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Creating Opportunities

EFFECTIVE IMPLEMENTATION OF THE FULL-SERVICE POLICY (FSP) AT A PRIMARY SCHOOL IN THE SIYABUSWA CIRCUIT

by

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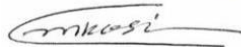
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MAY 2023

DECLARATION

I declare that the dissertation Effective Implementation of Full-Service Policy at the Primary School hereby submitted for the qualification for the Master's degree in Early Childhood Education at the University of Mpumalanga is my work and that I have not previously submitted the same work for a qualification at/in another university or college/faculty

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LIST OF ACRONYMS

CDA	Critical Discourse Analysis
DBE	Department of Basic Education
DLST	District Level Support Team
DoE	Department of Education
DR	Design Research
DSDP	District Skills Development Programme
EWP 6	Education White Paper 6
FSP	Full-Service Policy
FSS	Full Service School
IBST	Institutional Based Support Team
IEP	Individual Educational Plan
LTSM	Learner Teacher Support Materials
NCSE	National Council for Special Education
NGO	Non-Profit Organisation
OECD	Organisation for Economic Co-operation and Development
PAR	Participatory Action Research
PGCE	Post Graduate Certificate in Education
QMS	Quality Management System
RSA	Republic of South Africa
RtD	Research through Design
SA	South Africa
SA SAMS	South African School Administrative Management System
SASA	South African School Act
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SMT	School Management Team
SSE	School Self Evaluation
SWOT	Strength Weaknesses Strengths and Threats
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

In this study, a strategy towards the effective implementation of Full-Service Policy (FSP) at the primary school is developed. The researcher acts as one of the co-researchers and interacts with co-researchers throughout the stages of the research process in solving their respective problems. The team of co-research, firstly through interaction, identified the challenges inhibiting teachers towards the effective implementation of a Full-Service Policy in the mainstream classroom. Secondly, the solution and factors in responding to the challenges were explored. Thirdly, the good conditions under which these strategies and solutions are to be employed were analysed and understood. Fourthly, the threats and risks that have to be anticipated were resolved and evaded when designing the strategy and lastly, the total strategy that has been tested in the field to implement FSP effectively in the mainstream classroom are presented. In achieving the above, Design Research (DR) is used as the theoretical framework in guiding the study and on how the researcher is positioned between the researched site and the co-researchers and the role of the researcher as co-researcher. Different forms of DR were discussed in order to understand the origin and evolution, principles, benefit and characteristics. Based on the above, Research through Design (RtD) was discussed and explored in more detailed because it best fit the study.

In viewing the literature, the key concepts were defined and discussed. The study focused on three countries, internationally, nationally and locally, namely Finland, Rwanda and South Africa, in order to understand the global trends facing primary teachers implementing FSP in the diverse mainstream classrooms. However, I acknowledge that the studies conducted show significant gaps in implementing the FSP in practice, methodology, attitude and teacher support in the classroom context that remain problematic. The study was conducted at an ordinary public school which is classified as FSS in the Siyabuswa Circuit. The study focused on Foundation Phase Grade 1 and Grade 3 learners and teachers where early identification an intervention strategy was tested for effective implementation of FSP. Participatory Action Research (PAR) is used as methodology approach that guides the study on how the researcher and co-researchers engage themselves in generating data Critical Discourse Analysis (CDA) was used to analyse data at the textual, social and discursive levels. The findings brought about the development of the strategy.

Key words: Effective, Implementation, Full, Service, Full-Service Policy, and Primary School

CHAPTER 1: THE EFFECTIVE IMPLEMENTATION OF THE FULL-SERVICE POLICY (FSP) AT THE PRIMARY SCHOOL IN THE SIYABUSWA CIRCUIT

1.1 INTRODUCTION AND BACKGROUND

The study is intended to design the strategy for effective implementation of the Full-Service Policy (FSP) at a primary school in the Siyabuswa Circuit. Full-Service Schools (FSS) are mainstream schools that are equipped and supported equitably to deal with special educational needs (SEN) learners that need moderate support (DBE, 2010: 7). Additionally, in Finland learners with special education disabilities (SED) are included (Takala & Ahl, 2014:59-81). Apparently, the above definition of FSS is applicable in Rwanda and South Africa (DBE, 2014: 5). Thus, FSP guides FSS with an effective implementation process in dealing with special educational-needs learners in mainstream classes. Effective implementation is a process of putting together the approaches and strategies (DBE, 2021: 27). Finland has one type of school where there is equitably and quality in implementation of FSP based on the evidence of high-profile teachers' qualifications, commitment, and innovation (Ustun & Eryilmaz, 2018: 93-114). In Rwanda and South Africa, effective implementation can be achieved through intensive support and the development of teachers (DBE, 2014: 29). For the effective implementation of FSP in FSS, the definition of a primary school is essential, because that is where the study is intended to take place. In Finland, primary education comprises six years of universal basic education for children between the ages of 7 to 16 years and 6-year- aged children undergo compulsory pre-primary education (Varjo, Kalalahti & Jahnukainen, 2020: 1-7). Similarly, in Rwanda and South Africa, primary schools are compulsory for nine years starting at the age of 7 thus, differ in phases. In Rwanda, the primary school consists of one phase and South Africa is divided into 3 phases: the foundation, intermediate, and senior phases (DBE, 2010:1-9). How countries define primary schools are almost the same despite compulsory school age and phases similar to FSS. Other countries refer to learners with moderate support (SEN) and others with severe support (SED). The study will focus on exploring, understanding and investigating the challenges, good practices, conducive circumstances, threats and evidence of success from the three different countries in the effective implementation of FSP in primary schools.

