so yes stop it number one, okay, dah, dah, dah. Let's discuss this, discuss with your colleagues or discuss with these people sitting here, discuss with anyone on your left and your right wherever but it was all about not me absorbing all the information but was gaining information that - in an informal way like I can always say. So that's it for me.

CJ: And she would always like say, first discuss like what is our understanding before and that actually gives us a more better understanding the moment she speaks that gave us oh okay so there our understanding was broadened.

HP: So how did that make it able for you to go and practice then or to apply these practices in your classroom, the Inclusive Practices in your classroom?

SS: I think with me it was when you're teaching kids okay so I was taught here, God Bless their souls, everyone at CPUT that you teach in a learner-centred way. So everything is about the learners and I think Carien would create the perfect example of learner-centred learning because it's always about taking the background knowledge of the child and providing new information and I think she presented it in a way that we - I think probably yesterday or the day before I was like sitting and thinking you know, I really didn't even realise I was sitting in a teacher-centred class and those probably the first time in my life that I was sitting in a teacher-centred class where a learner-centred class where it was we all first talking about what we think we understand so it was [whispering]. So now it's like okay everyone gives and then somewhere in that centre so Carien is like okay so what do you think it is and then Carien says no it's this [indistinct] and that's the same way that I have been teaching in my class whereas, the kids are starting to enjoy and they're starting to love learning because it's not anymore about you know number one is five plus three because I said five plus three is eight, it's eight or because I said this plus that is that amount because there's no reasoning behind what the child is learning, the child's not learning in a learner-centred way. If they're learning it in a teacher-centred way it's rules without reason, they're not understanding. They will not be able to grasp the concept as quick as if you tell the child you know what go home Tatum and you it and ask mommy or go home and you say maybe tomorrow we can even a new topic on transport or on soil. You know go and go find soil at home and now you come to school and everyone has soil and it's like, "Where did you find the soil? No, Miss I found it there. That's sandy soil, no Miss, [indistinct]." I so it was all about having them learn on their own first before we teach them and I think Carien portrayed the perfect example of ...

CJ: There is something that I learnt actually here, like when - like the moment we discussed about the robots, so I had a picture, it was the red and it had yellow instead of orange and I had green at the bottom so the picture was wrong, so I asked but now what is wrong with this picture, there's something wrong. Okay so this was the end of the day and I said now you're going to go home and you're going go in your taxi or in your bakkie or whatever, in your daddy's car, you're going to look at the robots and you going to come and tell me now is that picture right or is it wrong and this can be an assessment and they came home and they came back the next day and they were sitting on the mat and they said, "Miss it was orange, it's not yellow"

SS: And the word they used amber. Amber.

CP: Amber yes. And even the learners from [indistinct].

CJ: I was told in my class it's not orange, it's amber.

SS: Ja, so also what I've discovered [indistinct] take what you're teaching you said, like you say you prior knowledge also, and I did what was the lesson again? Shapes - and I brought like basically my whole grocery cupboard into the classroom and they thoroughly enjoyed it because for them they couldn't understand how a tin of baked beans could be the shape of a cylinder and then they and how a porridge box could be what, the prism and whatever like and they were so amazed by that and then they went home and I said to them now go home and go check what you what other shapes and like you say they came back and then we could hear about the TV that's in this shape and this. So using their prior knowledge like that was, that was amazing because you would think that that seven/eight year old knows nothing.

CJ: No they know.

SS: But they know so much, they know so much.

FP: And then also like I say with our boys that we take, we let them take we let them work with concrete objects all the time.

SS: All the time.

FP: Because why for them they can't grasp the Maths. So we let them work with the concrete objects. We have permanently, we have sounds up [indistinct] which we let them build with and stuff like that. So that's also that [indistinct] that we put in, in place for them, being an inclusive school, having that and with our Resource Teacher, she gives the young, the [indistinct] teachers a lot of advice on that, which is something good also that they can bring into a class and she's got her own play therapy group. So she takes the children out of her class and she helps with the play therapy [indistinct]. We are, we're very lucky, yes.

HP: Okay, thank you. Teachers, have the interventions been achievable and sustainable in your classrooms?

CP: Some have been achievable but they don't last very long. So they're not really sustainable but they work when it needs to happen. For me, it's like I'll use which is I think probably I find now, realizing it's not really, so it's more it is achievable because some depending on certain children depending on certain moods in the classroom that it will be achievable but always remembering to use it, is not always, sometimes my brain is so young but my brain feels like I'm 40. So like sometimes, I don't keep to a successful scenario or a successful thing basically.

FP: We do a lot of that repetition work every single day is repetition work for them because why they [talking together] sustainable because why, they don't grasp that so it's actually very difficult to do something different because that especially because we've got two that's permanently with us, two we have that's to pull us that comes to our class talking a lot then they go back to their own class which is so unfair because why they're got no knowledge of what's happening, what's going on but they've just sitting in the class and like taking up air like I have to say which is very, very sad.

HP: And you haven't used any of the interventions with them?

FP: With the - with the other two?

HP: The two?

FP: We have but we've got a fixed thing that we're supposed to do with them in the morning, so we do our Maths in the morning and we do our English in the morning with them. So it's obviously just the repetition work that we do with the two boys that stays with us and the other two that visits us like I call them the visitors but it's just repetition work that we do every single day with them.

HP: Thank you, let me just go again. The intervention, have you been, have you used them, have they been achievable and sustainable in your classroom - in what way?

SS: I'd say yes, they were achievable. I can't say yes or no that it was - I don't know the word, sustainable.

HP: Achievable.

SS: I feel maybe it would did the course maybe like earlier in the year and started off with the interventions like early in the year then it would have been sustainable when you could like start something and then push and push until it becomes like repetition. It becomes second nature. It becomes part of their daily routine, every single day that's just how I feel, maybe if we had do the course more to the beginning of the year then it would have been different. But like I say the interventions are helping, it does help a lot in the classroom. But it's just for us as educators also just to keep, also using it repeating like ...

FP: Do you also do interventions after school or was the intervention during school the intervention class?

SS: We do it in class during class; we don't have after school.

FP: Oh, you don't have afterschool.

CP: Yes I do after school every Monday, Wednesday and Thursdays and I think only my intervention classes do I sustain, like I keep on doing the same thing, so I think that's been helping because I can see a major improvement when they're sitting at their tables and it's like the light goes on almost immediately when you mention a topic and they can tell it to you from back of their heads; simply because they were not sitting by a table and doing the work or sitting on the mat with even a small group because even their group guided Mathematics and their home language. But sometimes it's not really effective because sometimes you know the joke, the jokes - the this and the that so it's all these external people but when it just all of us sitting in that beautiful thing that they call their mint and then like then they can actually sit and focus like okay no, now we must work. So I think that part of it is the only part.

HP: I think we must look at things, we must look at the glass as half full and not half empty so irrespective of when you start the intervention it is going to be planting a seed and it may be sustainable only next year in the next class, you know.

FP: Why is it that - I mean I may be off the topic again, why is it that the children fall through the cracks that is is my main concern because I find that's it's very sad for a child who is maybe in Grade 6 or Grade 7 and then discover the child's got a reading problem or a ...

SS: That doesn't work out.

HP: I can't answer that now, I'm the interviewer. Okay, thanks teachers, what aspects of the course will you share with others and tell me why though, you will share those specific aspects of the course?

CP: Filling in an SNA form. Always, for the rest of my life as long as I'm alive - I will fix, encourage people because I have never understood something in my life, I have been doing SNA forms since February. I understood a SNA form the day we did it in this class here at the department [indistinct] I couldn't even believe I that I understood how to fill in a form because it was always, here's the form and maybe like here, you know, here's another one and so you can maybe use [talking together]. But now, it's like okay now I know how to use a SNA form, I know that I need to take the time out of the busiest day, every day, five days - and actually sit and find, look at all the barriers that you think you have in your classroom and actually look at what actually is the real barriers and what falls under each barrier and identify each. Try and find what do you think could possibly be wrong with a child in your class or what even could be right with a child in your class and find pairs and match them because I think the whole [indistinct] matching of strong ones, you've got strong ones, you've got - it's been helping a lot because it's not anymore, "Teacher pssshh - I don't understand what to do." It's

like ask the person next to you, can I help you, then they say, "No, she is helping me or he is helping me." So I think it just all the technical that's the word, the technical aspects of education.

HP: The administrative, ja.

CP: Because they don't teach you that anywhere in your life [indistinct].

HP: They don't, they can't; they change all the time. What aspects of the course will you share with others, please explain, anybody else?

FP: I'd say the methods, that's where

FP: There's so many methods that all the ladies have given that they bring to their class, that you can actually take home with you to your school and speak to your teachers and tell your teachers, "Okay let's try this method and let's try that method." And I mean like I said that yes, we've been trying it and it's actually been helping us at the end of the day, learning from our other colleagues.

HP: The collaboration.

FP: So I mean that is a good thing, sharing ideas because like we always say because you think you're the only one that's got a cross that you're carrying but these other crosses are heavier than yours at your school and each school has their own problems.

HP: Anything else? Anything you ladies have experienced or learnt in the course that you want to share with others?

Thank you very much, ladies. That is the end of the interview. Thank for your co-operation and I'm sure Carien will appreciate this. Have a good afternoon.

[END OF TRANSCRIPTION]

CP

INTERVIEWER: Thank you, Miss Prins for giving me some time to just chat to you about what we discussed in the focus group discussions. So when you were sitting there with Heather, a few topics came out. Was there anything that was of interest to you that stuck in your mind?

INTERVIEWEE: I think it was the topic of how we grasped the whole workshop after we have completed everything, like our view on Inclusive Education now. It's changed especially with the class that I have now because last year it was so quiet. It was chilled. My kids behaved; they knew, like it was just like a very relaxed environment and now I have to remember all of the things that we did in the workshop and constantly remind myself I don't have to raise my voice in class. I don't have to do this. I don't have to – I'm constantly thinking that they are at that age and that stage, with my Grade 2s from last year where I would just say, "Now it's time to work." And they work. But now it's like I have to remind myself, they don't know how to work. I have to constantly remind myself that these are different children. They are different. We need to do things differently and it's like, it's a struggle. I must say.

INTERVIEWER: It's a mind shift.

INTERVIEWEE: Yes.

INTERVIEWER: So what they spoke about a lot in the groups as well was prior knowledge. So how do you think your knowledge has changed from what you knew about Inclusive Education before and what you know about it now?

INTERVIEWEE: I think now I'm more aware of much more things because like I was telling Heather at the university, we were taught this is the way you identify children. But now it's like you first have to get to know the child and then you can figure out what's going on. You have to first physically sit and like observe them with like a book, like okay, this is A and what does A have to show in a profile for example? And work from the profile into the child, remembering everything, constantly reminding yourself that you only have nine months with the child and like, for you to go from month 1 to month 9, always having to improve, like 40 kids in your class, it's a lot. But I think now I'm more, after the workshop, I must say, after the

workshop it has helped me a lot to figure out okay, this is the way we do it. I can't just label a child for the simple reason of labelling it because that's how the school will do it. But actually figuring it out and researching things and actually knowing, going step by step to figuring out what is actually wrong with the child because you can't just say the child has, like in my class, behaviour problems. There is a reason why they have the behaviour problems and I think now after the workshop I can see it clearly. I can kind of differentiate in the classroom.

INTERVIEWER: That's very good and then the training that you received before versus the training that we did, how does that compare for you?

INTERVIEWEE: I think the training I... received before the Inclusive Education?

INTERVIEWER: Before the workshop we did, ja.

INTERVIEWEE: I don't – I didn't really have training on the inclusive, I had – when I was studying, I did more one on one with children at different schools. So that was more of – I knew something was already wrong. I didn't need to – I didn't have to sit and figure it out because the teacher would just tell me, this is wrong with the child that's wrong with the child and you work from there. But now, me, being the teacher, I have to do the working out and I have to do it. So from before, before the training and the training, now I can say, I can sit in my classroom and I can, I'm more relaxed about it. At first, I was very nervous about Inclusive Education. I was always on the edge, like okay, must I do it? How do I do it? But now it's like I can ease my way into it and always go back to the workshop, all the time. I have to – like, oh yes, Carien's workshop.

INTERVIEWER: And do you feel like the training that we did was more in-depth than the training that you did before?

INTERVIEWEE: Yes.

INTERVIEWER: In which ways was it more in-depth?

INTERVIEWEE: It was more in-depth because it was – it wasn't always, you spoke and we listened. It was more of we're all collaborating together and we're all figuring it out together. Even though there's like one person that is running the workshop but everyone has their own perception and their own knowledge of it and

when it came together it was like, “Okay but we actually do know something and we actually, we can do it.” We’re just like struggling to either put it in the correct words or trying to make sense of it but now we can say, now I can say, “Okay, I know I can do it as far as possible.

INTERVIEWER: And that collaboration that we did, did that help you a lot?

INTERVIEWEE: Yes, because it was – I think it was more eye-opening for me to see that there are actually other teachers going through exactly the same thing. And that for me was a little bit – it put me at ease because I knew there are other people that are also going through it. It’s not just me and my 40 kids but my small, little island in class.

INTERVIEWER: And so you mentioned especially that there was definitely a gap between the theory you had received and the practice. So what was that gap for you?

INTERVIEWEE: The gap was, actually being in the classroom because when we did our teaching practice for three consecutive months. It was more of you teach, so like you’re giving a task and this is the task that you fulfil. But when you’re in your own classroom and it’s like now you have to do every other thing that you did not do, the admin, the this, there are so many things you need to get through before you can start teaching and that was the – even the gap from Grade 1 to Grade 2 and Grade R to Grade 1, I was shocked because like now I won’t say I can see it better. It’s now I can actually see that what I did last year, I pushed those kids so hard because they needed to go through a curriculum that needed to be done and now, they are, they’re doing better than they were supposed to do because I pushed them that hard. But because I now have to go back and I have to teach a, b, c, d, e, f, g, now it’s like, oh my word, I didn’t know that the Grade 2’s, I actually gave them too much work and I actually pushed them like as far as possible. So the gap for me was everything else that needed to be done that – at university they don’t teach you, everything that is under the rug, if I can say it like that.

INTERVIEWER: And do you feel that the training has helped you to bridge that gap a bit?

INTERVIEWEE: It has helped me to, on the inclusive side, it has helped me because okay, I can sit now and I can actually fill in an SNA, which now is a tick sheet. So even when the workshop was on and I was busy with SNA's, I could actually write out an SNA much clearer than what I did before I had to do a workshop. Because I could actually identify, okay this and this and I can write specific things down and not this long essay in three sentences. So I think that was the most helpful for me.

INTERVIEWER: Okay, wonderful and then you mentioned just briefly about your emotions, what you felt about Inclusive Education before. So what do you feel about it now?

INTERVIEWEE: I'm still – I'm trying to settle in it because with the class that I have now, before I was really anxious about it. So now I'm kind of settling in to getting to know the inclusive side of, especially the school itself. But now I can see – I'm calm but I'm still like a little bit nervous like trying to find the right way to do it and there isn't really a right way to do something. So I think that's the OCD in my brain.

INTERVIEWER: So how did the workshops that we did prepare you for inclusivity in the classroom? So we discussed a bunch of topics, so how did that prepare you for what you're doing now including the kids more?

INTERVIEWEE: I think it prepared me because with the class that I have now, my class has doubled, not doubled in size. My class has been added by ten in size. So now I could sit when we had our first Inclusive Education Meeting, I could sit and I could actually be like, okay, no this is what is definitely wrong with this one and this is what – I think is a possibility. This one has this kind of barrier but it's because of certain other reasons that happened maybe, not from what I observed, from the learner and from when I've spoken to the learners because now I can like easily be like, A, come to my table, you know, how is it at home? What are you doing? So now I can like identify easily with children than I could before.

INTERVIEWER: And being able to identify children, does that give you more space to practice strategy?

INTERVIEWEE: Yes, it does.

INTERVIEWER: Okay, so what strategies are you currently using?

INTERVIEWEE: I am, for now I'm trying to get their behaviour because it's not just one, it's actually the whole class. So I have to, I'm trying to get their behaviour, the behaviour part I'm trying to sort out but in terms of because I only have, the majority of them are behaviour and like there's one or two out of the lot that have specific needs that need to be catered to them. So I'm working with two of them that need specific needs and then the behaviour aspect as a whole.

INTERVIEWER: What is the cause of the behaviour in class mainly?

INTERVIEWEE: I think the no discipline part.

INTERVIEWER: So it's more like a social emotional difficulty?

INTERVIEWEE: Yes, it's like they don't have – there is no discipline. They don't – they have, there's no consequences for their actions. They are just doing whatever they want to do and that's ...

INTERVIEWER: And do you feel that's coming from home?

INTERVIEWEE: Yes, definitely, definitely.

INTERVIEWER: Okay so the next question is have you shared what we spoke about at the workshop with some of your colleagues and how was their reaction?

INTERVIEWEE: Last year, we did, it was a good reaction because last year when we were planning and we were doing different activities with the learners, I could actually be like, okay, no, let's do it like this, because in the workshop I remember one of the colleagues, we did IQMS and then we were busy with marks and then the teacher was – the HOD asked a question and the peer that was with me, was like no, she said about the Inclusive Education when she was the workshop with Carien, they did this, all these different things, how do identify children, how to work with children. And then I was like, oh you actually remember like, you weren't there but you remember it. Oh.

INTERVIEWER: But it was a positive reaction when you shared it. And did you feel more knowledgeable and more confident to share what your knowledge about Inclusive Education?

INTERVIEWEE: Yes, and especially not imposing my opinion on the next person. Okay so be like, this is what the workshop was about.

INTERVIEWER: This is what we learnt.

INTERVIEWEE: There you go. Ja, this is what we learnt. This is how I responded to the workshop. So there you go.

INTERVIEWER: Feel free to do with it whatever you want.

INTERVIEWEE: And feel free to feel like – because everyone has their own opinions and their own feelings to it. So I just like put it out there for everyone.

INTERVIEWER: Then if you brought about any changes like inclusive changes in your class, how did the learners respond to that change that you brought?

INTERVIEWEE: I don't think they responded in any way to be honest with you. I don't think they have yet, they probably have yet to respond to anything that I am doing in the classroom.

INTERVIEWER: And last year did you implement some changes?

INTERVIEWER: Yes, last year they were very forthcoming, they were very welcoming. Everything that was new was exciting. Everything that was – that I brought to them, was like a different kind of way of teaching. So they were very excited about it, like they love doing new things, whatever inclusivity that I did with them whether it was with the behaviour, we're doing songs, we're doing dance, just to get them out of it. We're having discussions in class about it. So it was very relaxed but with this lot I have yet to get a response.