Teachers' attitude towards inclusion is affected by variables other than teacher category in Finnish schools (Saloviita, 2018: 560-575), despite the fixed mindset from other teachers concerning the change (Biesta, 2020: 89-104). However, in Rwanda, the attitude emanates

from ethnic disparities, and low qualifications remain the challenge (Mugirase, 2020: 5-22). Similarly, in South Africa attitude remains a challenge influenced by lack or inadequate knowledge, commitment, inadequate training, development and support (Adewumi & Mosito, 2019: 115). In Rwanda, ethnic disparities and language barriers impact differentiation negatively (Mugirase, 2020: 46-72). Similarly, in South Africa, learning differentiation is challenged by big class sizes, socioeconomic background, and mainstream classes' diverse needs (Engelbrecht, 2019a: 48-55). In a nutshell, the level of qualifications, inadequate training, teacher development, support, poor socioeconomic background, lack of parental involvement in education, attitude and mindset, classroom composition and people's perceptions impact the implementation of the FSP in the mainstream.

Growth mindset pedagogy is an educational strategy used in Finnish schools built on fixed and incremental mindset theory to deal with diverse contexts and environments (Biesta, 2020: 17-21). Teacher training, development and support in all primary schools foster all teachers to have a positive attitude and take a pastoral role in dealing with SEN in the mainstream in Rwanda and South Africa (Johnson et al., 2019: 134-145 & DBE, 2010: 1-9). In Finland, principals support and foster teacher development through their influence on the teacher motivation and working conditions in dealing with learning differentiation (OECD, 2018), whereas, in Rwanda, educational leaders and teachers are equipped through guidance and mentoring (Karareba, Clarke & O'Donoghue, 2019: 79-98). Similarly, in South Africa, teachers are supported through teachers' training and development in dealing with SEN learners (DBE, 2014:37). In Finland, teaching differentiation and curriculum adaptation happen within their contact time in the classroom and planning with the help of teacher assistants and psychologists on site (Engelbrecht, 2019b: 530-544). However, in Rwanda and South Africa, teaching approaches and different learning materials are used to promote diversity in teaching, where in South Africa, differentiation happens within and during extra classes after school hours, and through parental involvement (Adewumi & Mosito, 2019, DBE, 2010: 1-9; DoE, 2001: 108). The above implies that growth mindset pedagogy and positive attitude are influenced by intensive support, development, and knowledge, eventually leading to commitment, interest, innovation, and creativity in approaching diverse learning needs in mainstream classes.

In Finland, principals and teachers hold high-profile qualifications as minimum requirements that are inclusive in dealing with diverse situations that instils a positive attitude towards their profession (Engelbrecht, 2019b: 530-544). In Rwanda, a positive attitude is observed when the Ministry of Education declares the admission of all primary-age-going children to attend universal primary education, despite their SEN and improves quality education (Sifuna,

2020: 36-51 & Grogan, 2008: 183-211). Similarly, the implementation of the *Guideline for Full Service and Inclusive Policy* in FSS proves that schools started admitting SEN learners. Teachers started to attend workshops and are supported by District Level Support Teams (DLST) to make schools inclusive in South Africa (DBE, 2014: 7-13). Finnish school teachers have undergone professional development in effectively implementing the FSP and they are supported daily on site. However, schools with more immigrants and multicultural schools remain the challenge (Janhonen-Abuquah et al., 2017: 40-50). In South Africa, the DLST and Institutional Based Support Team (IBST) support schools and teachers by conducting trainings, workshops, and equipping FSS to deal with SEN. However, intensive workshops and training are encouraged (DBE, 2014: 31). There is universal primary education for all learners in Rwanda, irrespective of their socioeconomic background, despite language and behaviour disparities still prevailing in some areas (Mugirase, 2020: 5-22). Based on the above evidence, the effective implementation of FSP depends on the condition of service, socioeconomic factors, school culture and the support from all relevant stakeholders in ensuring a universal equitable education in dealing with diverse needs in a natural setting.

Finnish schools where there are more entries of immigrant learners and language barriers in multicultural schools with no Finnish-speaking population and mindset about socioeconomic background make it less effective in dealing with SEN (Kallioniemi et al., 2019: 73-88). In Rwanda, disparities in gender and ethnicity create a negative behaviour in some individuals and areas, especially those from poor socioeconomic backgrounds, in dealing with SEN (Mugirase, 2020: 5-22). Similarly, in South African schools, socioeconomic background, inadequate teacher training and support in other schools, and immigration remain the challenges in implementing FSP effectively (Engelbrecht, 2019a: 48-55). Globally, immigration and multicultural schools remain challenges in dealing with diverse needs in education (Guo-Brennan & Guo-Brennan, 2019: 73-93). A growth mindset strategy as an educational strategy in Finland is recommended for adoption in dealing with attitude and behaviour. Fixed and incremental theories used in Finland and theories based on inclusive education can be used to build positive behaviour in implementing SEN.

Finland is proven to be the leading best country in dealing with SEN and SED in primary schools (UNESCO, 2020). In practice, they value one-on-one interaction, differentiation and adopting growth mindset pedagogical strategies (Saloviita, 2018: 560-575). Finland's education system produces highly qualified profile teachers and principals supported through teacher training, and professional developments with the following indicators: commitment, competence, and confidence, as displayed on average (OECD, 2017: 28). All South African schools implement an inclusive policy (DoE, 2001: 7) and selected FSS are supported by

DLST and ILST, while other schools conduct extra classes for differentiation (DBE, 2014: 24). According to UNESCO, (2019: 231), in Rwanda, there is an improvement of 7,5% in admission of learners with SEN in universal primary schools. The COVID-19 pandemic has proven that education systems globally are based on the strength and weaknesses of each country in order to provide them with the opportunities to reflect and build a more resilient education system that will cater for SEN, as shown in Rwanda, where they have upgraded their capacity in catering inclusively for all learners (Karareba et al., 2019: 78-98). Based on the above evidence, the strategy of implementing the FSP is working in dealing with SEN in the mainstream classes, even though the pandemic has identified areas that need to be addressed to accommodate all learners with SEN to learn remotely and be supported by teachers, parents, learning communities and education authorities within and outside the school environment.

1.2 PROBLEM STATEMENT

According to *Education White Paper 6* (2001: 13) and the *Guidelines for Full Service Schools* (DBE, 2010: 1-9), all South African schools accommodate learners with special educational needs in an inclusive setting in the mainstream. Learners with special educational needs, schools and educators are supported in dealing with the diverse needs in the mainstream schools. However, the implementation of the FSP in the mainstream remains a challenge (Adewumi & Mosito, 2019: 2). The study is aimed at designing the strategy for effective implementation of FSP in FSS. Existing literature reviews and studies on the practical implementation of FSP in the mainstream have been conducted (Engelbrecht, 2019: 48-50). However, the studies showed significant gaps in implementing the policy in practice, methodology, attitude and teacher support in the classroom context, which remains problematic (National Council for Special Education, 2018: 18).

1.2.1. RESEARCH QUESTION

Working together with the foundation phase teachers at the Full Service School in implementation of Full Service Policy, the study will try to answer the question:

How effective is the implementation of Full Service Policy at the primary school?

1.2.2. AIM OF THE STUDY

The aim of the study is to design a strategy to implement Full Service Policy effectively at the primary school in Siyabuswa Circuit. In pursuit of the aim of the study, the following objectives are:

- To investigate the challenges experienced in the effective implementation of Full-Service Policy (FSP) at the primary school in the Siyabuswa Circuit.
- To explore good practices in responding to those challenges
- To understand the conducive circumstantial factors making the responses effective.
- To anticipate plausible and possible threats to the emerging strategy and to solve them
- To determine, on the basis of evidence, whether the strategy is effective or not.

1.3 THEORETICAL AND LITERATURE REVIEW

1.3.1 Theoretical framework

Historically, Design Research (DR) emerged in 1943 and was founded by Jones and Thorley in 1966, showing the distinction between research and design (Cooper, 2019: 6-17). Easterday, Lewis and Gerber (2018: 1-31) propose three formats to explicitly define “design research” as categorised under research for design, research into design and research through design. Comparatively, “research through design” fits well in the study; thus, design is used as the method for designing a strategy for the effective implementation of FSP at the FSS, considering its characteristics, context and working environment (Major & Wegerif, 2019: 67-99). Similarly, Baker et al. (2018: 1-21) are supported where they merge theory and application. How to define “design research” depends on where and why it is deployed. DR process follows interactive steps in which the researcher focuses and understands the problem, defines goals, looks for possible solutions, builds on the solution, tests the solution, and presents the solution (Major & Wegerif, 2019: 1-8). DR is appropriate, because the study's objectives are to investigate, explore, understand, anticipate, and determine the possible solutions to the challenges experienced in the effective implementation of FSP by designing a strategy (Gross, 2002: 73). The researcher will perform the research and design by actively participating as co-researchers and designing strategies together. A mutual relationship between the researcher and co-researchers and the academic community is imperative; hence the language usage in persuading co-researchers within the context and culture should be considered.

1.3.2 Literature review

The practical implementation framework described how to manage complex changes to practice and policy and was created to address the gap between vision and reality directly (Johnson, 2018: 36-79). Strategy is a systematic plan of actions that guides the research topic for quality, time-bounded outcomes (Korngold, 2020: 69). Epistemological and philosophy analysis define 'complex' as the interaction between two or more complex elements that constitute the whole individual (Alvira, 2014: 37). Therefore, in DR complex does not mean "difficult to understand but a variety of variable interactions within the context.