INTERVIEWER: It's almost like they're not on the same cognitive level yet as – I mean you were working with older learners last year.

INTERVIEWEE: Grade 2's, yes.

INTERVIEWER: So what were topics of interest for you in the training programme? Was there anything that you thought, *joh*, that's really interesting?

INTERVIEWEE: I think for me the most, the thing that I found the most interesting was actually that I wasn't wrong. That was I think, my idea of inclusivity questions wasn't that off but I kind of knew but I wasn't sure in the beginning and now but even with all the topics that there was last year with the workshop, whether it was all the

behaviour, the social, everything that we did last year, I was like okay, at least I wasn't – I thought I was doing it wrong all the time. But I actually ...

INTERVIEWER: But you were on the right track.

INTERVIEWEE: Ja, I was but I was getting there so now it's like okay, I still don't know everything but I'm still going to back to my workshop because I have like a whole, a flip file with all the notes in it.

INTERVIEWER: Oh good. So you keep on referring back to them.

INTERVIEWEE: Ja, I have to.

INTERVIEWER: So those are all my questions for today. Are there any things that you would like to ask or maybe something that you would like to add?

INTERVIEWEE: I have two kids in my class, hey, they are behaviour-wise they are, oh my word, they just – they drive me crazy. Like they physically, mentally drive me insane. So I don't know how to respond to it because I have 39 of them in my class. They just do whatever they want to do in my classroom.

INTERVIEWEE: So in which ways are they – what are they doing?

INTERVIEWEE: So like this morning, I was sitting in class and they're busy on the mat with their morning hymn and the two of them just decided they're going to now start writing on the board and they're going to play in the class, they're going to run around. And it's like they don't listen to anything. I have a rocking chair from last year with the child who had ADHD in my class, I bought him a rocking chair last year. So I told them they can use the rocking chair if they want to like do whatever in the classroom and then they like physically wanted to break the rocking chair.

INTERVIEWER: Gosh. So what did ...

[END OF TRANSCRIPTION]

CS

INTERVIEWER: I'm just going to put this here. Thank you Mrs Sherry that I can ask you a bunch of questions. This is just all about the intervention programme that we did and the workshops that we did and also just some discussion that came out of the focus groups that we did. So was there anything during the focus group that came out that was of interest to you when some of the other teachers spoke?

INTERVIEWEE: Oh, most definitely I mean you know, when you actually listen to what teachers have to say, the parallels that they've drawn between what they are experiencing and what we are experiencing are very similar in terms of like we know behaviour of the children, also the challenges that we are facing in terms of learning barriers, the difficulties that we are experiencing, for lack of resources, on so many different levels. And it seems like the general feeling is that teachers are very frustrated but yet positive about what it is that they can accomplish with the children you know, under, I think harrowing circumstances in each case. Maybe it differs from one school to the next in terms of what we have available, in terms of the catchment area, in terms of finances and that type of thing being in a better financial position than other schools. But knowing that we as teachers are really faced with a huge task because, of what is happening in our areas I think and how children with my particular experience as well, how children are not only socially deprived of a stable home but also malnourished, largely, which I think is a huge factor towards - contributing towards their lack of ability to concentrate and to learn effectively.

INTERVIEWER: Yes, so one of the things that also came out, was the prior knowledge that you had in that Inclusive Education. So what do you feel is the difference between the knowledge you had before and after the workshop?

INTERVIEWEE: Oh you know, when - coming back from the workshop, I think being able to implement what we've learnt and you know going around to learners and being patient with them and just trying to do some things. So for example, with the boy that I explained to you earlier on Aqu who has a very low cognitive level. I've made the added effort of bringing puzzles to school and different games, educational games you know hoping that that would keep him occupied. In fact, the first day that I brought it, he actually used it from the morning up till 12 o'clock midday, when he became bored and that was incredible for me and I think now he

does, maybe those have gone a bit stale. I think he does need a bit more, of more stimuli so that I, so that he can probably be kept going for a bit longer. But generally what I do is, the groups that you see in the front, I love the fact that I have the groups, so that they can and I have the stronger ones with the weaker ones and I can go around and assist them and they can assist each other. So I do encourage a lot of communication but organized communication. I like it when they are focused on their work and they are actually talking to each other about the work you know, so you might hear them make comments like, "Miss, we're talking about the work" and I know that they're actually not.

INTERVIEWER: Yes.

INTERVIEWEE: But yes, so coming back to that, it's taught me a lot in terms of just the levels, the different levels that children are functioning at and how you have to cater for those different levels. And very often we find ourselves being very impatient because we need to get things done. We're sitting thinking oh goodness me that child just asked me a question now, after I had explained. So obviously he or she doesn't understand instructions really well. So you've got to go back to that child and say, "Right, what didn't you understand?"

INTERVIEWER: You're going back there?

INTERVIEWEE: So yes.

INTERVIEWER: Okay and then the training that you received or the training that we did, how does that compare to previous training you've experienced in Inclusive Education specifically?

INTERVIEWEE: I think that when you, with the way that you had delivered it and the way that we were engaged in terms of just mentioning you know our experiences in the classroom, just talking about it, has obviously taught me a lot. When I say a lot, [inaudible] a lot more but because at other workshops it wasn't a very practical thing where you know, we were very much involved with discussions. It was more of - and being in focus groups, it was more of just the delivery of the slides and a batch of notes and off you go. And I think that what you've done was amazing in terms of just an eye opener and in what we could learn from each other within the group and

besides your theory, you know everything that you – it was so detailed and just fantastic. I just thoroughly enjoyed it.

INTERVIEWER: Thank you. Okay and then the other so, like you've mentioned now as well, sometimes some teachers find that they only get theory but it's very difficult to put that into practice.

INTERVIEWEE: That's right.

INTERVIEWER: Was it easier putting what we've learnt in the Inclusive Education workshop, was it easy to put that into practice?

INTERVIEWEE: Yes, you see I had been an SBST Co-ordinator for a very long time at my previous school and then I had actually been asked by the principal to be SBST Co-ordinator this year as well, starting this year. And with that experience, I obviously have the knowledge of, you know dealing with the kids. Every year however, you'll have a different bunch and you mentioned that as well, they differ from year to year. So you've got to feel your way around them, you've got to know who's conning you, who's wanting more attention from you that they actually need and just doing all of that. And I think when you, when I returned from those workshops, I would come back each time and you know consider, ponder, think about how I'm going to strategize my next move in terms of what I'm going to do with certain kids and how I'm going to deal with their learning barriers and I, in my layman's way, could actually identify you know, until such time that they are tested [inaudible] and so on. But I think we as teachers, we know, when there are complications. I, for example, have a boy whose mom was on drugs when he was – when she was pregnant with him. So he's extremely hyperactive, he's all over the classroom, all the time. So the more hyper I am about him and irritated, I am annoyed, I am about him being up and about, the more annoying he is. So what I do now is, I just say, "Sit down" and he will then, not sit down immediately, and once I've ignored him and gone to the other kids, I find him settling down.

INTERVIEWER: Yes, yes.

INTERVIEWEE: You know, so the less concentration and then he ...

INTERVIEWER: It's a better way of handling him almost?

INTERVIEWEE: That's right ,yes.

INTERVIEWER: Alright, so the next question is how did the intervention programme that we did or the workshop we did, prepare you for inclusivity in the classroom?

INTERVIEWEE: So it's setting out my classroom. Knowing that working with numbers, irrespective of the numbers that we are working with although they are, I think, they far exceed what we are trained to deal with. How to deal with the number of kids that we have, improvising, you know in terms of our brighter kids and helping the kids who we can't reach, who we can't reach during the course of the day. Just a special arrangement of the classroom and have them. So for example, have kids sitting here near to my table because I find that some kids are a bit insecure. So when they are far away from me because it's such a big classroom and they're far away from me and when I do come to my desk, they want to be closer. So you'll find them gravitating to the side and I will observe it as long as they're working, they are focused, I'm fine with it. So they will come and sit closer my desk. So there's a lot of neediness that you find with the kids as well. But I think addressing the issue that we are supposed to be addressing you know as in a school that is a full service school and with Inclusive Education, where we know that if we can't manage it, we have other support in terms of our learning support teachers, our learning support, we have our learning support assistant as well and then we have some teacher assistants as well so we have quite a bit going for us.

INTERVIEWER: Yes, yes. Ja, definitely.

INTERVIEWEE: You know at the school, which is very, very helpful.

INTERVIEWER: And you know now how to use these resources to benefit you as well.

INTERVIEWEE: Yes, no definitely, it's been amazing in terms of just the learning curve and we often talk to each other about it you know, those of us who had been at the workshop, we will communicate with each other about the kids and how do you handle this child and how do you, you know, what do you think I should do? And that support [inaudible] Miss Hendricks will bounce it from me, I will bounce from her. Miss Beukes will come in here and she will then you know, if she's received a

complaint from somebody who said, oh, Mrs Sherry's being too harsh with whoever, she'll come and ask me, you know, what's happening and all of that and I'll say no, this is the situation, there's a bit of bullying happening and then we deal with it.

INTERVIEWER: Yes, you collaborate.

INTERVIEWEE: We collaborate most certainly, yes.

INTERVIEWER: So then that actually goes into the next question then, have you shared your inclusive practices with your colleagues and what were their reactions towards them?

INTERVIEWEE: You see with having been a part of this in full service should I say, school, we often have little workshops. We had one on ADHD very recently and what is brilliant about it is, that we're all together as a staff and we're so seldom together as a staff. So then at these workshops, we are able to talk about how you're feeling especially with the kids but also with what we've discussed at workshops like yours and you know the general discussion around how we can deal with kids. And just be, the very simplistic way that we can actually deal with children who shouldn't really pose a problem to us, in a very sort of cheap, we know simplistic manner. We can deal with children [inaudible]. So we do and people react well to each other when they talk about what they have implemented in the class and so, yes we do get one or two teachers who are you know, they are strictly, we don't talk in my class, you don't do anything, I will give you the riot act or I will give you a wallop as I would say, that's still happening. [Inaudible] but in any case it does still happen but I always talk to teachers and say, "Let's not go down that road." So you will find that if you go close to a child and the child will do that and you will so why are you doing that because they are [inaudible] you know, that is how I must sit still.

INTERVIEWER: Yes, so at the – the teachers that weren't on the workshop, if you collaborate with them and you say it to them, "I've been to this workshop, this is what we've done," are they receptive of that?

INTERVIEWEE: Yes, they would be. I think they - I haven't actually spoken to everyone about it but I think they would be maybe because I'm the HOD or also because they are looking for ways to also you know, help themselves in the classroom, not only assisting the children but to make life easier for them. I mean

you know, you know that today people are - teachers are so easily charged you know, with misconduct if they do [inaudible] and our school is no exception to that. In fact we've had a few situations and I go around to these teachers and I say to them, this year, "You will not raise a finger to the kids, you will not do any of that, we're going to try other ways you know." And one teacher actually resigned and because she was charged and she resigned from teaching and then she said, "I'm going to go teach overseas" and then I didn't say anything to her at school but I called her one afternoon, I said, "Please rethink." I said, "I want you to stay in teaching because I think you have the makings of a very good teacher, you're still very young and you have a lot to learn" and I said, "You can still withdraw your resignation." And then we didn't have a chat thereafter and a few days later, she came to me and she said she withdrew her resignation.

INTERVIEWER: Oh, wonderful.

INTERVIEWEE: And I said to her and I'm going to help you find other ways to deal with children than to raise your hand.

INTERVIEWER: So that collaboration definitely helps.

INTERVIEWEE: Definitely.

INTERVIEWER: So you felt that that's benefitted your practice as well?

INTERVIEWEE: That's right. There are about two teachers on the staff who I think won't, actually I haven't tried, maybe I've tried indirectly like you know talking to other teachers and asking them as their peers to maybe have a chat. But I think they are so staid in their ways that it's hard to break free from that and it does trouble me because I always think that it makes the life of another teacher more difficult, if you don't exercise endurance and patience and [inaudible] ways with your children, you know and speak to them nicely. I'm not saying you've got to molly-coddle them all of the time but I want to get the teachers at this school to the level where we actually speak to kids nicely all day long instead of, "Pick up that paper, will you pick up that paper please?" You know, it's ...

INTERVIEWER: Because they're not getting it from home.

INTERVIEWEE: You understand and that – that is what I - and I expressed it to Mr Ward and so on and I said that is where I would like to get the children at this school. I know it's going to be a huge ...

INTERVIEWER: It's a long road, yes.

INTERVIEWEE: Very long road but I do need them to know that kids who are from these areas should be treated in the same way that we treat kids in other areas.

INTERVIEWER: Definitely, I agree with you.

INTERVIEWEE: We should you know.

INTERVIEWER: So the last question, no, there are not many questions this time around.

INTERVIEWEE: It's fine.

INTERVIEWER: If you brought about changes how did the learners respond to the changes in the classroom?

INTERVIEWEE: Children pick up when you are impatient and when you aren't. Children want your attention you know and I'll tell you what I picked up. If I don't give them that attention, they seek it. So if I had been with you and chatting to you, you would have found that they would have come up to me, one by one, it's like a little child, when are you going to be with me, when are going to spend time with me? They won't explain it so many words but I've picked up that there are three demanding in terms of wanting my attention. I've got - did you notice, once I started going around and started, then they're, she cares, she's interested, she knows that I'm working and I'm trying and I'm you know, so they want that. But the moment I'm here, if I have some admin to do, no ...

INTERVIEWER: Yes, they don't want that.

INTERVIEWEE: They will actually give me hell until I get up and go and walk ...

INTERVIEWER: Do you feel like then the inclusive practice is a better way of also managing your children?

INTERVIEWEE: That's right, definitely. No, definitely I totally agree with that and you know as a person, in the position that I find myself, I have a lot of admin to do

[inaudible] so I've got to juggle the two. And I have to tell them, "I just need to sit down and do this just do some work just for a few minutes." But they demand that attention. I found that that is the one thing because I've given them that, I've proved [inaudible] that attention, they constantly want it.

INTERVIEWER: So you were speaking now about doing admin. So do you feel that following Inclusive Practices has increased your admin or?

INTERVIEWEE: Yes. Oh, definitely, I mean we were busy with the applications, skills school and special schools last week. Oh my word, it just took up so much of our time, you know, we were all ...

INTERVIEWER: Yes, quite a lengthy application you have to fill in, ja.

INTERVIEWEE: That's right and then we were all involved and we needed to you know, get parents in. So one person did the calls and one person filled in the first page and the getting all the birth certificates, you name it, I mean you know everything that goes with it. So that sort of took me away a bit from them but luckily for me I did creative writing with them and they were doing their assessment. So they could come up to me and they would ask what's the Afrikaans word for and I [inaudible] didn't know and you know, tell them what it is. So I would help them multitask at the same time and yes, it does but it does increase, I think it does increase the admin.

INTERVIEWER: No, definitely.

INTERVIEWEE: It's been a very tiring first term I must admit.

INTERVIEWER: It's a busy first term.

INTERVIEWEE: Administratively it's very, very busy. But it's been okay, I mean we know we have the 20th waiting for us.

INTERVIEWER: Yes, so it's almost there, it's just looming.

INTERVIEWEE: We're almost there, that's right, definitely.

INTERVIEWER: So but I mean like you said now, if you plan your teaching around your administrative tasks, is it then easier to handle your admin?

INTERVIEWEE: Oh definitely. What I do is, I am the type of teacher who believes in going home a bit later but I'm told that I'm not supposed to stay till quite late here. So my latest is four o'clock unless there's a governing body meeting and then we stay until six when the governing body meeting. So I sit after school and I work until that time. So I love completing my work at school and then going home and then concentrating on the lessons more than admin, you know that type of thing but yes, you have to find a way to juggle those.

INTERVIEWER: Yes, find the balance almost.

INTERVIEWEE: You have to and there's a balance that you need to, yes. It's very hard but I think I will eventually master it.

INTERVIEWER: We'll see.

INTERVIEWEE: Yes we'll see, definitely.

INTERVIEWER: Okay awesome. Well, those are all the questions I have for today, are there any questions that you would like to ask me or anything that you thought about after or reflected on?

INTERVIEWEE: I think we – there aren't any questions really but little comments. You know we, with having been in education for 33 years, I had hoped and having been out of the country for about three and a half years, I'd hoped that upon my return, that there was, there were very positive, I know there are huge positive changes but I really, really wish that we can get to the point where education is actually equal in our country. You know where all our kids have access to the same resources so that we can have a more balanced view of where our kids are really at and maybe just closing the inequality line a bit you know. I think that is all I – I know that I'm not going to see it in my lifetime but I wish that it could maybe move faster so that we don't sit with the disparity of systemic results, you know. I mean ours were fairly low and I knew they would be because I know the potential of the kids and so on but that shouldn't become an excuse or a reason today. It should be more that the kids were naughty, they didn't perform or the teacher didn't you know, work hard enough. It should be more that than blaming it on other circumstances.

INTERVIEWER: But like you've mentioned to me as well, is that your school is quite under resourced.

INTERVIEWEE: It is.

INTERVIEWER: And I mean that is one the main issues of disparity I think. Like, you said also that you can't teach your lesson because sometimes you don't have the resources to do that.

INTERVIEWEE: [Inaudible]. I actually love Natural Sciences and Technology but I hate teaching it because I've got to improvise all of the time. I've got to go and get things, I've got to go buy things and it's so unfair sometimes I think, you know when you have to constantly do that. So I come in here and I love things to be practical for kids, I can't just teach Natural Sciences in the air.

INTERVIEWER: Up in the air, ja.

INTERVIEWEE: You have to have, Iodine, you've got to be able to [inaudible] yes you can get starch anywhere. But I mean you need to have the different chemicals whatever chemicals you require for your lessons and apparatus for your technology so it's very, very hard but we try. We try.

INTERVIEWER: Yes, ja, you've done a good job.

INTERVIEWEE: And I have so much that I want to do really. I want to get two visitors chairs and have a little corner, a little nook, where I can invite parents and then have a chat with them about their children's work, about a private chat about home. About what we can do to support their kids, so this is, I want this to be that area, that to be my kids little reading, quiet corner and outside, I want to have all the values on the wall, like your [inaudible]. But I want them to do it. [Inaudible] and then they must write all the values and on that wall, I'd love to have all the names of all the girls that are murdered as a result of genocide [inaudible], so the children as young as them, I'd like their names to be all over ...

INTERVIEWER: So it's a memorial for them?