In South Africa, FSS is defined as a fully equipped and supported school dealing with SEN in the mainstream aiming to assist and support SEN learners without compromising curriculum (DBE, 2014: 17-19; DBE, 2001: 24-33). 'Mainstream' and 'inclusion' refer to learners with the Individual Educational Programme (IEP) attending a regular classroom for their social and academic benefit in an exception that in an inclusive setting, learners are just 'included' (Kaushik, 2011). In Finland, both mainstream and inclusion learners are accommodated inclusively in one school (Ustun & Eryilmaz, 2018: 93-114), while in South Africa, FSS caters for learners with moderate support and SED is referred to as special schools (DBE, 2014: 6, EWP 6, 2001: 13-19; Mbinqo-Gigaba, 2019: 1-12). In Rwanda's most diverse societies with ethnic disparities and a multilingual and stratified education system, inclusion has become a keyword for SEN learners to attend public schools with external support (Limbach-Reich, 2015: 358-378). Although FSP is implemented nationally and internationally, there is variation in terms of the level of education ministries and the community and classroom environment where the school operates. More studies have been conducted in FSS, and they further indicate some gaps in the capacity or readiness of schools for effective implementation of FSP (Engelbrecht, 2019b: 530-544). Skosana (2018: 27) emphasises the importance of parents' voices as a promising approach in dealing with SEN learners, and this is supported by Screening, Identification and Assessment (SIAS) (DBE, 2014: 17-19). Wessels and Wood (2019: 1-23) and Mfuthwana and Dreyer (2018: 1- 23) agree that teachers are less deliberative, critical, and imaginative about their practice because of their background in South Africa. The study aimed to design a strategy on how effective a primary school can operate as FSS in dealing with SEN in a mainstream classroom.

Primary school is universally the foundation education of learners aged 0-5 or 6 years not receiving compulsory schooling and learners starting from 6 or 7 years with 12 years' of receiving compulsory schooling, depending on the education ministries of each country globally (UNICEF, 2021). A primary school in this study is an ordinary public school that was

established in a rural area as a quintile two school in 1989. The school is divided into the foundation phase (Grade R to Grade 3), intermediate phase (Grade 4-6) and senior phase (Grade 7) (DoE, 2001: 1-7, RSA, SASA, 1996: 19). The entry-level age is 6 years in Grade R, which is not compulsory, but in the implementation phase of incorporating it to be compulsory in March 2022 and seven years in Grade 1, which adds up to seven years of compulsory schooling (DoE, 2001: 1-7). Universal learning design seeks to promote inclusive and equitable education in response to learners' diversity (Flood & Banks, 2021: 17-29). In this regard, the primary school in the study accommodates all diverse learners with SEN across the grades (DBE, 2014: 3-6, DoE, 2001: 11-15). One of the systematic challenges is that the school is one of the five FSS supported and equipped schools in the implementation of FSP in the Siyabuswa Circuit, exposing the school to broader feeder zones in terms of admission and referrals of learners with SEN across the Nkangala sub-region, which contributes to overcrowding in classrooms with diverse needs and additional support in terms of physical and human resources, and teaching and learning materials. The study intended to design a strategy to determine how effective the implementation of FSP is at primary school level in the Siyabuswa Circuit.

Existing literature reviews and studies on the practical implementation of FSP in the mainstream were conducted. According to the NCSE (2018: 58) report it displays evidence that in most studies conducted there is still a gap in the effective implementation of the policy in practice, particularly in classroom context. The theory of Inclusive Special Education, the Evidence-Based Intervention Model and the Inclusive Programme and Segregated Early Interventions, which depend on accurate, early identification intervention, is used, as the study intended to design a strategy for effective implementation of FSP at a primary school in the Siyabuswa Circuit (NCSE, 2018: 58-61).

1.4 RESEARCH METHODOLOGY

Research methodology guides and drives the researcher to plan and conduct the research study (Goundar, 2012: 17). In this study, Participatory Action Research (PAR) as part of qualitative research is chosen as an approach to the inquiry, which is aimed at improving the situation of the marginalized community, empowering individuals, encouraging development and capacity building to all co-researchers (Bhandari, 2020: 3-17). Ultimately, this promotes commitment, collaboration, shared knowledge and experience, and a sense of ownership by all co-researchers exposed at all interactive stages. Gillis and Jackson (2002: 6-7) traced the origin of PAR from the work of Kurt Lewin (1944). Lewin used action research to address discrimination by involving people to solve their own issues and initiate change collaboratively

(Stringer & Genat, 2004: 7-48). PAR is defined as an approach to an inquiry seeking to understand the problem by sharing knowledge and experiences that initiate change for the better collaboratively (Galleta & Torre, 2019: 9-67). Comparatively, Wright (2021) defines PAR as a process for collaborative social action to address inequalities to achieve social justice and social transformation. PAR involves stages of planning, action, reflection and evaluation. Inevitably, these plans changed as the researcher progressed with her research (Benjamin-Thomas et al., 2018: 1-13; Kindon, Pain & Kesby, 2007: 71-77). Although there are challenges in PAR where inclusive team members might not show commitment, sensitivity as well as the competency of the researcher involving co-researchers over time, PAR remains valuable to the study, particularly in developing knowledge collectively and self-determination inquiry in improving the situation of the marginalized group or individuals (Koch, Selim & Kralik, 2002: 1365-2702; Maguire, 1987:

76). Furthermore, PAR is used in various disciplines because of its approach to a wide range of research methods, constant interactions with co-researchers, and the spiral steps used during the research process (Jarašiūnaitė, 2015: 169-180) However, understanding PAR holistically is imperative.