INTERVIEWEE: That's right and then they can come up and see the names and it will be a constant reminder to all of them to the boys as well, they've got to work hard so that they don't ever become like that, that they don't ever become a victim because I'm educated you know. I just - there're so many ideas that I have but I think I need sponsoring, funding. I can't do it all on my own, I'd be bankrupt.

INTERVIEWER: I think teachers are bankrupt for that reason especially.

INTERVIEWEE: Definitely.

INTERVIEWER: Okay, well thank you so much for your contribution, I really appreciate it.

INTERVIEWEE: Oh thank you very much.

[END OF TRANSCRIPTION]

EB

INTERVIEWER: Hello Elsie.

INTERVIEWEE: Hello, Carien?

INTERVIEWER: And welcome to the post individual interview. So I have four questions that I'll be asking you, main questions and then also there will be some probing questions, if there is something that we want to talk more about. So just answer reasonably and into the mic please. Okay so when we had the focus group discussions where we all sat and you had Professor Condry and some of the other people sat with me, there were some discussions that happened, was there anything interesting that came out that you didn't think about before?

INTERVIEWEE: Gosh, I would say I underestimated the value of the collaboration between teachers. Like that was extremely powerful when we were sitting together and talking about how the course influenced us. Ja, I missed that sort of part where it's really empowering for a teacher to have that group discussion. So that's what I remember the most profound thing for me, was this should happen more often.

INTERVIEWER: Yes, definitely. So some of the teachers also spoke about the training that they received prior to the Inclusive Pedagogical Approach Workshop we did, so how do you feel your training was before versus now?

INTERVIEWEE: Before it wasn't as in-depth, it was very much skimming the surface and sort of rushing through. There wasn't given enough examples. I felt with your course, there was always a very practical example given and when people spoke out of the group, it was always relevant sort of things that are happening now in schools and so ja, it was very enriching really. Yes I think it took me a long time to sort of process all the knowledge that we gathered there but yes it was definitely worthwhile, like I benefitted out

of it more I think than previous courses. Because previous courses, it's always paperwork and it's sort of monotone and it's this is the structure but it wasn't enriching and relevant you know.

INTERVIEWER: Okay so and then some of the teachers also spoke about practice versus theory. So they say that previously they received all this Inclusive Education theory but once they were in the classroom, it was quite a different thing to put that theory into practice. Do you have any comments on that?

INTERVIEWEE: Ja, theory into practice, every child is so unique you know and I think that was something that you highlighted in the courses, like every child, you can't, ek probeer Engels [Afrikaans]. You can't assess them all the same and you can't make assumptions and that sort of thing, so you need to tackle them individually. And when the group spoke about individual cases in their classrooms, you know that fact was sort of highlighted and I think what I felt is like I'm going to trust myself more as a teacher because I know the kids and the relationship is what's going to help me through, getting through the learning marriage, you know. Because if there's no relationship, any text book will tell me anything but that's not going to help, ja, if that makes sense?

INTERVIEWER: Okay and then also, some of the teachers mentioned that they were maybe a bit apprehensive coming to an Inclusive Education Workshop. Did you have the same feelings or how did you feel about coming to a workshop like that?

INTERVIEWEE: Well Inclusive Education I've always found it very interesting since studying for my degree, was one of my subjects, so I felt comfortable in the fact that I thought I knew everything. But I was pleasantly surprised that I didn't know everything. It was, ja, it was what I expected and more. So I wasn't as apprehensive and I wasn't forced you know, I wanted to be there so that's good, [inaudible].

INTERVIEWER: Awesome, okay so let's move on to the second question then. How did the intervention programme prepare you for inclusivity in the classroom?

INTERVIEWEE: The Intervention programme?

INTERVIEWER: Ja, the one that we did yes.

INTERVIEWEE: So that, I've actually used a lot with parents when speaking about their kids, when there're certain signs that the child may be on the autistic spectrum, then I had that, it's that workbook at the end of your – ja, so I would copy that and give it to them and say take it home, read it, see if it's applicable to your child. Here are some intervention ways and so ja, it was really helpful in that respect and also with filling in an individual support plan, just to have new words and new strategies and ways to relate to the child that was awesome, so ja, definitely a great help.

INTERVIEWER: And then were there any topics covered during the intervention programme that you found useful in the teaching practice in the classroom?

INTERVIEWEE: The autistic spectrum, ja, so because I had two autistic kids and to go through that and to just - to discuss that again, helped me to, you know because one of the learners in my class isn't diagnosed yet. So there's still that gap of understanding the child completely and so yes, that's I think.

INTERVIEWER: No, that's great.

INTERVIEWEE: That part I enjoyed the most so yes.

INTERVIEWER: Okay then the third question is, have you shared your Inclusive Practices with your colleagues and what were their reactions?

INTERVIEWEE: I have shared it. Their reactions were, they were very – they were sort of interested but I - how can I tell – how can I put this? You know what I changed? I changed the way I give advice. For instance in my learning support report, I would give a practical thing to do with okay like the child is easily distracted, what about play concentration music in the classroom? I would actually put that on the report. Just that you know a more of a help because it's not going to help to say, the kid is easily distracted and then the teacher's like but what am I supposed to do? And so I would just put in more strategies to have like a better plan you know. Maybe I've been doing it wrong all the time. I've just been diagnosing and not giving any sort of help, real help, affordable practical help.

INTERVIEWER: And what was their reaction when you gave them the practical help?

INTERVIEWEE: They seemed keen especially because money is always a problem. So having practical solutions that don't cost you a lot of money, that is where they found that, how can I say this ...

INTERVIEWER: Useful?

INTERVIEWEE: Useful, yes.

INTERVIEWER: Okay and then were there things you had noticed in their classrooms and did not know how to intervene? And were you able to assist them with strategies? So I think you answered that now, so you gave them strategies?

INTERVIEWEE: Yes.

INTERVIEWER: And did they actually then use it in their classrooms, did you see that ...?

INTERVIEWEE: You know I gave them strategies and the other day I checked, it was about grouping, putting different groups together like your poor learner with your, the poor learners together and the medium learners and then medium/strong and the strong, so I told them don't separate them, put them together. And so they actually did that so I was really proud of them.

INTERVIEWER: And did it work well for them, did they comment on it?

INTERVIEWEE: They actually said that they find it more harmonious in their classrooms now because they don't the kids that are sitting together don't frustrate each other because if you sit the incredibly weak learner next to the very incredibly strong learner, they frustrate each other. They don't help each other but when you put the medium weak with weak, they speak sort of the same language and so they get on but the strong learner is also in the group, so whenever nobody knows, hopefully the strong learner knows and if the strong learner doesn't know teacher will know. So I gave them that sort of strategy just to go ahead with because it also helps with not labelling the kids because they know if they're sitting in group number one, there is the *vrot appeltjie* you know and they feel that and they the whole class knows that and so they just stay there you know, that doesn't lift them empower them at all, so, ja.

INTERVIEWER: So the teacher's found it beneficial?

INTERVIEWEE: Yes I think so yes, so we'll see throughout the year.

INTERVIEWER: How it changes? Okay and then the last question I have for you – so if you brought about changes, how do the learners respond to the changes in the classroom, so now we spoke about how teachers changed their methods but how did the kids respond when you changed your methods?

INTERVIEWEE: Well, I would say the kids responded well. What I did with the kids, is I made it, I've made it more concrete but teaching them like Mathematics or Sounds or anything I made it very concrete. More than I've done before, just to sort of pickup the ones that may have lacked some sort of knowledge about what's going on, so I scoop them up from there and then I went on, so ...

INTERVIEWER: So now you're not expecting them to be at your level anymore?

INTERVIEWEE: Exactly.

INTERVIEWER: You came down to what they would ...

INTERVIEWEE: I was trying to, not dumb it down but just to make it more understandable you know so ...

INTERVIEWER: And what was their emotion ...?

INTERVIEWEE: Their emotion was, there were the few aha moments in my class which were brilliant and I also decided to incorporate more videos we teach and you know just show them videos sometimes and not have me standing there preaching the gospel according to Elsie but showing them something that you know that they can relate to. You know, there's even, on YouTube there're so many songs and things you know and just thinking outside of the box you know using different materials because kids are different. Don't have to do the same thing every day.

INTERVIEWER: Okay so and then the questions or the probing question to that is, were you able to use the strategies that we covered in the intervention programme? Did we use, I think we spoke about it a bit earlier that the strategies that we spoke about in the during the workshops that we did, were you able to use those strategies in your classroom?

INTERVIEWEE: Okay ja, well, I have to think now. The autistic, with autistic kids especially because you know they tend to get very emotional and to calm them down and to use that strategy more often and you know, ja, I think I use it, I don't know.

INTERVIEWER: So think about so there's ...

INTERVIEWEE: And ADHD I also remember.

INTERVIEWER: Yes.

INTERVIEWEE: And I think my whole, I think I've delved deeper into an empathy for those kids. So my sort of - the atmosphere was different. So and also with the child that had a personality defined disorder, we had a tough time getting along and when I realized that his frustration begins where he can't read, I sort of adapt it accordingly, while still pushing him but not being too harsh you know. And ja, doing different things like when they freak out you know, to let them go walk outside and you know have a stress ball and they have like globes that they shake and they can look at the glitter you know those sort of different things and playing a lot of music you know and having that option that you can go skip rope outside and go bounce the ball. And I took them outside many times you know, just to be outside and climb a tree you know.

INTERVIEWER: So would you say that a strategy that you have learnt is to understand your children first?

INTERVIEWEE: Yes.

INTERVIEWER: Before applying a classroom strategy?

INTERVIEWEE: Yes, because sometimes, especially after a weekend where they for instance spent the weekend at the father's that they don't often

stay with and there's a girlfriend and whatever and so they're sort of stressed out on the Monday and back at school, you know not to bombard them with this is the schedule and we have to keep to it. But sort of take into account that they have – they have emotional things going on and ja, doing sort of calming exercises just to get them through the day.

INTERVIEWER: And then do you feel that their behaviour changed when you changed your classroom strategies as well of your kids?

INTERVIEWEE: Yes and no.

INTERVIEWER: Okay. So can you expand on it?

INTERVIEWEE: Yes - because it was more calm but no, you know old habits die hard and sometimes when I would pick it up when some were absent, then others would be the loud ones and then I was like they need the noise in the class. Somehow they just need the chaos, they can't live without and they feel uncomfortable and so I would just calm them down and just put them back to the calm place where you know, you know the different zones. So I would try to get them back to the green zone because they would be so used to red and that they found it a little difficult but it's always - change is always difficult you know, especially for kids that have learning barriers.

INTERVIEWER: Definitely, okay so that's the end of my questions. Did you have any questions that you wanted to add or something?

INTERVIEWEE: How did I do? Poor me.

INTERVIEWER: Well done, Elsie.

[END OF TRANSCRIPTION]

FP

INTERVIEWER: Thank you Miss Price for allowing me to ask you these questions and just for making some time for me. So at the end of our workshops, we had a big focus group discussion where some of the teachers sat. So we went for three different teachers, I don't - I think you went with Heather.

INTERVIEWEE: That's the Muslim lady?

INTERVIEWER: Yes ,you went her and then she asked you a bunch of questions. Were there some topics that came out there that you found really interesting?

INTERVIEWEE: The way the curriculum is going this way that is that the children are just being promoted without even the foundation is not there anymore. And I found that very sad for me because our children are just being pushed through the system and when they get to high school they don't have the concessions and the scribing and at the end of the day then they become dropouts. So that was one of my main concerns at the school and also every time then it was CAPS then it was this then it was that and now it was like a whole new thing that they're trying to bring out for the children which I find is actually the basics is not there. The foundation wasn't laid with the kids. So that is the saddest part for me so that the kids are just being pushed through the system, like I said we've got 13 year olds that cannot even read. We've got a 12 year old that doesn't even know the alphabet. So he's just been pushed through the system, pushed through the system, so, yes.

INTERVIEWER: And did you feel that the training helped you to help those kids?

INTERVIEWEE: It helped, to help those kids at the end of the day ...

INTERVIEWER: Which way did it help you?

INTERVIEWEE: With having more, making, having time and sitting with them individually because we've only got a group of seven.

INTERVIEWER: Okay.

INTERVIEWEE: So well I'm the assistant, so I will take the very weak ones and he will try and take the stronger ones and I will sit with the weaker ones and like you

said, it is making them drawings and making them understand more that will make it more easier for me.

INTERVIEWER: So what are some of the strategies that you've implemented?

INTERVIEWEE: Implemented visual strategies, that I find that is more, doing more concrete work with them, I find that more – they find it more interesting. I'm like trying to like making beads and stuff like that because they love working with their hands and even like the tearing and the pasting, to try and do it with the fine motor skills. So I find that yes, right, now you make that circle in red and you make that in blue, some of them don't like to dirty their hands because why, we've got some that is very finicky with their hands but I said it's good for your fine motor skills. So using that has actually helped a lot.

INTERVIEWER: So helping those foundations or using those foundational skills?

INTERVIEWEE: Skills yes, the foundation skills ja, because why, look with some of them, we're actually starting at ground level. At Grade R level we're starting with them and even though they're going to a school of skills next year, it's going to be a bit difficult for them because they've been thrown into the deep end. So ja, so it's very difficult.

INTERVIEWER: And then prior to the – of the training I did to you, did you have any training in Inclusive Education?

INTERVIEWEE: I did my – I completed my Level 5 in Grade R this year so and then I just became, I was at home for a while and then they asked me to come help out at the school, they were looking for somebody to come help out and here, six years later, I'm still here.

INTERVIEWER: Okay.

INTERVIEWEE: So I will help out in the classes so what we have in the morning, we have a core group of seven and we work on Maths and only Maths and English. And then we have children that have, they call them pull outs, they go to the sir and I go to the various classes, where I will assist the learners that are very weak, with subjects that that teacher is teaching,

INTERVIEWER: Okay. All right.

INTERVIEWEE: So that is what I do.

INTERVIEWER: Okay, so how do you feel the training that you received before and the training you received now, how did it differ?

INTERVIEWEE: The training like I said that yes, that you made it very exciting and you made it very interesting and listening to other teachers in our group. We thought we had problems but I mean there's worse problems than, there's more problems out there than we think that we've got at school, But like I said again, but yes, I feel again, I feel that yes, our foundation is not laid properly with our kids and especially like we said in the workshop, because most of our parents, our kids are being raised by grandparents. And the grandparents don't have the patience and neither the knowledge, so because they'll come to you straight and say, "I don't understand. I only finished Sub A/Grade 1, what do I do?" So that's why we try and do the intervention with the children, so that is why we implement intervention with the kids also.

INTERVIEWER: So do you think a training, not maybe similar to the one that I did with the teachers, but do you that the parents also require some training?

INTERVIEWEE: I think the parents as well yes, the parents and grandparents. We do offer help to read for the parents at this school and word works [inaudible] but it's not everybody that is able to attend that.

INTERVIEWER: Or who wants to attend.

INTERVIEWEE: Or who wants to attend yes, like you'll see majority of them are the very old grannies that will come but the younger mummies don't want to, they don't want to be taught. Why must I come and do that, it's the teachers job to teach the child to do everything. Not my responsibility.

INTERVIEWER: And then have you shared what we spoke about, have you shared it with some of your colleagues?

INTERVIEWEE: I've shared it with most some of my colleagues and they found it quite interesting and like myself and Mrs Abrahams, she's the co-ordinator, so the two of us we'll share a lot of things. She will share with me to tell me like we've got – like with the challenge in the class and how. She will tell me like to try and do with

them and that with them and the sir that we've got, it's a new sir, so he's got to learn to know the system, he's got to learn to know the children. And whereas, I know the children for all the years already, for the years that I've been here. So ja, we share a lot and I will share my knowledge with him and he will tell me also if I feel it's not working, I should tell him. Because he said don't think because you're just the assistant that you can't say. I'm also here to learn also.

INTERVIEWER: Is he an experienced teacher?

INTERVIEWEE: He comes from Oasis.

INTERVIEWER: Okay.

INTERVIEWEE: So he's used to working with the adults. So this is a new challenge for him to work with the boys.

INTERVIEWER: With the boys. Is it mainly a boy class?

INTERVIEWEE: Mainly boys, mainly boys

INTERVIEWER: Interesting.

INTERVIEWEE: Very. We found, that yes, that most of our boys are the ones who are very weak. There are maybe three or four girls but they come out in the pull out group. But the majority of them are boys and two of them are on medication on the Ritalin medication. Ja, so their Ritalin kicks in about 11 o'clock and then they're mellow.

INTERVIEWER: Oh, it's late.

INTERVIEWEE: Very late and they're on the 20 milligram capsule but by 11 o'clock then it kicks in then you can feel that yes, okay. Because look, like I say if it's weekend the parents don't give it to them, so on Monday they're on a high. On a Monday they're on a high and we've got two older boys in the class that - the one wasn't in school for two years. He was on the street, so he's streetwise and the other one is a child of the state so different socio emotional [talking together] problems, you know they need a bit of love and attention. You try to give it but okay.

INTERVIEWER: So you've got the learning difficulties and then you've got the socio-emotional difficulties?

INTERVIEWEE: You'll try and be like with having children [inaudible] you try to show them the motherly love but it sometimes it doesn't work, you've got to show tough love too ...

INTERVIEWER: Yes so when you share with your colleagues, what are the reactions of your,.. is it a positive reaction they have?

INTERVIEWEE: Positive reactions yes because everybody's willing to share and everybody's willing to learn new things, even though like I mean Mrs Abrahams being in the teaching field for such a long time and I mean Mr Delport's the one that you met now, he's been in the teaching for 26 years. So I mean he will also say like you know Mrs Price I've got somebody in my class that's battling, can you give me guidance, can you give me help and then we will share stories and we will share work sheets to get them to help them and so on.

INTERVIEWER: So that collaboration helps a lot?

INTERVIEWEE: That helps a lot for the children also. It helps a lot and also I guess learn to be more patient because we can't expect them all to be the same.

INTERVIEWER: True. So you've mentioned now that there were some strategies that you've implemented in your classroom, what were the kids reaction to that?

INTERVIEWEE: The kid's reaction was that – oh, something different, something new, something fun for them.

INTERVIEWER: Okay.

INTERVIEWEE: Because why, look they come from mainstream, so for mainstream it was just sit work, work, work all the time, whereas now it is a I guess, you work 15 minutes in the morning. They have time to have something to eat, they have kickboxing, a kickboxing thing so they can let off some energy and they can do whatever they want to do for the first 15 minutes in the morning and then afterwards we have a care circle, where we speak about the day's happenings. And maybe what's bothering them, what happened if maybe something happened at home and stuff like that and we'll sit and talk to them about that and then we'll start with our

work but majority of them, “I can’t, I don’t want to – I can’t – I don’t understand” so then that’s where I come in.