PAR was conducted at a Full-Service Primary School in the Siyabuswa Circuit to gain literal, contextual and in-depth knowledge of implementing FSP effectively (McCombes, 2020: 3). The school is situated next to educational centers where students from Higher Education use the school to pursue their studies to gain methodological pedagogy. The primary school has an enrolment of 952 with 36 teachers. The socioeconomic background where the school operates is impoverished, based on the evidence shown in SA SAMS (2021) data that most learners are child-headed families, and there is a high unemployment rate. However, the demographic profile of the staff members are more females than males. Geographically, one-third of staff members are residents in the community and parents of learners at school, whereas two-thirds reside in the local feeder zones of the school. It was an advantage for the researcher to conduct the study where co-researchers were within the vicinity of the study area and of the utmost importance being residents and parents; anticipating that this would encourage maximum participation in trying to improve their own situation as a marginalised community (Bhandari, 2020: 3-17).

The researcher approached the School Management Team (SMT) to present the intention and the importance of the study whereby the SMT involves the IBST that deals with SEN learners at school level. The researcher, SMT and IBST presented the proposal to the School Governing Body (SGB), which formed 10 executive team members. The study was limited to Foundation Phase learners between the age of 5 and 10 years in Grades 1 and 3 with an

enrolment of 241, where the focus was on the SEN group of learners. The research team comprised 259 members between the ages of 17 and 65 years, which included two educators in Grade 1; two educators in Grade 3; two foundation phase HODs; a deputy principal, principal; parents of 241 learners, five educators from IBST; a social worker; a health practitioner and the police (Cresswell & Clark, 2011: 33). The above-mentioned participants played the most important role in PAR, since the study dealt with human beings where anticipated risks like emotions, physical harm, incompetency, impatience, comfortability, inexperience, behavioural problems, and feelings of distress could emerge and needed management and intervention.

1.4.1 Data generation

Data generation was carried out in spiral forms or stages, i.e. planning, developing vision, analysing strengths, weaknesses, opportunities and threats (SWOT), drawing up an action plan, reflecting and evaluating (Kerzner, 2019: 53-78; Sendall et al., 2018: 66-167). Data were generated from a three-year progression report of Grade 1 and 3 learners in order to establish the background and the context of the study. In defining the action plan in this study, each participant was assigned responsibilities in an equitable manner to provide an overview of a range of activities towards achieving strategic priorities working within the time frame to monitor change (Education Statement of Strategy 2021-2022). The co-researchers were regarded as active agents in the creation of knowledge in generating data (Yanay- Ventura, Issaq & Sharabi, 2020: 6). The team came up with five prioritised activities that responded to objectives of the study. The data generation process could have continued until the co-researchers found that no new issues emerged (Stapleton, 2018: 36-77). Data were generated through meetings, observations, stakeholders' surveys, facilitated small groups, conversations, analysis of documents such as reports, policies, curriculum documents, the South African School Administrative Management System (SA SAMS) and discussions using video and voice recordings and note-taking. After each meeting, key points and actions were summarised and circulated to all participants (Bhandari, 2020: 17- 67). After each meeting, and delegated person or group of people were given the responsibility to analyse data and report back to the team to empower them to gain ownership. During the process of reflecting on the findings within the team, both the researcher and the co-researchers did self-reflection on what the process meant to the study through facilitations, active observations and interpretation. Artefacts like progression schedules, registers, lesson plans and SA SAMS data were generated and used. The research team's responsibility was to investigate the challenges experienced in the effective implementation of the FSP.

Furthermore, best practices in responding to those challenges were established. The conducive circumstantial factors making the responses effective to anticipate plausible and possible threats to the emerging strategy and solve the problems with the successful implementation of the FSP effectively were evaluated. The effectiveness of the strategy was also evaluated. The team was assigned the responsibility of designing the strategy for the effective implementation of FSP in the mainstream by analysing and interpreting data in relation to literature review.

1.4.2 Data analysis, interpretation and reporting

Generated data or transcripts were critically described and interpreted, and it was explained how discourses construct, maintain, and legitimize social inequalities using Critical Discourse Analysis (CDA) (Van Dijk, 2018: 26-43). In PAR, everyone has the right to analyse and interpret the findings, which implies that many possible interpretations are most likely to emerge and be evaluated (Stapleton, 2018: 36-77). Credibility and trustworthiness are essential in analysing and interpreting data, because participants solve their own problems in anticipation of change (Davis, 2021: 139-142).

The established team starts with the research topic or problem, informing the choices regarding theory, methodology, and methods and should be flexible, iterative, and adaptive (Johnson & McLean, 2020: 377-383). CDA explicitly or implicitly uses a three-dimensional model by making shifts between descriptive, interpretative and explanatory activity at micro-, meso- and macro levels in order to produce cohesive, robust explanations of discursive and social phenomena (Johnson & Mclean, 2020: 377-383). The research question must be defined, information and theory on the context gathered, and content be analysed for themes and patterns. Lastly, the results must be reviewed and conclusions drawn. CDA is primarily drawn on contextual meaning of language and how language is used among people, written texts and spoken, phrases, images, symbols by taking into account the social and cultural context within which these are used (Johnson & McLean, 2020: 105; Van Dijk, 2018: 26-143).