INTERVIEWER: Okay.

INTERVIEWEE: Then I will sit with them and I will sit and I will help you and now tell you, yes it is, like I’m telling you the one boy’s 12, he doesn’t know his alphabet. So I’ve got to physically sit with him and try and explain to him, you try like Monday the sir was absent, so it’s write five sentences about what you did for the weekend.

INTERVIEWER: Couldn’t, hey?

INTERVIEWEE: Yes they couldn’t even do that and they’re supposed to be at that level, they’re supposed to be able to, even if they go to school of skills they must be able to read but ja, it’s actually very sad.

INTERVIEWER: Yes, I know.

INTERVIEWEE: [Inaudible] are just being flipped through.

INTERVIEWER: Yes just pushed through.

INTERVIEWEE: Through the system yes.

INTERVIEWER: So those are all my questions that I wanted to ask you, is there anything specific that you wanted to ask me, or that you wanted to add?

INTERVIEWEE: I wanted to ask you that when’s your next workshop? And it was very interesting, I really enjoyed it,

INTERVIEWER: Yes I’m so glad to hear that because at the other school that I visited, they mentioned that they wished that all the teachers at the school had had that training.

INTERVIEWEE: They could go for training, yes.

INTERVIEWER: Yes, so they’re all on the same page, do you share the same sentiments?

INTERVIEWEE: I think that yes, that you should try and do that yes. Arrange with the principal, who’s Mrs February because she’s the HOD for Foundation Phase, maybe arrange something with her and then have them all together, which is

actually, I mean it was very interesting, for me it was very interesting. From being a Grade R teacher and coming into that, it was I've learnt, I learnt a lot. I've learnt a lot. But I won't – this Grade – I will love this class too much.

INTERVIEWER: Ja, the bigger kids?

INTERVIEWEE: I love the bigger kids too much, yes.

INTERVIEWER: Yes no, it's totally different working with them.

INTERVIEWEE: Totally and it's more for me it is just – it's very challenging at times and but at least it's rewarding because why, you can see that yes, that they are excelling. Like I said in the one session that we had, we had the one boy that came to school, couldn't read, couldn't write and I mean he came to school last week and he came to hug me and he said, "Miss I'm so happy at school of skills" and stuff like that, so you know that gives me a bit of like oh okay, It gives me something ...

INTERVIEWER: New purpose almost.

INTERVIEWEE: Ja, I did something good. I helped you that you can at least do whatever you need to do.

INTERVIEWER: Thank you.

[END OF TRANSCRIPTION]

GB

INTERVIEWEE: Let's go.

INTERVIEWER: Thank you, Miss Beukes, for taking some time just to chat to me and for - that I could observe your class a bit. I just wanted to ask you a few questions about the workshops that we did and I mean that was September last year, that we did, long time ago. But remember we were sitting, you were in my group we were sitting in the small groups and we were just discussing a few things, was there anything in that discussion that was of interest to you or that really stood out for you?

INTERVIEWEE: I'm trying to think what was our small discussion about?

INTERVIEWER: So we spoke about the workshops and what we had learnt in the workshops.

INTERVIEWEE: Okay about, I had learnt, or discovered quite a bit about myself. Things that you know but that you've forgotten, that you can implement in your class. It's not just, you didn't just give us things to just throw things down our throats man but you gave us the opportunity, where we could interact with each other and learn from each other and for me that was important, getting strategies that others were using in their classes. A colleague at the school, the strategy she used about, or someone, about the hand and keep it to yourself, that I used in with the Grade 7 class and just seeing the impact, then realizing oops, I can't shout out I need to just keep the answer to myself. So when it came to the challenge, challenging learners in my class, getting to know them better and getting to understand where they're at and meeting them where they're at and expecting them to be at the level that I expect them to be. About myself, I learnt that I need to face myself and also as much as I would have high expectations of what I want to achieve, to realize that one shoe doesn't fit all. I need to strategize and see how I can reach as many learners in my class. With – because that's what I realized last year, as much as you know it, inclusivity is so broad. We always only - and this is something that also struck me, we always only think of the, not the mentally challenged but like the kids with learning barriers and yet I forget about those who come from impoverished homes. Those who don't have parents, the social circumstances of the kids, that impact on their learning ability. So I had to take a step back you know and so I think

this year also I've built up a better rapport with my learners. Yes, last year, I still do it and I did it earlier this year, one on one interactions with my learners just so that they know that there's someone that they can come to that they can come and speak to when they're experiencing something. Maybe just to share, yesterday we had an incident with one of my learners who had a seizure in my class. And it was strange to see, this is the first time that I've experienced it in my class but just to see how helpful they were, knew exactly what to do with her, got her in the recovery position, put a pillow under her head, held her palms open and stuff. So for me creating that safe haven, in my class and this might be the only, for me I realized sometimes this might be the only space where they can experience that. I'm thinking what else? I've worked so much on myself so I find if I start with me and I'm in a good space and I - then I can give far more to my learners.

INTERVIEWER: For sure.

INTERVIEWEE: When it came to, when it comes to assessment, again, one size doesn't fit all, okay. Logan loves to draw. So we're busy with Geography, if you want to draw, if you want to write out your route for me, fine. But like Logan he loves to draw, so if he wants to draw the route for me, he can draw it for me.

INTERVIEWER: You still understand what he's doing? Ja.

INTERVIEWEE: And the same outcome is being reached, okay. Doing assessment differently, not just writing all the ...

INTERVIEWER: It's not necessary.

INTERVIEWEE: It's not necessary, all in different ways.

INTERVIEWER: Yes, so ...

INTERVIEWEE: All in different ways. [Talking together].

INTERVIEWER: No, it's okay, please do. So one of the things that also - what came out of these focus group discussions was your prior knowledge about Inclusive Education. So how do you feel it's changed your prior knowledge, or your knowledge that you've gained?

INTERVIEWEE: That I've gained? Look to me it was always just about, so I want to say I just thought of disabled learners and I would think of the child in the

wheelchair or the - and really understanding that it's more than that and I think it's got to do with -so my prior knowledge which I thought I had, okay and it showed in these workshops. It showed it was very limited and it cost me to do more reading and understanding of what inclusivity is all about. We claim to be an inclusive, not we claim, we are an inclusive school, working towards that. So I had to open myself up that hello it's not just physically handicapped but it's so much more and so for me that has been something that I really value, looking and even looking at our school when it comes to inclusivity, I think you will really ... our principal is declared blind, like and he has a second disability. So I'm quite aware of the fact or become more – I've become more aware of the fact that we need to change things around the school. For our learners too, when it comes to inclusivity. And especially we're saying, starting with our - and for me, starting with our Grade R's, making sure that we know our learners, that we set up - our play area needs to be developed for them because that's what needs to happen. But it's not just physically, it's some kids who are mentally challenged. And when I say mentally challenged, I don't mean that they might just be a bit slow. They might just need other forms of, like it comes to assessment, other ways of assessing them, obviously to them. It's not just other ways of teaching, of teaching them, like this one will, when I did now, it was the full class but even taking a group just a side and working with them, so it's really, I've really been challenged okay, in my self and having to go and read up and sorry ...

INTERVIEWER: The next question is, how did the training that you received before versus the training that you received with the workshops, how did that differ for you?

INTERVIEWEE: Workshops before it's just.. Presentations and it's just notes and stuff but it wasn't practical things that you could use. Whereas with yours, with your training, besides you didn't really lecture but besides talking to us you also made us think of things we could use in the classroom and that was more helpful than sitting in a lecture room ...

INTERVIEWER: And just receiving notes?

INTERVIEWEE: And receiving notes. That interaction with you and us was, I think was very important, it was very was helpful because it also just as I said helped me to change my style in my classroom.

INTERVIEWER: So the collaboration with all the participants.

INTERVIEWEE: With all the participants.

INTERVIEWER: So that helped you a lot.

INTERVIEWEE: That helped.

INTERVIEWER: So in which way did it help you?

INTERVIEWEE: For example, we could - the first thing that, we're not alone, I'm not alone. There are others who have the same issues that we have or even greater issues than we have and we could sit together in groups or even on our own and we could chat about what we're doing at our schools. For example, one of the things I did, we had our SNA 1 and 2 forms were slightly tweaked by the - by our psychologist and I could share within - like while we were in the room, I could email it to the colleague who wasn't even of the same school. Then that way we could share and she shared resources and shared resources . So to me that was very big. Also with the interaction, listening to people, what they've been doing at the schools and thinking of what could possibly work at ...

INTERVIEWER: How can I apply it to my ...?

INTERVIEWEE: How can I apply it to my situation? I don't also think, I think at times, allowing us to vent and just to get, you allowed, you gave us space which we don't get at school or when the department is at the school. But you allowed us that space. Even if you didn't have the answers to our questions and queries but allowing us I think also just made us feel better that there was someone at least just listening, listening to us and we need more of ...

INTERVIEWER: Like a support network almost.

INTERVIEWEE: Of this type of thing.

INTERVIEWER: Okay so what we also mentioned is, sometimes like you mentioned now the notes that are given in the class, it's not very practical for you. You can't put that in theory, or in practice in the class, so how do you think that could change if we you know, if we try and think of ways to change it?

INTERVIEWEE: You were good at that, where you had scenarios and you gave us the - and we could now fit that in and we need more of that type of thing. Like I'm thinking of learners in the class, I said who are challenged with behavioural problems, all of those, getting scenarios and then what would the possible solutions be that we can have? But I think that type of thing, that hands on approach man, give me the scenario, give me a situation and then we see what is there that I can - that we can do and then providing me with the ...

INTERVIEWER: With the theory.

INTERVIEWEE: With the theory, so I can see how far off I am or how other people are thinking of when we are on the same line as them and there are things that I might not have thought of that I could use. So I like that kind of approach, than sitting and you're ...

INTERVIEWER: More like practice approach.

INTERVIEWEE: Practice, practice.

INTERVIEWER: Okay so also we spoke a lot about emotions, like what you felt about Inclusive Education. So how does that change from how you felt about it and about how you feel about it now?

INTERVIEWEE: Right, apprehensive in the beginning because I mean what is inclusivity? But I think now I - I don't want to say I know every, I don't know everything but I feel more at ease that should I encounter a learner with a disability, I'm not saying I'll be able - but I know I've got resources that I can, that I can go to. I know you are available that I could approach. So I feel more at ease that even if our school were to accept a learner with a disability that we would be able to assist the learner and I think of one learner that we had last year. She had some muscular disorder because now I am at a - I'm at high school but how with your sessions how we could assist her afterwards and make sure that the high school is ready to accept such a learner. Also in my - in speaking to my colleagues right, making them aware of the fact that learners don't, one shoe doesn't fit all that we all learn differently. We all learn at our own pace, right, and just seeing sometimes the light bulb that goes on when you realize ja, we're expecting everybody to reach the same goal or to reach the same target. But it is not possible. But being open but yes it's trial and error,

we're going to fail with certain things but then also we know that we've tried something if it doesn't work ...

INTERVIEWER: Try again.

INTERVIEWEE: We try again and try something, we can try something else.

INTERVIEWER: So how do you feel that the workshops that we did, how did that prepare you for inclusivity in the classroom?

INTERVIEWEE: Okay as I said, I'm more open to my learners, right? I'm more aware of where they're at and I make a point when I've got my class obviously not knowing them, you can see who the challenges were and making sure where they're at. Something that I did and never did before, was when I got their profiles, to read their profiles and from there I could gain, I gained quite a lot of information. To read their profiles, if they were presented at SBST, go back to the notes and see what was said. Check their SNA 1 forms and from that see what had been put in place okay what had worked, what hadn't worked and build from that.

INTERVIEWER: So was it easy for you to identify the learning challenges in your class after you did that?

INTERVIEWEE: In your class, that's - yes.

INTERVIEWER: So being able to identify was it easier for you then to put strategies in place?

INTERVIEWEE: Ja, most definitely.

INTERVIEWER: As well, okay wonderful and how did your learners respond when you put these strategies in place, could you see a difference in their behaviour or in the way that they interacted with you?

INTERVIEWEE: Very easily because they don't even and I think the nice thing about it, they don't even know because you don't make a – I don't want them to be aware that they're different. So you put the strategies up in place for them, it doesn't make them feel any different to the rest of the kids in the class. Because again, what applies for Maths, the group in Maths that I have strategies with, doesn't mean it's the same group for English. So it's different strategies for different kids. So it would

seem that everybody, there's a strategy for everybody without them even realizing that they're being targeted because they are challenged with whatever we are busy with. So I found it very easy to put strategies in place. I also say I'm not shy to ask for help. If I need to go down to the Foundation Phase because I'm not a primary school trained teacher, I need to go down to Foundation Phase and ask, "How did you do this" - any section of the work so that I am more equipped to teach my class.

INTERVIEWER: And so you've mentioned to me earlier that some of your kids behaviour has even changed because - can you give me an example of that?

INTERVIEWEE: Right ,I mentioned Logan, last year where he was out of class most of the time, where this year I know, he cannot read, right, and he struggles with reading. So when I see that he's getting fidgety or I see that he's getting frustrated I find something for him to do.

INTERVIEWER: Can you maybe just repeat the example?

INTERVIEWEE: With Logan, he was out of class quite often last year. So when I find that he's starting to become fidgety or I can see he's becoming frustrated I find something for him to do whether it's to take something to a teacher, to another teacher, just to get him to come with me, just to take a walk quickly out of the class. And then it helps to come back and to focus and to focus again. Also with him and not just him, with two/three of the other learners, when, if I give an exercise and maybe there are ten sums where they only do five, so that they also feel that they have accomplished something. So in that – part of a strategy, also using it when I see as I walk around and I can see that my weaker learners have, they have mastered a concept to use, to explain to the learners in class and that you can also see just boosts their confidence and then wanting them to participate in class discussions.

INTERVIEWER: That's wonderful. Okay and then the last question I have for you is have you shared some of your – so the inclusive strategies that we've learnt at the workshop, have you shared that with some of your other colleagues that weren't there?

INTERVIEWEE: Yes, we do it quite often, all right. Frankly, this is just an opinion, we need to make that mind shift all right, that teaching is not, you cannot be

teaching like you taught 10/15 years ago. And if you're not prepared to make that mind shift, then it's difficult to convince someone that they need to - that they need to change, so that becomes, that's the challenge that I have. It's fine sharing, but still lacking, don't want to implement any of the strategies that we would present so then I ask, that mind shift has not been made yet.

INTERVIEWER: So do you feel that some of your colleagues are positive towards it and some of them ...

INTERVIEWEE: Some are still resisting.

INTERVIEWER: Okay.

INTERVIEWEE: Are still resisting.

INTERVIEWER: So those are all my questions but what do you think what will help those educators change or do a mind shift, what do you think will help?

INTERVIEWEE: Man, you don't want to force people to do something, right? But like your workshops were something that I felt if the whole staff could have gone. We're not an inclusive school, we're a full service school and I think with that the mind shift has not yet been made that we need to be inclusive of inclusive. I'm just thinking maybe we as management need to be enforcing workshops that teachers need to attend or making sure that workshops of this nature, reaches us at our school like we do with our E-Learning and all of that. I'm just thinking I need to make a note, there's people who come to our school and say hello, we need to be making one-hour working for this year, something on inclusivity.

INTERVIEWER: I think it's necessary too because Miss Adams also mentioned to get everyone on the same page. It's quite important, because that's also how you make the mind shift.

INTERVIEWEE: Make, the mind shift.

INTERVIEWER: Okay ,so those are all my questions, is there anything else you would like to add or anything else you would like to ask?

INTERVIEWEE: No. I just want to say thank you to you for offering us this opportunity to be part of - being part of the workshop, right. I really thought I was going to waste my time okay, and I really did not. The manner in which you

presented the workshops made me look forward to coming to it every, not every week but every time we had a workshop. Your smile, your openness, okay, just the way you received us, made us open to you, respective to what you had to give us, I hope you're going to have one soon again.

INTERVIEWER: Thank you. I really appreciate it.

INTERVIEWEE: I really thoroughly, thoroughly enjoyed myself. I look forward to coming and just sharing and listening and being able to as I said just vent sometimes.

INTERVIEWER: When you think about your kids?

INTERVIEWEE: Yes and I just because you want the best for them. I don't think you can recall - I had a moment there when I was speaking about one of my learners, right. Now, Logan reminds me.

INTERVIEWER: That's why he's so close to your heart?

INTERVIEWEE: Yes and just seeing how I'm changing the strategy with him and I'm saying if I had known this when he was in my class, maybe I could have made a bigger difference in his life.

INTERVIEWER: Yes.

INTERVIEWEE: You know, just to see how's he warmed up to me, I continue even if I fail but I'll try something new and I think that's what it's all ...

INTERVIEWER: And it's going to make a difference in his life as well at the end of the day. Yes, definitely.

[END OF TRANSCRIPTION]

HF

INTERVIEWER: Mrs February, thank you for making some time to see me, it's so nice, lovely seeing your class and your kids. I just wanted to ask you a few questions about the workshops that we did. So in our last session, we had a focus group discussion where some interesting facts came out and so were there any interesting subjects that came out for you when we had that last session where you were all in a group?

INTERVIEWEE: Is that the one where we were in class or where we ...?

INTERVIEWER: There was a – when we were in the three groups.

INTERVIEWEE: Okay, I think what stood out was the identifying for me. Just all round with the importance of identifying the correct because if you get that wrong I think then you're not helping the child there.

INTERVIEWER: Yes.

INTERVIEWEE: So that was very important to me and it also it was very evident throughout the workshop, not just at the end. I think we're still using the booklets to refer back to which is very good just for that identifying the problem.

INTERVIEWER: So what do you feel is the difference between your prior, like your prior knowledge to what you have now? So what did you know before and after the workshop, what do you know now?

INTERVIEWEE: Oh no, there were definitely gaps. There were definitely gaps. I think the whole process that you showed us, first identifying, then the interest of the learner, you know that whole process of the holistic and getting the learners into [inaudible] when you're assess them and all of that. I think, if I knew that earlier on in the year last year, I might have been able to have achieved more with my challenging class that I had last year but it was already you know August/September that time when we had the had the session with you but I'm definitely applying it this year with my new learners.

INTERVIEWER: So how do you feel the training that you received now differs from the training that you received before?

INTERVIEWEE: Okay so far I had one SIAS training session, with the IE Team. I think it was very broad. They try to focus on the technical procedure, SNA1 that type of thing, time frames that type of thing. Whereas with this training, it was more about the child, the learner, not that they did not focus on the child. They had a lot of empathy but it was more helping the teacher to make the right decision for the child and I think that was a very clear difference.

INTERVIEWER: Ja, okay and so did you receive any – and in your teacher training, did you receive any Inclusive Education training?

INTERVIEWEE: Yes we had the SIAS Training. We had the SIAS Training. They did that last year 2019 and they try to train every second or third year, just for the incoming educators. Other than that our school is Inclusive but we are always saying that that is all about all the training we receive, nothing beyond SIAS Courses. Nothing, so I spoke to Covita and the IE team last year and then they actually came on board and they gave the - say some training on things in terms of and little bits that would help us as a group of teachers, which was very helpful.

INTERVIEWER: Good.

INTERVIEWEE: But other than that, we basically need to read between the lines yes. And I think also the focus is more on the resource class and the resource teacher and then knowing what they should be doing.

INTERVIEWER: Yes, okay.

INTERVIEWEE: Boys.

INTERVIEWER: So what they also mention in the focus group discussions is that many of the teachers felt apprehensive towards Inclusive Education before the training that we gave. So how's your emotions changed towards to Inclusive Education?

INTERVIEWEE: I think I'm still a bit, not apprehensive but still a bit – I won't say I'm as sure-footed yet because it's still a territory that has do with the child's ability eventually because they are going to earmark that child as either needing school of skills or depending on how you have red flagged that learner. So it's still ground that is not - I would say it's not...

INTERVIEWER: So how did the intervention programme or the workshop - how did that prepare you for inclusivity in your classroom?

INTERVIEWEE: Okay I think we are much more prepared, the five of us and that's why my question to you was, how can I understand? Do I have the permission to actually share with the other educators? Because I think it gives us a bit of more confidence and I would see that, I would love to see that happening to the other teachers as well because we're not getting that much support in general as linked with the school. So I think that would be a step in the right direction, if it could help us then I really think that if you can to share it with our colleagues.

INTERVIEWER: And the topics that were covered in the workshop, which did you find relevant to what you're doing here? My question was, what topics that we covered in the workshop, was most relevant to you?

INTERVIEWEE: Okay, the session of, obviously when we dealt with all the different scenarios and where you had to have the profile of the child and then and I think that was it. Because then the light actually goes on and you can see, oh my word, this child belongs not that you're boxing them but it just gives you a clearer picture of the child.

INTERVIEWER: Ja, I mean because we did the profiling of the class?

INTERVIEWEE: Yes. profiling of the class. I think that was a good one for me and then also, that was the last or the second last when we did...I know everyone was very emotional on that one. I think you had to take the learner and was it planning towards, no man, I can't now, it was the sessions where we had to think of a learner and plan a specific activity for that learner. But it wasn't the profiling, it was later on. I think two sessions later or the session, the next session after that. Because there you actually saw your shortfalls with your lesson planning and not just as a teacher because sometimes you just run past the actual target. That was a very emotional session as well and also the last session I think, was it the last or the second last one where we had to share and answer the questions. You realize that what after finishing the whole thing, that you didn't realize at the time perhaps how much you actually learnt but when you actually sat and you had to answer questions, then you realized, oh my word this was actually a journey, this process that you know that you had to go through. And I think for us, it was a very emotional process

but, ja. So I think each session in its right, even though there were some that were not as, I think it's how you opened yourself to each session because each one was very effective. But some probably more because of the way we and the points we were at in our classroom. Yes and then also the session of what was supposed to be happening as far as the support from the department. I know you had two people sitting there dumbstruck when they heard what support we were supposed to be receiving and the gap that was there between WCED, what they are doing and what we are doing in class. I think that was also very eye-opening, seeing that each school actually were given, in some instances different instructions and yet there's a policy that's covering all of this. Ja, the umbrella is there but not everyone is working in the same direction. So that was scary, that session was scary because you just assume that message being brought down you do the same and receive the same understanding but that was scary.

INTERVIEWER: Okay, so have you shared some of your inclusive practices with your other colleagues that were not on the course?

INTERVIEWEE: I think I've done it in one or two phase meetings but of course, I actually needed permission to do it with the whole because there is opportunity.

INTERVIEWER: And what is the reaction when you do share your knowledge with some ...?

INTERVIEWEE: Oh no, it's always useful. It's always useful and they will would be saying, "Yes, that will work" because we've been there together so the four of us can support each other in that way.

INTERVIEWER: Lovely. And then if you've brought in some changes, have your learners noticed it or how does it, how did it change them?

INTERVIEWEE: Well as I said, last year we just ended off with making changes, so for example there were one or two learners that I had last year, there was more target orientated intervention. Because I now had the goal in mind of which area I needed to bridge with the learner. And then also keeping their personality and their interests and all of that in mind. So I know with Conroy [inaudible] I eventually ended with them getting the Christmas gift and that type of thing because I knew from the profile, okay that's the lap that's been removed. With Ethan, I not only needed to sit

with him but him eventually seeing that his mom was just as anxious after the accident, I then needed rope in supporting his mom as well. So that he could see that link [inaudible] and that gave me a better learner in class.

INTERVIEWER: So their behaviour changed?

INTERVIEWEE: Yes. It was I think I could see it. I don't know if they could see but I could see that progress was made because of [inaudible].

INTERVIEWER: Yes or just bringing in a few differences.

INTERVIEWEE: Yes.

INTERVIEWER: So that's all the questions I have for you today, is there anything that you would like to ask me or anything you would like to add?

INTERVIEWEE: It was just a mission to share with the others, the notes as well, the actual package of the pack [inaudible] and then if there's any queries that we do have that pops up if you are willing and if we can just give you a WhatsApp?

INTERVIEWER: Of course.

[END OF TRANSCRIPTION]

JG

INTERVIEWER: Welcome, Mrs Geldenhuys and thank you for giving me some of your time to just chat and so that I can ask you some questions. I just wanted to know, when we had those focus group discussions in our last session, so we asked a [inaudible] of questions and some of the teachers responded and there were some interesting topics that came out of those group discussions. Were there any topics that came out that were interesting to you?

INTERVIEWEE: Yes, like I said, when I heard about that word inclusive I didn't understand it. So when other teachers spoke up and I heard what they are going through with their children or how their children's behaviour is, so I could relate to that too, when I saw, okay but it sounds like a child in my class and things like that. So yes, that was interesting when they spoke to say how their children were, ja, what their behaviour was and so on.

INTERVIEWER: So one of the topics that also came up is the people's prior knowledge that they had about Inclusive Education, so what they knew before versus what they know now. So what do you feel is the difference between what you knew before and what you know now?

INTERVIEWEE: Before, like I said, before I didn't know what it means but now that I've had that – I got that information, I know how to handle the child. I know how to maybe ja, to handle, to work with the child in class like a big group that we have with the children. So I would know okay, this child I need to handle in a certain way or I need to put him at that table or in this group. So it really helped me the workshop that we had about Inclusive Education.

INTERVIEWER: And then, so what is your previous training? So you're busy with the Grade R Diploma now? What was your training before this?

INTERVIEWEE: We had – I had the ECD level, the level 1, level 4 and level 5, with College of Cape Town.

INTERVIEWER: And did you have training in Inclusive Education at the college where you did?

INTERVIEWEE: No.

INTERVIEWER: Not at all? Okay.

INTERVIEWEE: No training as such. I heard about this when I went for an interview at another creche so the lady in charge there, she spoke about the saying Inclusive Education but then I didn't, that's what I'm talking about is that time I didn't understand what she was saying actually, what it meant. Then she said, they're already busy with Inclusive Education.

INTERVIEWER: And the training that we did, do you feel that it helped you and in which way did it help you?

INTERVIEWEE: Yes, that training helped me very much. Like I said, I know now how to identify the child just to know okay, this child needs a little bit of attention or that child needs to sit on the floor and work. I know now how to identify them [inaudible].

INTERVIEWER: And did it help to sit with all the other teachers?

INTERVIEWEE: Yes, it helped very much with the group.

INTERVIEWER: How did it help you?

INTERVIEWEE: It helped because sometimes when you're in your class and you think, this child, that child but you think you're alone. But when you hear other teachers speak out then you see, no, but they're also going through this or they also have these challenges. Because once you're alone for those few hours in the class with your learners alone, you forget about maybe the other teachers but when you hear, when you sit down and you hear teachers speak then you actually hear, no, but they're the same, going through things [talking together]. Now you hear how they handle it and now you think okay, you can try that, the ideas that came out you can try and see if it works for you as well.

INTERVIEWER: So did you feel supported in that type of environment?

INTERVIEWEE: Yes. Yes, I did. I did feel supported, yes, because it's not only, it wasn't only just our school but it was different schools and ja, so, it was very supportive.

INTERVIEWER: Ja, we're all going through the same thing.

INTERVIEWEE: Yes.

INTERVIEWER: So many teachers also mentioned their emotions towards Inclusive Education. They were fearful or they were scared of what it entails almost and so what is the difference between what you felt about it previously and what you feel about it now?

INTERVIEWEE: Okay, yes, you do think when you start [inaudible] when I heard - also they mentioned it here because the principal gave us the page to read through to say Inclusive Education. Before we were thinking, but you are doctor, you're not a psychologist, how can they, how can the school be inclusive but you don't have the knowledge and this and that. But now that you know a little bit it does help because like I said, now you can identify certain things. Yes, you're not a doctor and that, but you can help a child with the information that you've got now.

INTERVIEWER: Ja, so do you feel more confident now?

INTERVIEWEE: Yes, I feel more confident, yes, to help that learner.

INTERVIEWER: That's awesome. Okay, so how did the intervention programme prepare you for inclusivity in the classroom? So what strategies that we gave in the workshop that we did, how did that help you in the classroom? So what strategies are you practising?

INTERVIEWEE: Okay, with this group I didn't start with them yet but when I came back from the workshop with the other group that I had last year, I, like I say, there were a few boys last year that had – that I had that had to – that I had to look at and also use that. I can't now specifically say the strategies but I had to like I said, they were maybe in a certain group. But then I had to go back and say, "Okay, this one needs to maybe move to another group" or, "The one likes to – he doesn't like to sit on the chair. He can go and sit..." So I had to make changes. You see, I had to make some changes, not major changes, but for the child because there are some children maybe that's early, finished with their work before the others so now before that child – because there's one child that said to me, one day, we didn't even start the day yet and he said to me, "Teacher, I'm bored." I just came to sit by this chair, we're going to start the day and he's already bored. So I learnt to – when I give him work, there's already something in place for when he's done, when he will be done

before the others, I will say, he will say, “Teacher, I’m done.” And I look through his work, and I say, “Okay, you are done, there’s another activity for you to do.” So I had to keep him, not keep him busy but because he’s an advanced, I had to always have something prepared for him.

INTERVIEWER: Ja, like an extension activity or something?

INTERVIEWEE: Yes, an extension activity and that, ja.

INTERVIEWER: Okay. Great and then when you implemented these changes, did the learners notice it or what were their reactions to the changes in your classroom?

INTERVIEWEE: I almost don’t want to say they noticed it but I noticed change in them you see. Because I maybe will say, “Okay, just go take a toy out or” but because I had – I was already prepared for those learners that are – that I saw that are maybe difficult to be with, I was prepared for them to say, when they do come and say, “Teacher, I am done” or “Teacher, I want to do this” there was already something prepared for them. Before I wouldn’t be, I wouldn’t be prepared. I would just think, just go sit and ...

INTERVIEWER: Be quiet.

INTERVIEWEE: But then I thought, no, I’m going to handle in a different way. If you come to me and say, “Teacher, I’m finished with my work,” I’m going to have something prepared for you or I’m going to tell you, “Okay, this is your next activity” or, “Play quietly with quiet toys” or like that, ja.

INTERVIEWER: And did they enjoy doing those activities?

INTERVIEWEE: Yes, I saw the change. There wasn’t that, like coming the whole time to you, then say, “Teacher, teacher.” But there was a change in that, using that strategy with them.

INTERVIEWER: Wonderful. Okay, so have you shared what you’ve learnt, have you shared that with some of your colleagues?

INTERVIEWEE: Yes, I have shared with my colleagues her in Grade R what I have learnt. The one teacher is now long, very much longer than me but I have shared with them also what we have learnt there and ...

INTERVIEWER: And what were their reactions towards it?

INTERVIEWEE: They listened to what I said and so on and some of them were also, not surprised but look, the school wasn't inclusive long before. They were years here but the school wasn't inclusive then, it only became now, a few years or a year or two ago. So they were also eager to try different strategies than what we, yes, what I mentioned to them. They were also eager to try different ways of doing things and so on. But we always speak to each other. We are three teachers here in this grade so we always speak to each other about a child and then we will also share ideas on how to go about ...

INTERVIEWER: So it's almost like your own little SBST that you do with the kids?

INTERVIEWEE: Yes.

INTERVIEWER: And do you think a training like this would be beneficial for the other teachers as well?

INTERVIEWEE: Yes, it will be. It will be so that everybody can know. Like I said, we only got a page to read through but if you sit like in a workshop that we sat in, it will be more, it will become more clear. Ja, because immediately if somebody just gives you a topic saying inclusive is this that and the other, like I said, [inaudible] but I am not a doctor. But once you sit in that group like we sat, it's going to become more clear to you [inaudible], okay, it doesn't sound too difficult or ja.

INTERVIEWER: Okay. Let me just see if I have – okay and that's it. Thank you so much for giving me some of your time and I hope I see you again.

[END OF TRANSCRIPTION]

KJ

INTERVIEWER: Thank you for joining me and just being willing to answer some of my questions. Don't be nervous. So when we were sitting in the room and we were discussing all the different topics, a lot of the teachers mentioned things that they were thinking of. Was there any topic that was of interest to you while we were sitting in that group with just us, five teachers sitting there?

INTERVIEWEE: Can you maybe refresh my memory?

INTERVIEWER: Okay, of course. Okay, so we spoke about say prior knowledge of Inclusive Education. So we spoke about prior knowledge of Inclusive Education before we had the training, ja, and then also afterwards. So how does it differ, the training that you had before and the training and what you feel about it now? Like your knowledge about Inclusive Education?

INTERVIEWEE: I suck at this, I'm so sorry. You know, I think before you have your expectation of what it's going to be and well, apparently, the workshop is actually much more than it is, much more information and...

INTERVIEWER: No problem. So you learnt about Inclusive Education in your pre-service. So when you, while you were studying for your degree. So what did you feel, what was covered there? Did you speak about all the learning difficulties?

INTERVIEWEE: Not all learning difficulties that you've mentioned only I think, all the most common were discussed. So we had to choose one of them and have to do assignments on and then you hand it in. So I feel that maybe all of them should have been discussed to such a depth that you have provided us with so that we were better prepared.

INTERVIEWER: So do you feel that the knowledge that we spoke about, so one session we spoke about all the different learning difficulties and then we also spoke about strategy. Do you feel that that has assisted you in your practice now?

INTERVIEWEE: Absolutely. Like I remembered from you know classes, it's – I'm not answering – I'm so sorry.

INTERVIEWER: No, don't worry. Just relax. So I don't know if you remember like in that first session we, I divided you in groups and then I gave you each a learning difficulty to work with.

INTERVIEWEE: Yes, case scenario.

INTERVIEWER: Ja, a case, ja – and then we spoke about some strategies. So did that assist you? So you say you're currently working with ...

INTERVIEWEE: Ja, I think it was nice for me as well because I got different inputs from everyone so it wasn't just my opinion on the scenario. So it was nice to get different opinions on the different scenarios and how to approach them.

INTERVIEWER: So working collaboratively with teachers how to ...? So was it good and sitting with the more experienced teachers and hearing from them?

INTERVIEWEE: Oh yes, absolutely. They know a lot more. So you're just kicking yourself in the – basically, if you're turning a blind eye to that kind of thing.

INTERVIEWER: So what did you find most beneficial about the collaboration?

INTERVIEWEE: I think, well we had the discussion, you know, I'd asked one of the people that participated, "How did you approach that kind of barrier?" And she said there are certain clues when - she used to work in an inclusive school and there are certain things that, certain key words that help you identify things like that. So constantly on the move - ADHD, you know, things like that so.

INTERVIEWER: And do you feel that – so the strategies that – so we had the little table. We said, this is ADHD, this is the identifying factor and these are the strategies. Did you find that those strategies worked in your classroom if you tried them?

INTERVIEWEE: I didn't have any in my class. So I didn't try any of those strategies unfortunately. Definitely autism, you know, I practised waiting with my kids, count down to them transitioning into subject to another.

INTERVIEWER: Okay, so it's almost helped you to have more empathy for the learners and understanding them a bit better. So then the training that you received before in Inclusive Education versus the training that you've had now, do you feel

more equipped with the training or would you like, do you feel that there's more that you need to know?

INTERVIEWEE: I feel that there is more personally that I need to know, you know, if they had training but I still feel that I'm not the children's level. I feel I'm kind of still expecting too much or asking too much of them. So I feel that I just need to I don't know attend a workshop because it's like I'm still stuck in the – I'm still stuck in Mainstream.

INTERVIEWER: Because you said now that you're working at an autistic school. So it's a whole, different ball game you know, bringing it down to their understanding level. That is the challenge that you find still in your classroom?

INTERVIEWEE: Ja.

INTERVIEWER: So also we spoke about, in the focus group discussion, we spoke about emotions and many of the teachers mentioned that they are quite – or they were quite apprehensive towards Inclusive Education. Do you share those sentiments of the apprehension?

INTERVIEWEE: Ja, I think so.

INTERVIEWER: And how do you – no, it's fine, how do you feel about Inclusive Education now?

INTERVIEWEE: I enjoy it. I like it a lot. I preferred being one-on-one than being on your feet the whole time. Different, it's challenging in its own way. I have more empathy towards the children. I am a lot calmer and patient with myself from last year it's a heck of an improvement and you know, I feel like I want to make a difference in my class. I enjoy it now.

INTERVIEWER: Okay, great. So the next question then is how did the intervention programme prepare you for inclusivity in the classroom? How has it made you more aware? Are you able to identify your children's learning needs better?

INTERVIEWEE: I would say in the beginning, no. I struggled a lot. But after, you know, during the workshop you, I'm sorry let me just think about this quickly. In the beginning, no, I don't think I was but after the workshop you know you want to do

better for the child and not just let them be. We want to be a difference in the child's life so you make more time and more effort to assist where you can. One of my kids needed a visual schedule in class so you know, when I was still at my old school and this was only in the last term. It felt that it helped. It made a difference you know. So I think now I am more aware but ja.

INTERVIEWER: So it's not just identifying the kids who have ADHD or autism but it's actually, you know now how to assist those children to make it better for them in the classroom.

INTERVIEWEE: Ja.