Traditional digital recordings were used, files downloaded manually to the computer and stored safely to avoid disclosing the information to the public, which could pose need serious ethical considerations (Da Silva, 2021: 1-8). Other methods of transcribing data were used comparatively with recording; hence it could limit the access of information if not well recorded (Atia & Herrold, 2018: 1046-1054). At least two hours per hour of talk and up to 10 hours with a fine level of detailed including visual details were budgeted for in transcribing data daily (McMullin, 2021: 9-33). Transcripts would be owned and approved by co- researchers in order to honour commitments to ensure credibility and trustworthiness of data (Parameswaran,

Ozawa-Kirk & Latendresse, 2019: 2309-2322). Data would be coded using five different colours in response to five research objectives to identify different themes and the relationships between them and be put into coding frame (Medelyan, 2019: 13-79). Inductive coding would be used to give a more complete, unbiased look at the theme throughout the data in hierarchical coding frame (McMullin, 2021: 3764/13).

1.4.3 Value of the research

The study aimed to contribute to the community of Siyabuswa towards receiving equitable access to education within their parameters where schools operate to cater for all diverse needs of learners, despite their socioeconomic background. It would further contribute to the Department of Education (DoE) in promoting effective teaching by continuously designing the strategy and monitoring for effective implementation of FSP at primary schools by laying a solid foundation inclusively. The study would also enable the co-researchers to understand the critical role of the primary basic education approach in enhancing knowledge and skills empowerment, commitment, developing good mindset pedagogy in solving their own problems and agreeing to bring change together into their lives. PAR improves all stakeholders' attitudes towards supporting the education of learners and developing a sense of ownership in the educational process.

1.5 ETHICAL CONSIDERATIONS

The study started by receiving ethical clearance from the University of Mpumalanga and a permission letter to conduct the study from the Siyabuswa Circuit Office on behalf of the Mpumalanga Department of Education. The aim of the study, roles and responsibilities, type of relationship between the researcher and co-researchers were clearly outlined (Velardo & Elliott, 2018: 311-318). The researcher undertook to protect the privacy of all participants and get adequate permission from participants and those representing minors by ensuring that they understand and agree with the way the data were planned to be used before signing consent forms to avoid any harm (Head, 2020: 72-83). Since anonymity is a challenging factor in PAR, as it can be unjust, disempowering, unnecessary and can reduce pride, despite this, each individual had the right to choice to remain known or anonymous hence the names used are pseudonyms (Yanar, Fazil, Rahman & Farthing, 2016: 122-128).

Furthermore, respect would be maintained for those who wanted to participate and those who did not want to engage in the research; those who wanted to remain anonymous or to withdraw without coercion before signing individual consent forms and during the research process (Grant, 2021: 1-13).

The study setting was maintained by means of pseudonyms during an introductory phase and would be made known to the public throughout the process, because participants in PAR need to develop confidence and recognition in making changes in the lives of communities (Denzin & Lincoln, 2018: 511-617). Within the context they are researching there must be elements or principles of trustworthiness, justice, representation, ownership, accessibility, credibility and benefits (Butterwick et al., 2020: 3-9). Subsequently, since PAR primarily involves individuals from marginalized groups who encounter physical, social, economic, emotional and behavioural problems, risk management analysis and plan are imperative (Scavetta, 2021: 3-13). Therefore, it is advantageous to include psychologists, social workers, police and health personnel in mitigating and monitoring risks that may emerge (Bissels, 2018: 23-49). The findings and results of the study would be made available to the school, community and Department of Education. All documents used would be safely stored in a secure file and lockable storage.

1.6. LAYOUT OF CHAPTERS

Chapter 1 focused on the introduction and background of an FSS in the effective implementation of the FSP. The study seeks to address the problem by exploring the challenges and success in answering the research question, objectives, and strategy design.

Chapter 2 focuses on the literature review where existing literature and studies have been studied and outlines the theoretical framework and related literature.

Chapter 3 presents the research methodology using PAR as an approach and methods of generating analysing data.

Chapter 4 presents the data analysis, results and interpretation towards designing a strategy for implementing the FSP at a primary school in the Siyabuswa Circuit.

Chapter 5 presents the conclusions, summary of the study's findings, and recommendations for implementation.

1.7 TIMELINE OF STUDY

No.	Focus area	Time frame	Start date	End date
1	Completion of research proposal and submission			11/10/2021
2	Submission and feedback to and from examination committee		01/11/2021	15/01/2022
3	Application of ethical clearance from UMP		17/02/2022	01/03/2022
2	Application for permission to MDE (circuit office) to conduct research	5 days	02/03/2022	07/03/2022
3	Establishment of a research team and discussion and completion of consent forms	4 days	08/03/2022	10/03/2022
4	Writing and completion of Chapter 2	45 days	15/03/2022	30/04/2022
5	Writing and completion of Chapter 3	31 days	03/04/2022	01/05/2022
6	Writing and completion of Chapter 4	28 days	03/05/2022	30/09/2022
7	Writing and completion of Chapter 5	28 days	02/10/2022	30/10/2022
8	Submit research study for edition and corrections	12 days	01/11/2022	30/11/2022
9	Final submission for examination	20 days	02/12/2022	10/01/2023

1.7 CONCLUSION

This study designed a strategy to implement FSP effectively at a primary school in the Siyabuswa Circuit. The study is limited to the foundation phase grades. This chapter briefly outlined the introduction and background, contextualised the problem statement, 2.2.1 and study objectives. The study's theoretical framework, study design, methodology, and data analysis were elucidated briefly, ethical consideration and the value of this study were explicitly and implicitly outlined in this study, and the layout of the chapters was outlined.