INTERVIEWER: Okay. So have you shared what we've learnt, have you shared that with some of your colleagues?

INTERVIEWEE: I have not unfortunately. Besides those who attended the training you know, so, we're in the car and we would discuss it and say like wow, you know, we didn't think about like it like that you know. Or, we didn't know so much about the SIAS Document for example things like that so.

INTERVIEWER: So why didn't you feel free to share it with some of your other colleagues?

INTERVIEWEE: I think because they think they know it all. I don't know, you know I just feel that the setting that I was in I didn't want to speak to people because I don't know people kept on..always questions for everything and I didn't want to share those kind of things. Not that I didn't want to share, but ...

INTERVIEWER: It was just hard to share.

INTERVIEWEE: Ja, just hard to share.

INTERVIEWER: So the last question, is if you brought about changes in your classroom, so you mentioned now with the girl that you brought in a visual schedule did it change your learner's behaviour or did they notice a change?

INTERVIEWEE: I'd say that definitely behaviour changed because previously he would get up, just do his own thing. Not do his own thing, I think he just, he wasn't there so he'd get up, be easily distracted, go sit next to someone, if the case may be, whereas I – you know you partner him with someone who can assist him and also

see the visual schedule that we're working on for now and then only afterwards it's that. So he spoke to his friend and it helped and you could see okay, so ten minutes of this. So he was able to count, not count but write a few words, a few sight words.

INTERVIEWER: So it improved his behaviour?

INTERVIEWEE: Ja, I would say.

INTERVIEWER: Are there some other things that you tried that you saw that a kid that just changed from something to something else?

INTERVIEWEE: I had a kid in my class who, he kept rocking on the mat. So I bought those little rocking chairs so because he needed that stimulation or stimming. Bought that, put it in the class and while we were having, I don't want to say morning ring but life skills or sessions in the morning, then he would sit and rock in it. He was taking in information and you know, then I thought it was just him ... rocking for no apparent reason. So I think once that feeling is satisfied then they are able to ...

INTERVIEWER: To take in more.

INTERVIEWEE: To take in more, ja.

INTERVIEWER: And does it bother the other kids when he is rocking on his own?

INTERVIEWEE: It does. It did because everyone wanted to go but you've just go to tell them, you know, he has needs. This is what he needs to do [inaudible]. I also find if we are more accepting of the differences in our children, then the kids in our class are also generally more accepting of the kids' differences I would say.

INTERVIEWER: And your profile of your class now, do you have high functioning autistic children or are they all on the same level?

INTERVIEWEE: I've got a – I've got a – quite a mixture. I've got the best of both worlds. They – I have one that bolts out the door the whole time so I've got to keep Noah busy at all times with an activity and the others that need to complete an activity. The others need like verbal prompting and things like that. Some work independently. So I think it's a good combination.

INTERVIEWER: Ja, and you're finding that you – and you just said now it's quite challenging but are you managing or is it – do you find yourself planning for the whole classroom or are you just planning for individuals?

INTERVIEWEE: I would say both because certain kids with certain levels can do certain activities together and the rest – so in my case it's three kids who work together and my other three that work together. So they – the other ones, while the one is building CVC words, the other ones are still sequencing numbers one to ten, still sorting colours things liket that so ja.

INTERVIEWER: Well, that's the end of my questions. Do you have any questions for me or things that you're wanting to ask about the training specifically?

INTERVIEWEE: I'm sorry I messed up.

INTERVIEWER: No, you – not at all.

[END OF TRANSCRIPTION]

RH

INTERVIEWER: Good day, Mrs Hendricks.

INTERVIEWEE: Good day, how are you?

INTERVIEWER: I'm fine, thank you. Thank you so much that I can come chat to you and just see your classroom and it's just lovely to see you in your environment. So I'm just going to ask you a few questions and just some things that came up, just that came up during the focus group discussions that we had, that last session that we had but don't worry, just sit back, relax and just answer as you feel fit.

INTERVIEWEE: Thank you my dear.

INTERVIEWER: So during the focus group discussions we had, there were a few topics that came up and one of them was prior knowledge. So what you understood about Inclusive Education and what you understand about Inclusive Education now, what do you think, what is the difference between those two?

INTERVIEWEE: I never knew anything about Inclusive Education until I came to your workshops, right? So now I understand that it doesn't matter which disability or shortcoming any child has, we need to include them all into the mainstream class that we have and we need to try and differentiate, give them activities different to the others, if needs be.

INTERVIEWER: And you've just mentioned to me today in your classroom, this one boy that you've been, it was - you've seen that you need to give him shorter tasks that he needs to do, so can you maybe give me an example of that?

INTERVIEWEE: Yes when he was in Grade R, I'm fortunate enough to be on the SBST. So I was tasked to go through the profiles of the Grade R's and the Grade 1's. So his name popped up – his name popped up and when after checking and reading his background, I discovered that he has a muscular problem. So if you touch him like that, he'll fall over. But he's also going to the Learning Support Teacher and you know we do little things with him like you saw the sand in my class. The funny thing is I have it there for him to feel as well but he likes writing in the sand. So with the muscular, I cannot give him too much, like he can't even grip a pencil properly. I tried day one to put the pencil properly in his hand, I even hold his

hand when he has to write but I've discovered now that he needs to get snippets. He can't do what Clint does in my class. So I'll give him shorter tasks, so he can also, in Afrikaans se, sukses kan smaaak, dat hy iets vir die dag uitgerig het.

INTERVIEWER: Yes, yes and then in terms of training, how did your previous training compare with the training you received, that we did through the intervention programme?

INTERVIEWEE: Okay, we've never received any training before Carien's workshop about Inclusive Education. That only came about after your workshop, so different people visited the school, like the psychologist, now she comes with ADHD and we have this and that. But after your workshop I could come back but I can say with pride, I had – I only had two repeaties last year for this year and you've seen what has happened. I've learnt so many things in your workshop where I knew Clint wasn't the brightest spark in my class but like you taught us about the SIAS Document. I never opened that SIAS, I'm going to be honest, I've never opened that SIAS Document until I came for the interview and after I really came to you, to your workshops. Like with Clint, I noticed he couldn't copy from the board. With that in mind I tried to seat him in front of me, closer to the board. He's doing brilliant work, I mean what I've learnt at the training, I'm just wishful, this is wishful thinking, I wish you can run more of these workshops and get our whole staff to come to the training. I'm sure that like the upper classes they never speak about group work per se. They talk about group work in technology where the children work in groups and this but even if they can do their group work in smaller groups with home language. You know, I won't say the other subjects are not important but with the home language, the Mathematics, things like that I think our results will also be much better because then you'll see I can't give Pietie boy all those notes but maybe I can give him a little bit today and a little bit tomorrow, so that that child can also feel I can complete my work.

INTERVIEWER: Yes, so did you feel that the training was then in depth enough?

INTERVIEWEE: Wow. A big wow. A Friday, just think about a Friday when people pick up their bags on a Friday, they forget about school. That once per month when I picked up my bags I was excited, besides the food, it was yum I must compliment you, whoever the caterers were that was fantastic. But it was not about

the food per se. I have learnt so much in your workshop and I was thankful for opting to be part of it. It was a choice and I chose to be there because if you are a teacher, you must try and make provision for all the children in the class, it's not one size fits all. That's why we do group work. So with the training I could also, I was able to ask you questions if I wasn't sure. I could tell you about our SBST then you would say, "Okay can't you try and do that maybe next time?" I was fortunate enough to speak to you one on one. Even, not even within the group, when we had that little break or something or after the workshop, I could speak to you, "Carien, do you think this would work, how can I do that better?" And like I say, I felt rich when I came from your workshop. And whatever I've learnt, I'm trying to implement it. I can't do everything at once but you know I come across this little child, okay then I know that I know how to complete SNA forms now, I can do those things, like SBST I can play my part also now more, what's the word I'm looking for? I can play my part better.

INTERVIEWER: Okay so ...

INTERVIEWEE: Before I just used to sit there because I didn't know what was going on but now I feel ...

INTERVIEWER: You feel confident.

INTERVIEWEE: Ja, more confident, I can contribute. I can also talk about the SIAS Document, things like that.

INTERVIEWER: You feel knowledgeable?

INTERVIEWEE: Yes, I feel more knowledgeable.

INTERVIEWER: So that was one thing that also came up during the focus group discussion, is that many people felt that they had the theory but they were unsure how to implement that theory. So do you think that you now know how to implement that theory?

INTERVIEWEE: Yes, I can actually say this with pride. When we had our SBST last year still, I remember when we came to the training last year, so when we, as I said earlier, I was tasked with the Grades R's and 1's. You know I could open your notes and I could sit and say okay if this child does this, that and the other or this is a

shortcoming, I could relate, I could take from there and I could share it with the rest of the people. You know Miss Beukes was also part of our training thing and she said, "I know where you got that from, from Carien's workshop." I said, "Yes because what I've learnt there I didn't leave there, I brought it to the classroom and I can implement." And like I'm saying another problem might pop up and I can always go back to my notes again.

INTERVIEWER: You can refer back?

INTERVIEWEE: Yes I can always go back and being an SBST member, if we need to make recommendations, I know what I was trained at your workshop for and I can go back to the notes and I can make recommendations even from there.

INTERVIEWER: Lovely and then your emotions towards - because I know that many of you said that you're quite apprehensive about Inclusive Education in general, how do you feel about it now?

INTERVIEWEE: You won't believe me when I'm going to say this but I'm going to say this in all honesty, I'm always , always apprehensive when I go to any workshop. I'm always scared of I wonder if I'm going to be able to participate, what if I say the wrong thing? I'm like a child, what if I say the – you do have your pride as an adult. But sometimes people laugh at you, that's why in my in my class I have this rule, you don't laugh. You're here to learn and if we learn from our mistakes, it's cool. It's okay to make a mistake but we learn from there. So I came to your workshop feeling apprehensive but not knowing that what I have gained, the experience over the years, was no not much different to what we've learnt in your workshop because I could marry the two. Now that again made me feel okay and being you and having you as our presenter, you know the atmosphere or the ambiance that you created, was never I'm in charge and I'm standing here. You weren't dictating to us, you made us part, we could contribute, we worked in groups. We could share our findings with everybody. So having felt apprehensive like I said it wasn't about that food that was a draw card, I was excited grabbing my bag to come to that workshop on a Friday afternoon when everybody went home, that's why when the principal even spoke to us about - so I said, "Mr Ward, the others have missed out. We made that sacrifice but it was worthwhile." It was so worthwhile.

INTERVIEWER: That's lovely.

INTERVIEWEE: That's why I went to a workshop now, last week Monday, we had to have, we had one Wednesday, last Wednesday here. The previous Saturday I went to a workshop. It was all about how you deal with when you have suspensions or when you have expulsions but I'm not going to badmouth anybody. Again, feeling apprehensive but being part of that, so yes, because you know the unknown is always making you feel uncertain but once you're in it, you're in it to win it.

INTERVIEWER: Definitely.

INTERVIEWEE: Because I mean I felt rich when I came from there, from your workshop, I used - we were talking in the car as we were driving. We used to share.

INTERVIEWER: So it's something to use.

INTERVIEWEE: And even here, being the HOD of the Foundation Phase, I can say to the people, "You know you missed out but guess what, I'm prepared to share the knowledge. Why don't you try this, that and the other? Why don't you see if we – this and that and that can work?" As I said being part of the SBST I can make recommendations now.

INTERVIEWER: Ja, you feel you can.

INTERVIEWEE: Yes, I can.

INTERVIEWER: So that's I think, maybe I'll skip to that question and it says, "Have you shared your inclusive practices with your colleagues and what was their reaction?"

INTERVIEWEE: Yes definitely. Definitely.

INTERVIEWER: So what was ...?

INTERVIEWEE: It's like, it's like, "*Jor* is it because of years of experience, you became very much more intelligent now?" I said, "No, Carien's workshop." You know we are fortunate to be a full service school also. So besides having a full time Learning and Support Teacher there and things, you still have to do your own intervention in your class. You still have to do that. And it's not like everything is in isolation, you just find a way to marry everything and here we go. But like I said your workshop just made me as an individual richer because I said to the principal,

“Meneer dus ‘n jammerte dat almal dit nie bygewoon het nie.” It was never boring, so to say. You didn’t like I said you weren’t disseminating the knowledge all the time. You gave us that opportunity as individuals to share. We worked in groups, we shared, we were from different schools, then you hear okay at that school they do this, why can’t I try that? You know when somebody shared at the workshop and the child has an answer, I had a problem last year with children shouting out. I came back from your workshop and I heard one of the ladies saying there, they’d hold the answer in the hand [inaudible] it worked like a bomb. It worked like a bomb.

INTERVIEWER: Yes, yes, so that collaboration was ...?

INTERVIEWEE: Very good.

INTERVIEWER: And then sharing it with your colleagues here do they actually use the tips and advice you give them?

INTERVIEWEE: You will get the ones who will say you know she shared that with us, so I’m going to try. Like I know for a fact, my one colleague, she’s hungry to learn, so whenever I say, I’ve learnt this at this workshop, “Miss, share with me, can we talk about it?” Then she will implement. I mean I’m now just singling her out but even my Grade 3 colleagues, when they come up with something, “Miss we don’t know how this and that” and I say, “You know what at the workshop I learnt, this, that and the other, try it and see if it works.” Yes, I know to an extent, it doesn’t, it doesn’t happen overnight where things change, it’s a process.

INTERVIEWER: For sure.

INTERVIEWEE: It’s a process, so we just need to you know, be – what’s the Afrikaans wat ek wil sê, staan vastig.

INTERVIEWER: Yes, consistent with that yes.

INTERVIEWEE: As jy sê to be consistent, that is the word I’m looking for.

INTERVIEWER: No, definitely I think collaboration is so important and they need to get everyone on board to share their best practices but like Miss Adams was also just saying to me, if we had done the workshop with all the teachers.

INTERVIEWEE: It’s true.

INTERVIEWER: Then we would have been all on the same page because now you find, scatters. Scatters of information and people aren't always receptive to someone else telling them what might work.

INTERVIEWEE: And it's not like you feel, ah, now they're bothering me again, jislaiik. You're not being selfish but I share the sentiments of Miss Adams. We made that sacrifice. Everybody could have been so much richer since we are a full service school. We could have, like she said, we could have been all on the same page. It wouldn't have been necessary for me, not that I don't, I like to share, like best practice, in our Foundation Phase meeting we always share also but I'm just saying, would have been all on the same page since we are a full service school. And inclusive is die wagwoord van die dag hier by die skool.

INTERVIEWER: Exactly. Okay so how did the intervention programme prepare you for inclusivity in the classroom?

INTERVIEWEE: The intervention, it just opened my eyes to the fact that if I give Carien an example, Carien is struggling with let's say bonds, simple example bonds and I'm struggling with let's say two digit, addition two digits, I couldn't give you the same as what I'm giving this one. It taught me that I have to differentiate. Again, not one size fits all because I needed to address the actual problem, the shortcoming.

INTERVIEWER: It doesn't help that you move on from the problem if they haven't got a solid foundation.

INTERVIEWEE: You have to do that intervention because if you are in a hurry to continue, you are going to find that the gap becomes bigger and bigger and at the end, there's nothing to salvage.

INTERVIEWER: And like you said to me, earlier today as well, that you needed to adapt your whole prep for this year.

INTERVIEWEE: Yes, because ...

INTERVIEWER: Specifically because they're not where your other Grade 1's were last year.

INTERVIEWEE: Exactly, like I always imagine, like last year Grade 1, this year Grade 1, same work; we just change the dates. Can't. There's new phonics, Jolly

Phonics, we don't do that reading the beehive scheme. They are going to do the Jolly Phonics reading next term when they know their 44 sounds first. But what I'm saying is, it's not like you can work at the same pace every year, you have to fetch those children where they stopped in the previous grade, otherwise you're going to have endless problems if they don't do that sound foundation. And I have also noticed as I said to you earlier, those children of last year, were a little stronger than the ones. Yes, you do find those individuals that's - I showed you now that I'm doing a little bit extra, the ones who work fast, I'm not going to say to them, this is where you stop. I gave them a little extra work and I've got extra worksheets also in the class, so if Clint is done, Clint there's an extra one for you, where I just re-enforce, for example number names which they should know, like number them 1 to 10, so nothing prevents me from saying, "Clint, take that worksheet and carry on." I've just given my first group extra work because I mean they are faster workers but as I still say, they are still not on the same level as the ones were of last year.

INTERVIEWER: So you've seen with the differentiating that you have to accommodate your learners who are not on the same level and your middle and your kids who need extra as well.

INTERVIEWEE: Exactly that's why I have their names on the wall but it doesn't mean that it's going to stay like that forever. You will find as time passes, that this one from the weaker group can come over to the stronger group and maybe for whatever reason that stronger one is going to a weaker group. We hope not, God forbid but we'd love to see that long string that I've shown you for home language. I'd love to see that very short or even nobody and have them all in the middle or even in the first group.

INTERVIEWER: So you understand that it's not set in stone?

INTERVIEWEE: No, never, never.

INTERVIEWER: And then also you know that learning barriers aren't only learning challenges but it's also your emotional difficulties.

INTERVIEWEE: With that, I've explained to you about Clint, all those emotions of last year, all the baggage but at our diploma ceremony for the older brother, the Grade 7's, they had their own, I spoke to the granny and to the uncle. The uncle is

apparently on television quite frequently. He does the morning show in Afrikaans, I don't know what it's called but I've spoken to uncle, I said to uncle, "Look how far you've made it? Can't we do the same for Clint? Can we take him out of that backyard?" They were backyard dwellers, can't you take him out and take him with you? He promised me and I can see that change. I can see that change. There's, as a teacher you can't say, "This is my job, I'm just coming to school." There are so many different emotions taking place. If that child cries, your heart cries for the child, what is wrong? I had a child crying this morning, Ashuda[?] what is wrong? She couldn't find a book. I said, "Don't cry my angel, we will find it." It was just on the table next to her table because I take their books home to mark every day. So whoever shared out the books placed the book on the wrong place.

INTERVIEWER: Wrong place, shame, ja.