CHAPTER TWO: THE THEORETICAL FRAMEWORK AND LITERATURE REVIEW TOWARDS EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY

2.1 INTRODUCTION

This study aimed to design a strategy in effective implementation of Full-Service Policy (FSP) at a Full-Service Primary School (FSS) that accommodates all learners with special educational needs (SEN) in mainstream classrooms (DBE, 2001: 12 & DBE, 2014: 10). Design research is used as a theoretical framework in guiding the study towards realizing the aim and the objectives. The historical origin, formats, principles and procedures of theoretical framework are marked. The study focuses on three countries, internationally, nationally and locally, namely Finland, Rwanda and South Africa, in order to understand the global trends facing primary teachers in the effective implementation of Full Service Policy (FSP) in the diverse mainstream classrooms. In understanding the context and the relevant policies and legislative frameworks where the study took place, the operational concepts were defined and explained guided by *Education White Paper 6* (EWP 6) and the *Guideline for Full Service and Inclusive Policy*, namely effective implementation, Full-Service Policy and primary school. The current literature reviews conducted in these three countries could help the co-researchers in investigating the challenges experienced by the teachers, finding solutions responding to the challenges, good practices and conducive contextual factors, and the evidence of success towards the effective implementation of FSP at the primary school.

2.2 THEORETICAL FRAMEWORK

In defining a theoretical framework, McCombes (2020: 2) makes a distinction by defining theory firstly that it explains phenomena, draws connections and makes predictions based on existing knowledge, deliberation and ideas. Grant & Osanloo (2014: 12) define a theoretical framework as the guide on how one will philosophically, epistemologically, methodologically and analytically approach the dissertation as a whole. Originally a theoretical framework has been an increasing trend over 30 years to be included in dissertations as it is informed by theories (Melendez, 2002: 26-28). Therefore, a literature review is important in preventing the duplication of studies on the effective implementation of FSP at primary school level by demonstrating the gap in knowledge, ensuring that the research process is coherent and grounded within scientific knowledge. The policy

framework in this study was the *Guideline for Full Service and Inclusive policy, White Paper 6* that guided the co-researcher with procedures, methods, approaches and strategies in ensuring the effective implementation of FSP within a wide range of diverse needs in the mainstream (DoE, 2014: 1-34). The Design Research as theoretical framework helped to conceptualise the theory of Inclusive Special Education, and the Evidence-Based Intervention Model and the Inclusive Programme and Segregated Early Interventions by responding to the objectives of the study. In developing the strategy, Design Research was used as a blueprint through which the strategy for the effective implementation of FSP at primary school was designed.

2.2.1 Origin of design research

Historically, Design Research (DR) emerged in 1943 and was founded by Jones and Thorley in 1966, showing the distinction between research and design (Cooper, 2017: 5-11). Easterday et al. (2017: 131-160) propose three formats to explicitly define design research as categorised under research for design, research into design and research through design. Based on the scope of the work in Chapter 2, the focus was on “Research through Design” (RtD) as one of the three formats of Design Research. Research through Design (RtD) frames “the possibility of design being done on the basis of design practice, like creating an object in order to gain knowledge” (Zbiejczuk Suchá, et al., 2021: 215-236). RtD are generally concerned with advancing practice coming from Schoen’s (1983) understanding of the reflective practitioner in the use of strategies such as reflection in action, participant research and action research (Herriott, 2019: 1-9). Friberg (2010: 19-35) argues why RtD not disqualified as a research model, because it involves the researcher as part of the research. He further disputes the fact that the researcher must not be involved in the research process, but rather stand outside design in order to attain an objective view of it. However, Herriott, (2019: 1-3) argues that in other research the researcher is also involved, like scientists and sociologists.

Comparatively, 'research through design' fits well in the study and thus design was used as the method for designing a strategy for the effective implementation of FSP at a Full Service School (FSS), considering its characteristics, context and working environment (Major & Wegerif, 2019: 1-88). Similarly, Baker et al., (2018: 1-21) concur where they merge theory and application. How to define 'design research' depends on where and why it is deployed. The DR process follows interactive steps which co-researchers focus on and understand the problem, define goals, look for possible solutions, build on the solution, test the solution, and present the solution (Major & Wegerif, 2019: 1-88). Design Research aims to promote the

research into the process of design in all its many disciplines. Its purpose is to act as a form of learned society, taking the autonomous view of the process.