INTERVIEWEE: But I teach them pride, I teach them you know this is yours, look after what you have, because at the end of the day, it's their belongings and we need to teach them all those different beautiful things, which they are going to need for the life out there one day. Just this morning, one of my children gave the news of the child the eight year old girl who has been abducted and this is what I've been preaching to them every day, like when I walk my children to the gate, yes, I didn't give birth to them but as a teacher you know, you just take up that role, as mother, caregiver, doctor, nurse, psychologist, social worker. So when I walk them to the gate in the afternoon, I will always say to them, "Children you are going home but don't leave at school what teacher has taught you, remember what are the rules? Straight home." They will say it as we walk, "Don't go to strangers, don't go with strangers." This morning the child gave the news, so I asked them again so what are the three rules? So I said to them don't be gullible and teacher has sweets for you, your mommy can buy for you and please, it's not like in the olden days where you know where we were safe. You – we weren't free but we were safe. You are free but you're not safe. So I said to them be cautious but luckily for me, you know what my first lessons when I start my year, is always about good and bad secrets, good and bad touches. So they know what they can share and they know what they mustn't share, like and mommy buys daddy a car, that is a good secret. But when Uncle John touches me, I give them a hug because they worked well but I also explain to them what an uncomfortable hug is, that is not a good hug. You know just

to make them aware because I know many of these parents are working. Some of them are single parents. They have to work in order for them to survive. So as much as I can give them in class, I do that even if I have to – the one thing that's really disturbing is, not many of my parents are really involved in their children's schooling. And that is so sad. We had an orientation meeting in January I think the 1st or the 2nd Saturday. I make my parents sign in my lap book because I need to see how interested you really are about your child. And besides that, every meeting that we have, I make them sign on that same class because I will write a different date. So if you come and complain to me about your child at the end of the year, you were never involved, where were you, we had meetings. Example, a mommy walked into my class one day and I said to her, "No, this is not allowed." At the orientation I spoke to the parents about what is expected, the stationery, the part that I must play, the part that you must play that we need to be a team for the sake of the child. Can we work as a team for the sake of your and my child and I also spoke about my rules. "Don't come and bother me during my contact time, if you need to see me, it must be after school." I actually physically removed a mommy from my class one day when she just walked in because she wanted to come and bring something simple as a jersey, I said, "No, this is not allowed, thank you. Wrong jersey, come after school, then we sort it." But parents must realize also yes, this is a Section 21 school. If their children go to the high schools they want to you know, give it their all so why must we be treated indifferently. There you want to make an appointment because you know I can't go there without an appointment, do the same here.

INTERVIEWER: Have respect.

INTERVIEWEE: Have respect, don't do – this is Mannenberg. All the more reason why we have to do things right because it is Mannenberg and these children get so little already that is why I try to give it my all. I give it my all and I'm not worried about timetable that says, listening and speaking. We will have our morning chat before we start.

INTERVIEWER: Yes.

INTERVIEWEE: I must know how Carien is feeling today? Why are you feeling like that? So if for whatever reason, you burst out in tears or you're not working,

then teacher knows why Carien is not working today, they have death in their family or things like that. You see ,I'm sorry to say this but many teachers just want to get the job done and they're not worried about the emotions of the child, the child as a holistic, as a whole. It's important that you know all of those about the child;

INTERVIEWER: Ja, and that's all inclusivity.

INTERVIEWEE: Exactly, we should know because in today's age, unfortunately with the gangsterism being so rife, it's not possible for me to always say I can go to Carien's house to see the mom whatever. But what I do do, I try to engage with the learners on a one on one level basis to see, so how many people live in your house, things like that. I had the fortunate opportunity of taking home a learner of mine you know the one that I told you, the muscular problem? He was stranded and we took that for news [inaudible] because for the Monday, that was the Friday when he was stranded here. His uncle fetches him from school in the afternoon. Uncle just forgot about him on the day. Uncle went to the mosque which is opposite the school. I stayed here because my husband also goes to the mosque here. So I said to my husband, "This child is stranded but luckily I know where he lives, number 80a Thamesville Avenue." So I told my husband, "Is it okay if we take him home? Yes." Low and behold, grandfather was sitting outside and granny wasn't there, uncle wasn't there to receive him. The Monday they came to school to apologize and I said to them, "Can you see [inaudible] he could have been, if now was now a nonchalant teacher, the child could have been abducted from outside. But I said to them, "Come back, wait for teacher and I'll take you home." We took it for news because the word was stranded. So we spoke about what stranded means, you're not just stranded if nobody fetches you, you can become stranded if your driver doesn't pitch to pick you up in the afternoon. Your car can breakdown then you are stranded. Things like that so it's just widening their vocabulary, bringing what's outside.

INTERVIEWER: Use everything as a learning opportunity.

INTERVIEWEE: Use everything – super smart. Just make them super clever.

INTERVIEWER: Okay so the last question that I think we've answered it but if you brought about changes, how did the learners respond to the changes in the classroom?

INTERVIEWEE: You know a child is a child. Some of them will say, "Teacher's doing that differently" or things, like with the Jolly Phonics, luckily this was a new group of children. I'm sure if I had to come with Jolly Phonics last year in term 3, my children would have frowned. But they, my new learners with the Jolly Phonics, being something new, implementing from the word go, they're enjoying it, they're having fun, so a child, I always say a child feels safe if you have boundaries. So they know that they have to learn Jolly Phonics which is something new to teacher as I said apprehension is my – that is a big word for me. I'm always apprehensive about everything but when I'm in it, you know, there's no stopping me. So they are okay. I made a lesson about the boy with the muscular problem. I said to them, children all of us because our first topic, our first theme was me. So it was easy for me to speak about the similarities, the differences. I said to them, Shafoor[?] is normal like all of us. He has two eyes, two of everything but he's just a small little, a teeny weeny little bit different. Shafoor has muscular problems - I explained to them that he can't grip like we can grip, don't push him, be careful when you walk behind him, help him if he needs help. Take him, like Clint takes Shafoor to the toilet.

INTERVIEWER: Oh sweet, yes.

INTERVIEWEE: He carries Shafoor's bag for him to the gate in the afternoon but they adapt very easily.

INTERVIEWER: But you've normalized it?

INTERVIEWEE: I've - I had to. I hadn't like I couldn't say it's something out there in die hemelruim wat daar hang en wag, nou eers moet ek – I had to adapt first. You must remember of all the years of phonics I know methodology phonics, not just one way, I'll do it this way today, that way tomorrow. But Jolly Phonics was something completely new to me but I first had to adapt and make it a passion and make it enjoyable for myself, trying ways and means of making it fun and interesting for those learners. And when they saw my excitement it was like, it's normal, so what. It's phonics, we're enjoying it, we know when teacher says we're going to the mat now, they know it's phonics or they know it's Mathematics or they know it's one of our mat lessons or reading aloud to them before they go home in the afternoon, which they enjoy so much.

INTERVIEWER: And even this little boy with the hand, when you said its okay, he's just different in a way they, it was normal for them as well.

INTERVIEWEE: And they have actually embraced that. They've accepted him with his little disability and nobody made a hoo-haa about it or made fun of him. They know that because you see when I do life skills, I try to tell them the origin of everything. God made us, we weren't just placed here. We came from mom and dad, everything, but not in detail. The little that they must know at their age and their level, so they know, we weren't monkeys like we were taught way back. My mommy, daddy used to tell us, no, you were monkeys and we caught you, you were falling from the mountain, I give them the real Mc Coy but oppervlakig soos hulle sal sê.

INTERVIEWER: Yes.

INTERVIEWEE: Ek weet waarom in diepte te gaan oor dinge and waarom net oppervlakig te hou.

INTERVIEWER: Yes. Well those are all my questions I have.

INTERVIEWEE: I thought we're going to spend the day?

INTERVIEWER: The whole day. Do you have any questions for me or anything that you want to say?

INTERVIEWEE: At this stage, I would love to suggest, I've got nothing to ask like I'm fortunate we had the ADHD workshop here now, last week Wednesday.

INTERVIEWER: I heard, ja.

INTERVIEWEE: So we also asked there and I'm so proud because I could, you know, I'm always the first, my CA was saying the other day to the - whenever she visits a school then we have a briefing afterwards and she said she's never seen somebody like Mrs Hendriks, who asks so many questions. But I, this is my - what I maintain, this is my reasoning, if you don't know, ask. You are stupid for those few seconds but having asked the question and getting an acceptable answer or an answer, it opens your mind to so many things, then you know I've been stupid for a few seconds but now I know.

INTERVIEWER: Now you understand.

INTERVIEWEE: I understand. Ek gaan nie vir ewig dom bly nie, as jy vra dan is jy dom, maar as jy nie gaan vra nie, gaan jy dom bly. So rather look like that fool who's asking all the questions because it seems like you don't know anything. But there are so many other people sitting in that same venue or in that same room, they are also you know hulle worstel met die vraag, ek wonder maar hulle wil nie vra nie.

INTERVIEWER: Too shy to ask, ja.

INTERVIEWEE: Ek vra want dan [Afrikaans] verander dit, baie ander mense vrae wat ook nie weet nie. So with this ADHD I could say the symptoms of a child with ADHD because I've learnt it at your workshop. You've opened that up to us, symptoms or things to look out for you know, the child can't sit still. Short concentration, all those things, I could jot them. We were given a strip of paper, by the time the lady's been asking, I have jotted down so many things and others actually shared the same which I had on the list. But I'm just saying, if I have never been to your workshop and we never had other workshops, I would probably have never known so now Carien is ADHD or that one or how I must set up my classroom. I know short lessons, not too long, concentration span is short, wissel die les 'n bietjie af, 'n lang en 'n korte.

INTERVIEWER: So having workshops like that it enriches your knowledge.

INTERVIEWEE: Yes. Soo I just want to make a recommendation or suggestion, that you continue with these workshops. Also to - and from our side we'll try and encourage our colleagues because I'm sure if they had to go to this workshop before our school became an inclusive school, they would have had a better understanding. I would love for you to continue.

INTERVIEWER: So do you think that that understanding will change their attitude towards Inclusive Education?

INTERVIEWEE: Yes because I'm not going to mention names but sometimes you pass a colleague in the foyer or wherever and the colleague says, "I don't know what anymore, you know I don't know, I've tried this and it doesn't work." But had you been there, you could have learnt how to adapt, adjust, you know.

INTERVIEWER: You would have had the knowledge to do it.

INTERVIEWEE: Yes.

INTERVIEWER: I will definitely take that recommendation into consideration.

INTERVIEWEE: No, truthfully, I mean every word that I'm saying and if it's going to be the same course, the same workshops, I might just pop in for a refresher or alternatively, if you're going to have other workshops, I'll avail myself because I believe in life-long learning and I believe in learning every day. So you can see, you can go to my class, you can ask the children. I try to teach them a new word every day. I try to teach them because if they've learnt nothing for the day at least they've learnt a new word for the day. I'm just saying, you do get the ones you know they absorb, absorb, you do get the other one aha I'm not going to remember that little ...

INTERVIEWER: And they get on with it.

INTERVIEWEE: You know consistency, consistency and we need to revise and revise and as you've seen I love concrete, I love concrete. I try to do everything concrete and I want to share this with the CA also. If people do that estimation I'm not saying my way is the way but I do estimation with my whole group on - the whole class. I have one container, I don't put like you estimate between the two of you, I have one container, you won't believe me, how it opens up the knowledge for the bonds because there we give them vocabulary of you estimate it spot on. There's no, your estimation is never wrong, never, I always tell my children remember whatever you say, is never wrong. If Clint said nine and example Nora said four and the number was actually 10, what is okay, let's say Clint said 11 what has Clint done, he said too many teacher, you know my vocabulary comes to the fore, over estimation. Nora said four, underestimation so if I over – it makes your job so easy, so if Clint has over estimated he said 11 but it had to be 10, what must we do, we take away? The children are teaching themselves.

INTERVIEWER: Ja, they're exploring.

INTERVIEWEE: Exactly because it's not teacher say, now this is five but this is four, so this is over, they say it themselves.

INTERVIEWER: They're finding out for themselves.

INTERVIEWEE: You don't even have to teach them that. But you just have to be consistent about things.

INTERVIEWER: Everything you do.

INTERVIEWEE: Everything you do you have to be consistent. And we need to start from the concrete, go to semi concrete, when the children are ready. Don't be in a hurry to get to abstract, we'll get there when they, when we get there.

INTERVIEWER: But when they're ready.

INTERVIEWEE: When they are ready, do the concrete, start from the concrete and never underestimate children.

INTERVIEWER: Never.

INTERVIEWEE: Never. I mean never did I think over estimation and they could tell me but you have to take away, you have to add more, you know to get to that number, I didn't teach it to them.

INTERVIEWER: Ja, they knew it.

INTERVIEWEE: I just prompt them.

INTERVIEWER: Yes.

INTERVIEWEE: I just prompt them but they gave it - I mean it's making so easy because this morning I forgot to do the estimation and they said to me we didn't estimate. Because something came up, we just had to start with our counting because I was pointing and I always sit and count with actions. So we go one, two, three like that and then we count backwards, 20, 19. When we do two's, we do one clap, four clap, two fingers sorry, six, eight it's teaching them to and at the same time we did odd and even numbers when we did that.

INTERVIEWER: Yes, exactly.

INTERVIEWEE: Nothing in isolation – alles in een pot.

INTERVIEWER: Yes.

INTERVIEWEE: En ons kook sop.

INTERVIEWER: Dis hoe dit moet wees.

INTERVIEWEE: Alles in een pot, en dit is n pot sop of n pot breyani.

INTERVIEWER: Arg lekker. So dankie Juffrou Hendriks.

INTERVIEWEE: Dis n plesier, juffrou. Enige tyd.

INTERVIEWER: Ek waardeer dit so baie, gaan sommer ...

[END OF TRANSCRIPTION]

SA

INTERVIEWER: So it's so nice to be in your classroom as well. Okay, so I just wanted to chat about what we talked about in the intervention programme and what you notice. So when we were having those focus group discussions, everyone raised some questions, there were interesting topics that came out of that. So people were talking about is what their prior knowledge was before they came to the intervention programme. So how do you feel that your knowledge has changed since you've been at the workshop?

INTERVIEWEE: For me, the word inclusive was for me more like, people with wheelchair, deaf people, people with hearing problems. For me, that's inclusive. I never knew that it was like, like language barriers and all those things. So I learnt a lot where that was concerned. So I have more understanding about what it is inclusivity ...

INTERVIEWER: So the definition kind of broadened?

INTERVIEWEE: Yes, yes, yes.

INTERVIEWER: That's amazing and then also we spoke about the training that you received prior to the intervention workshop. So many of the training, how does it compare, the training you received before and the intervention programme? How did the two differ for you?

INTERVIEWEE: Do you mean your training? Your training was more in-depth for me because it was more interaction, you could learn a lot of, what other people were saying, other schools what they experienced and what we experienced here. And the only thing was, there wasn't much, like the groups, we weren't put into groups, Grade R Teachers. So we could have learnt off each other there also like what do you do in your classroom when a child has that problem? Maybe a workshop like that also.

INTERVIEWER: Okay, so you would like a workshop where the Grade R Teachers – they're more together.

INTERVIEWEE: Together, yes.

INTERVIEWER: Okay. Well, that makes sense but you enjoyed the collaboration?

INTERVIEWEE: No, that was very, very – I learnt a lot from...

INTERVIEWER: Ja, because it's good having the theory but you must also have the practice side to it.

INTERVIEWEE: The practice and the workshop – it wasn't just, you were reading, reading, reading. You went into that small group, listened to other people what they're experience in their classroom. For me, it was very nice. Even though it was upper standards, it wasn't on my level because there wasn't much – it was mostly the – from the Grade 4's and but I enjoyed myself, very informative.

INTERVIEWER: And then so I suppose it's very much the same but you know, you learn something, you have theory about something and taking that theory and practising it, have you – is that difficult for you taking theory or now that you've done a workshop is it easier for you?

INTERVIEWEE: It's much easier and I think - I go back to my notes also you know, when I want to know something I just go back because I keep it here in the classroom. I keep it here. If I want to know something then – like Zack, I could go back and – how can I help so the person...Go to the office... Go tell the school that I have this problem and then he told me okay, get your consent and take her to the speech therapist so the channel that we have to go through.

INTERVIEWER: You understand the channels better now.

INTERVIEWEE: And now we have a better background about Zack also why ...

INTERVIEWER: Why he has difficulties?

INTERVIEWEE: Yes, yes. There is a big gap, the one before him is 15 and his mommy had him late in her 40's and all these things. So now you have a better understanding about Zack.

INTERVIEWER: So you understand now that the background actually has a huge impact on his development aswell and when you spoke to the Speech and Language Therapist, did you feel more competent to speak to ...

INTERVIEWEE: More confident. I was a bit scared. I didn't know how the parents would react but you know *mos* all the parents they deny but I was very glad I spoke to her the very first day that I picked that up because it's going to be very difficult for Zack especially when he learns sounds because he says, for sun, he says fun.

INTERVIEWER: So he can't hear the difference.

INTERVIEWEE: Yes, he can't hear the difference.

INTERVIEWER: All right and then we spoke a lot about emotions, you know what we're feeling so before the training workshop how did you feel about Inclusive Education?

INTERVIEWEE: I'm a very, how can I say, very soft-hearted person so that was always my – I'm always concerned about the next child or other people. But now [inaudible] how can I tell you now? Do you mean how's my emotion towards ...?

INTERVIEWER: Ja, so what did you feel before we did the workshop about Inclusive Education? Was it a bit like ...?

INTERVIEWEE: I was scared. I was scared at first. As I told you [inaudible] and I was scared. How am I going to handle – because my understanding as I told you my understanding was a wheelchair coming through my classroom. That was my concern, how am I going to handle this? It's going to be – not a burden to me, it's going to be extra work, I have to see, I have to concentrate more on that child. That was my ...

INTERVIEWER: And now, you feel more confident?

INTERVIEWEE: But now I'm more confident.

INTERVIEWER: All right and then the second question I have for you is how did the intervention programme prepare you for inclusivity in your classroom? So the topics that we discussed during the training, do you think that that was helpful for you to feel better equipped to deal with the children in your classes? Okay, in which way? Can you explain a bit more?

INTERVIEWEE: In which way? How can I say? Can I explain again with Zack? He's again, the example. So now I know exactly – I know exactly now what is

inclusivity. So like Zack and other children maybe with emotional problems. Now I know how to handle them.

INTERVIEWER: Ja, how to include them.

INTERVIEWEE: Include them also. Like Olathemba, she's Xhosa speaking so I have to now see how I can get her in. So now I say little words, when we tell the story I will say, when we say grandmother, then I say Gogo. Things like that – we count now in Xhosa and you can see that she interacts now, bring words in where it's like – where we do the window that I'm going to put it now on there, the Xhosa language because I only have English and Afrikaans. So I would include her that she can feel comfortable in class.

INTERVIEWER: And in that way she will learn much quicker. So you feel now that you have to include these learners and you feel more confident including them?

INTERVIEWEE: Yes, very much.

INTERVIEWER: Okay. Okay, then the last question, have you shared your inclusive practices with your colleagues? So have you spoken to the colleagues that weren't at our intervention programme?

INTERVIEWEE: Not. I'm honest. No, not yet.

INTERVIEWER: What's the reason for that?

INTERVIEWEE: I really don't know what is the reason. Maybe just too busy.

INTERVIEWER: Do you feel that they're already inclusive or that they ...?

INTERVIEWEE: I think maybe my colleagues in Grade R, maybe she picks up these things but she won't do it like we went into deep, much detail. Maybe if we have, maybe all of us have a workshop together [inaudible] all of us.

INTERVIEWER: Do you feel someone with like more authority maybe like an HOD or do you feel that you're comfortable with them sharing something like that? Sometimes we say something and we don't think that people will believe us.

INTERVIEWEE: Yes, that's another ja, or you went to the workshop now you want to come and tell me what I must do.

INTERVIEWER: So do you feel like a lot of your colleagues at school are kind of like that that they don't want to – maybe they wanted to do the training themselves they don't want to necessarily hear from their colleagues or ...?

INTERVIEWEE: I think they will be more comfortable if it's all of us.

INTERVIEWER: Okay, why I am asking I wonder if it would be more beneficial doing a workshop like this at a school you know so that all the colleagues are on the same page.

INTERVIEWEE: I think that, ja – because I mean it affects all of us actually, not just certain classrooms.

INTERVIEWER: But that's what I'm thinking is because you are an inclusive school. It's not like you're not going to deal with these kinds of things. So you want, I think you want all your colleagues on the same page.

INTERVIEWEE: Same page, yes. We had one last Friday, Wednesday, the ADHD Worskshop from the department.

INTERVIEWER: And how was that?

INTERVIEWEE: It was very interesting.

INTERVIEWER: Oh great. Ja, especially because you can see... I think it was Janine that also mentioned, she says in Grade R, you don't know what you're getting.

INTERVIEWEE: Yes, you don't know. You don't know.

INTERVIEWER: And you sort out all the problems in Grade R and then they go up to Grade 1, so.

INTERVIEWEE: But you know, they only test the ADHD children from Grade 1, not Grade R. They said because they're still developing, we don't know because it is a lot of symptoms you need to look at before they can be diagnosed with ADHD. But everyone was there.

INTERVIEWER: So everyone heard the same message?

INTERVIEWEE: The same, ja.

INTERVIEWER: So that's what I was thinking is doing something like an Inclusive Training Workshop would be better to ...

INTERVIEWEE: Maybe here, maybe one afternoon. Actually speak to teacher Hendricks so she can organise it.

INTERVIEWER: Well, I hear Mr Ward [inaudible] is leaving us.

INTERVIEWEE: Yes, he's leaving, yes, he's leaving or even Miss Sherry you can speak to her and it will be nice having it so that everyone knows.

INTERVIEWER: Like everyone's on the same page because it's now you know for the research purposes, I work with little teachers but they're actually doing like a whole school.

INTERVIEWEE: A whole school.

INTERVIEWER: So then the last question is did you bring, after the workshop, did you bring changes in your classroom?

INTERVIEWEE: Not actually. I'm just following what the curriculum is telling me to do but I brought in like – like with Zach I brought in the sand tray for him so he can feel the – if you make a sound and ja, like that things and I'm bringing other games also.

INTERVIEWER: So do you think it's more your attitude that has changed?

INTERVIEWEE: Yes. Yes.

INTERVIEWER: Is it, more than physical things you've changed, do you rather feel that you have changed?

INTERVIEWEE: For me, that's important. First get the relay because I was very scared, very scared telling Zacharias's mom because I didn't know how to – because she – and I could hear from them she said, she understands what you're saying.

INTERVIEWER: Yes, because she's his mom?

INTERVIEWEE: Yes, she doesn't have a problem. His friends don't have a problem but then I told her from my side the things that you have to know when he goes to Grade 1, that is important. So afterwards she was okay, she was glad.

INTERVIEWER: And did you see when you were, when your attitude changed towards Inclusive Education? Could you see that in your children as well that they respond more positively to you?

INTERVIEWEE: Yes, yes.

INTERVIEWER: And this is a new year now so.

INTERVIEWEE: It's a new year also, yes.

INTERVIEWER: Thanks [inaudible].

INTERVIEWEE: Yes, [inaudible]. Come nearer and say, excuse me. Yes, you can come ...

INTERVIEWER: Okay, that's all from me. Are there any questions from your side?

INTERVIEWEE: Not actually. But I would appreciate if you can do the workshop just to get a more clear understanding. If you do it again [talking together], refresh the memory.

[END OF TRANSCRIPTION]

SS

INTERVIEWEE: Good morning Mrs Solomons and welcome to the interview. Thank you so much for welcoming me into your classroom. It's so nice to see your kids and just how you're practising in your classroom. So I just wanted to ask you a few questions with the training that we did in September. I think it was July and September last year. It seems like such a long time ago. But when we had those discussions, I think you were with my Professor, Professor Condry in a little group where a bunch of you spoke together and there were some interesting topics that came out of that discussion. Is there something that was of interest to you that you thought wow?

INTERVIEWEE: I know we went overboard when we were speaking. I need to think back. What I found interesting was that the ladies that I was with, we were all on the same page basically. We all spoke the same tone. So like the question was posed and everyone's answer was similar and everyone – the points that we wanted to raise, everything, it came to that same point and everyone had the same understanding; they had the same concerns with the questions that she asked.

INTERVIEWER: So you came out of similar contexts?

INTERVIEWEE: There we go.

INTERVIEWER: Almost, ja. So some of the points that were raised as well, is your, is the prior knowledge you had before the intervention. So what do you think is the difference of what you knew about Inclusive Education before and what you know now?

INTERVIEWEE: To be honest I was Waldorf trained. I studied at Waldorf. So coming into Mainstream was a bit difficult at first and over the years, with the intervention, going to workshops and things like that, and then with the things that we did when we were with you, it has helped because I try to use my prior knowledge and implement that as well and then try to marry the two and I find now that working with the special needs [inaudible] because I find that a lot of my learners who have learning barriers, they become difficult with their behaviour as well. So working with both prior knowledge and the new things that I learnt, it's helping to subdue them a bit in the class and I get more done now and I can see the difference in, especially

some of my learners that I had last year. They are repeating and they're still with me. I can see there's a difference because since that time, at the end of last year and the beginning of this year doing different things with them, you can see that there is a bit of, not huge change, but there's a bit of improvement in them, in some of them, not all of them.

INTERVIEWER: So do you feel that the training has definitely helped you in maybe managing your class better?

INTERVIEWEE: Yes, it has helped me. Ja, it has helped me because now I can think, okay, like for example as you saw now we were doing sharing and I did it last week and I said to myself and I marked the books and I said to myself, "Uh-uh, we need to do this again." So for the past three or four days, we've just been doing sharing and I said to our HOD, I said to her, "Is it wrong if I just carry on with this every day until they all get it?" And she says to me, "No, because you decide what you want to do" and the Curriculum Advisor, who was here yesterday as well and she said to me, "They're doing quite well." So I said, "Yes, because I've been doing it for a few days and then from there I can gauge exactly who still needs extra support."

INTERVIEWER: And then, so what are your emotions now towards Inclusive Education like versus before and now?

INTERVIEWEE: At first, I was very nervous when they said to us we're an Inclusive School and it was feeling like, how do I as, I mean I haven't really been trained as a learning support teacher, how do I work with the learners? And after doing this workshop, getting ideas, getting the input that we got and the – it was – I can now put into practice and be more practical about it because now, to be honest I struggled when it came to groupwork, when it came to [inaudible] but now I can say it's not perfect but I get to it. I get to, doing what I need to do and it has helped a lot.

INTERVIEWER: Ja and you know now also that it's not – like you've mentioned now it's not to say you have to follow the curriculum, word for word. It's rather getting the understanding there before you move onto the next thing.

INTERVIEWEE: Yes, and where the child is at rather than – because the curriculum is so fast-paced and half way through the day or through the week you've

got this backlog of learners that are sitting behind and they don't know what happened the first few days of the week. And by Friday you sit and you think, oh gosh, now I need to go back again. Where, on the first day that's why I, for myself I mark every day and the people tell me I'm crazy but I say, "I'll rather mark their books every day so that I know tomorrow yes, I plan to do this but I can't do that yet because they still didn't grasp the concept of the previous day."

INTERVIEWER: And can you see the difference in your assessments that you do?

INTERVIEWEE: Yes. From baseline up until now when I started assessing. I didn't mark it but I looked through. I could actually see there is, that some of them had, from – with time dimension and distance and just while they were doing it now, I could see that there is a difference.

INTERVIEWER: There's a definitely improvement.

INTERVIEWEE: Yes, because I focused more on doing the baseline. I did an analysis and I saw, okay, you need this and some need that and then I focussed my lessons on those things, my group work on those things and I can now see that it has helped. There has been an improvement.

INTERVIEWER: Definitely. Okay, so the next question would be then how did the intervention programme the workshop that we did prepare you for inclusivity in the classroom?

INTERVIEWEE: With all the information, the things that we spoke about, readings and things like that, it has, even me now, I understand much better what Inclusive Education is. It's not just, how can I put it? Like we were, when we said we're inclusive, we're just going to get, anyone can become part of our school now and we were just thrown in the deep end. But doing the workshop, it actually, it makes you now understand that it doesn't, yes, you can have learners with learning difficulties but they can be high functioning, they can be low functioning and you can work with them. It's not just, "Ag, you've got a learning difficulty, I'll push you one side." You can work with learners. Yes, luckily we have a Learning Support Teacher on our premises and she helps us as well but including those learners, you might think, for example, Toohid[?] in my class, he's not going to understand this. I'm just

going to let him go. But today he showed me can do, he can share. He can put these numbers from smallest to biggest.

INTERVIEWER: It just takes a bit longer.

INTERVIEWEE: It just takes a bit longer, that I need to work, sit longer with you. I need to take you alone and sit on the mat with you and things like that.

INTERVIEWER: And were there any topics of interest in the intervention programme that you did that you thought, wow that's really fascinating?

INTERVIEWEE: There were. It was so much, I, to be honest I enjoyed everything. For me, it was, I've been – when I started at the school, I had two learners in my class who would not speak or couldn't do anything and that was difficult for me. And then two years ago, I had a girl, again, who, she can speak but she's got, they classified her as selective mutism and she was then with me in Grade 1 and I didn't know what to do with this child. But after the workshop and working with them, we came back and last week she was in Miss Hendricks class and Miss Hendricks – and this year when she started she's speaking to me. It's not loud and I'm speaking to you. It's a whisper but I can at least hear what she's saying. So that has helped me to help her as well because I was a bit – it was bit daunting for me when they said, they're putting Tiara in my class and even now I was like, oh gosh, what am I going to do with this child? Because now I have to go through another year. It was frustrating for me because at that time I did not know how to work with her and after working with – doing the workshops and things, I could like bring her in and I could, she now has come to the point, she was very, "Don't embrace me. Don't touch me, don't" where she comes and she'll come and embrace me and stuff. So it has helped me to be more receptive of learners also with difficulties.

INTERVIEWER: Then, so have you shared your inclusive practices with your colleagues?

INTERVIEWEE: I have. I have spoken to them because some of them that – some of our colleagues are very, with that inclusive thing, how can I say, they will just build up a wall and then with us going to the workshops, they would always ask, "How was it? What did you do?" And things like that and I think that also has now, for some of them, broken down that wall and they've become also more – they're

accepting that yes, it is challenging working with learners with difficulties. But they started to accept that the higher grades for example they will come to us and ask the lower grades for readers or flash cards, things like that. So they have become more, also receptive to open, they're open-minded about it.

INTERVIEWER: So their reactions have been good?

INTERVIEWEE: Yes.

INTERVIEWER: And have they seen something in your class that they thought, hah, that's a good idea?

INTERVIEWEE: That's what's been happening and that, like I had a Grade 4 teacher coming to me the other day and she said, "How do you do reading?" So I said, "At the back of the reader there are sight words, flash the words there. Try and make sentence strips where you do it, do this and that for him." And I gave her the book and she says to me, she's still struggling with him but she's going to try and to use the steps and follow what I said and see what happens. So they do come and they ask for advice on how to work with learners.

INTERVIEWER: That's wonderful. Great and then the last question. See it's not so long. How did your – if you've brought about changes in your class, how did your learners respond yourself the changes that you brought about?

INTERVIEWEE: Look, I only started implementing mostly this year because last year to be honest, I had a hectic – past two, three years it was hectic for me being – I always had someone that was in the same grade with me but it was always someone different every term. So I was floating between the two classes all the time and it was hard for me to bring in something new because now I'm teaching my class then I had to stop, run next door, teach the other class so it was very hard. So it was only this year that I could really implement things and I have seen a great change especially with my learners who are repeating. Working with them especially, I can see that there's a very big change because one learner, Subaid[?], he had a terrible pencil grip. But sitting with him every day since the beginning of the year, holding his hand, his handwriting has improved. Omaas[?] for example, I could tell her now – when I said to her, "Go back to the counting chart. Go check in which row the number is." And then she could me and all the learners that need that extra support,

they need that extra time, you know, time for you to sit with them. So it has, I can see a great change.

INTERVIEWER: So can you see a change in their behaviour towards you as well?

INTERVIEWEE: Yes, especially like Omaas, she was very, when she spoke to you, it was an abrupt tone, but she's subdued. Since I now, I've taken her one side, I've worked with her alone. At first I used to call her, "Yes, what do you want?" It was like that first but now it's like, "Yes, what's going on?" Omaas, come speak to me." And there were some learners who I always firstly, before school I always tell them, "If you have any problem, tell me, come." We'll sit outside and we'll chat and whatever. There were some learners, they build up that wall before they even start... and with doing whatever including them in everything and doing the things that we were taught I now can say that they come to me if there's something that's bothering them. They will say, "Teacher, let' come stand outside with me [inaudible]. Teacher, I don't feel well today because this, that and the other." So they open up more to me now, so.

INTERVIEWER: Yes, and you have more patience with them also, hey?

INTERVIEWEE: Yes, I find that, yes. Yes, you have your days where you want to just walk out and because they're driving you insane. But I do feel that my patience, I can now, take much more than what I did before.

INTERVIEWER: So the last question I just want to ask you, how does this training that you received at CPUT, how does that differ from training that you've received before in Inclusive Education specifically?

INTERVIEWEE: With the inclusive, it was like I said, it was just thrown on us. We're now an inclusive school and whatever and we just, we didn't have much training so to say. We have an IE Team that comes to our school and they just have a few workshops with us and – but it was more about for me, it was more like, "Okay, we'll speak to you, this is what needs to be done." It wasn't like, show me how. Tell me this is how it must be done but come and show me also. Rather demonstrate. Don't just give me a PowerPoint and I must read through it and that is [talking together]. Do you understand? So that was very daunting because I was thinking to

myself, when they said to us, “You can expect learners that have Down Syndrome and got this heavy high functioning.” So I said, “Now how do I work with a child like that?” You are not training me in that way and yes, they came, they supposedly train us but for me it was more of, they were standing here. They spoke through the PowerPoint; everything was done, where when we were with you people we sat in groups, we discussed and we looked at the different ways and that for me was, I was more – I now can understand why some learners are this way and some learners are that way.

INTERVIEWER: So do you feel the discussion with the other teachers, did that help you in your practice?

INTERVIEWEE: Yes, it did. It did.

INTERVIEWER: In which ways did it help you?

INTERVIEWEE: Getting other ideas, for example, I for example had a learner and the other teacher had - they've got similar traits in them. She could tell me what she did and I could tell her and I could take what she did and check if it worked and yes, some of the things did work but just doing things differently.

INTERVIEWER: So it's nice sharing that practice?

INTERVIEWEE: Yes, it is. It is very nice sharing practices.

INTERVIEWER: So those are all my questions that I wanted to ask you. Are there any questions that you would like to ask me or any recommendations you would like to make?

INTERVIEWEE: Not from my side. I just enjoyed the workshops. I really liked [inaudible], very interesting. It was, I learnt a lot.

INTERVIEWER: Ja, I spoke to Mrs Hendricks, she said I must maybe come do a workshop for the ...

INTERVIEWEE: With the rest of the – ja, it was, I think what was more daunting for them was the Friday afternoon thing but I said to – my husband still said to me, “Are you seriously going on a Friday?” I said, “You know what, in the end, it's just to – for myself, to better myself” and now I can see why I did it. Yes, we moan and

groan because we have to go to workshops. But in the end you realize, “Hey but I can take something from here and use it. It’s going to work.”

INTERVIEWER: But it’s worth it going to a workshop that’s worthwhile.

INTERVIEWEE: Yes, true, ja. So when last did you go to a workshop and it was like the same thing again and I’m like seriously, did I come and waste two hours here, where I could have been marking or making activity cards or something for them just to tell me the same thing again.

INTERVIEWER: For interest sake what workshop was it?

INTERVIEWEE: Strengthening your reading and writing but it was – it was basically, they were talking to us straight out of the CAPS Document and for me, CAPS is bare minimum. Ms Hendricks also used to say, “It’s bare minimum.” If you feel you need you need to go further, go ahead. You can’t just – CAPS is very – yes, but ...

INTERVIEWER: It’s a skeleton.

INTERVIEWEE: Yes, your child needs something else, do something else. Yes, CAPS shows you, you need to do it this way but if you find you have another way and the kids are, they accept the way that you’re doing it, teach them both ways and see which way is going to ...

INTERVIEWER: Which one sticks?

INTERVIEWEE: There we go and I mean, especially with like for example place value. The new Grade 2 Teacher says to me, she’s amazed at the way the learners do place value because the way we teach here and where she comes from is totally different. And the way we teach here, she can see that they are able to – they understand the place value better doing it the way that we do it here than the way that they did it at her school.

INTERVIEWER: So did they follow the curriculum way of doing it?

INTERVIEWEE: And here where we still – like I, you heard what I said, I continue to draw, draw, draw, draw because they become lazy and I try to, I said to them, It’s your problem solving” because they have a book that they just do problem solving.

INTERVIEWER: I saw, ja.

INTERVIEWEE: So I said, there, it's for you to scribble. It's for you to draw but some of them they're so pedantic when they write, they don't want to use too much space. They don't want to ...

INTERVIEWER: I saw the little pictures [talking together].

INTERVIEWEE: Yes, do you understand? That's why I took the one to the mat and I got another page because he was drawing like this small and I said, "That is why you're getting confused. Draw, you have enough space in your book."

INTERVIEWER: Okay, thank you so much for your time. I really appreciate.

INTERVIEWEE: Pleasure.

[END OF TRANSCRIPTION]