Design Research is appropriate, because it seeks to answer the research question and objectives, aiming to develop the strategy for the effective implementation of FSP. The researcher performs the research and design by being actively and mutually involved as co-researcher and designing the strategy together. A mutual relationship between the researcher and co-researchers and the academic community evokes credibility and trustworthiness in epistemological and ethical considerations. The epistemological position we assume gives confidence and power to the co-researchers in mapping the direction of the research process in their context. Equal participant is the work of Van Oorschot (2018) in how he explores that entrepreneurship education can be understood as design activity in social interaction among people. Although the researcher is sometimes referred to as the main actor, in this field he is regarded as equal participant (co-researcher) where co-researchers' reflection report and reflection reports from teachers, learners and parents reflecting what happen from their perspectives and the transcripts of what have happened by all involved become an explicit part of the analysis (Van Oorschot et al., 2022: 23-78). Apparently, the researcher participates directly in the design process. Van Oorschot shows the distinction in the emergence of design research as carried out by two types of participatory practice, each with their own strengths. Interaction of a design researcher leads to an affluent, first-hand understanding of the design process, its emergence, and complex establishment as relevant design practice, whereas the participation of a design researcher observes designers, users and other co-creators participating in the design process and its attributes (Van Oorschot et al., 2022: 23-78). In order to fully understand the roles and contributions of design in complex settings, the researcher should act as co-researcher in solving problems, designing and reflecting together, rather than observing the design process standing outside the design process (Van Oorschot et al., 2022: 1-23). Although the findings acknowledge the limitation on the level of design and the researcher's experience, research through design remains helpful in education projects.

Studying design is complex for many reasons, because the design research is interdisciplinary, used in many domains like engineering, architecture and other fields with many definitions and approaches. Hence, it is understandable that design research has been exploring many different aspects of design and experimenting with many different approaches (Daly, Adams & Bodner, 2012: 187-219). However, the complexity of the design relative to education as both complex human activity elevated the massive applications of design research in education research aimed at yielding methods that have a practical

impact. It is recommended to use ideas from educational research in applying design research (Major & Wegerif, 2019: 1-2). I also agree that design research have a long history in education; however, it was invisible, where teachers were able to design their own lesson plans, doing projects engaging learners step by step, and analysing or reflecting on their own work in a collaborate way with learners, teachers and parents.

Design and research are complementary and closely linked together; design is research-based and research is design-based (Bakker, 2019: 1-312). Design research continues to evolve as a group of research. Often viewed as difficult to conceptualise and implement, undertaking complex design research can be challenging (Major & Wegerif, 2019: 1-23). However, Bakker, (2019: 1-312) effectively illustrates the role and importance of design-based research in education. It is likely to be of interest to a wider audience, academic and more experienced educational researchers. Its publication yields a growing significance of design research within the field of education (Major & Wegerif, 2019: 1--23).

2.2.2 Steps Involved

Design research follows a logical sequence in which researchers develop basic knowledge, create design methods, and test design methods. Although the frameworks numbers researchers to follow this natural progress, the process is not static; hence it follows a circular movement where co-researchers interact through three phases: description, explanation, and testing (Herrmann, 2016: 3-4). However, the research follows the circular movement. Over time, the researcher needs to improve or refine the phenomenon that may require additional testing in emerging challenges (Herrmann, 2016: 3-4).

2.2.3 Formats

Stappers and Giaccardi (2017: 31-230) define three major categories of design research: research into design, research for design, and research through design. Research into Design (RiD) means using research methods to study the process of designing, whereas Research for Design (RfD) implies using research methods, e.g. observations and interviews. However, there is a distinct difference in Research through Design (RtD), as it involves generating new knowledge to address the problem, allowing the designers to make discoveries through their own design process (Stappers & Giaccardi, 2017: 116--230). RtD fits well into this study, as it aims to generate new knowledge and create specific solutions.

Kundisch et al. (2021: 421-439) use taxonomy of design research approaches that help the design researchers in the creation of design knowledge on various kinds of activities. The first approach is Design through Research that frames research as a kind of design. The

nature of Design Research explicitly studies natural and technological phenomena to advance human knowledge. The second approach is Design of Research, which reflects a critical aspect of Design through Research by formalising the design research through a process by which research activities are routinely designed, as it is a domain in which research is planned and given direction. Lastly, in Research on Design, designers perform a critical role of examining the design process to enhance the effectiveness and efficiency of the process through reflecting, diagnosing, reflecting and improving their design practice. Apparently, there is a sequential interrelationship between the three approaches in the creation of design knowledge.

2.2.4 Epistemology

Design Research brings out the importance of questions regarding the nature of the research and the relationship with the research and co-researchers. Three major epistemological positions informing theories in DR are discussed in bringing the understanding of the epistemological stance used in this theoretical framework, namely subjectivist, constructivist and objectivist epistemologies on the nature of knowledge and the truth. A subjectivist position is visible in those involved in the community of art and design researchers, who believe that knowledge can be produced from the artefact through reading without written text (Frayling, 1993: 1-5, Candlin, 2000: 107-132; Prentice, 2000: 521-534). Furthermore, it maintains that meaning is imposed on the people's minds without contributions of the object and what is perceived is real (Feast & Melles, 2010: 2-5). However, objectivist epistemological holds that reality exists independently of consciousness and experience and there is 'objective truth' (Feast & Melles, 2010: 2-5). Contrarily, constructivists reject the view that there is objective truth waiting to be discovered and that knowledge is imposed on the people. However, truth and meaning are seen as constructed from engagement of people's minds with the world (Feast & Melles, 2010: 2-5). The co-researchers actively interact and collaborate in investigating the challenges through engagement of their experience, insight, and practice within the environment they are exposed to, from the culture and society in developing knowledge. However, there is contradiction with the view that knowledge is socially constructed; thus individual co-researchers and learners have distinct points of view based on the existing personal knowledge, beliefs and values (Denzin & Lincoln, 2018: 3-33) Similarly, through their classroom presentations it is realised that teachers from the same school, grade and class and thus teaching the same topic, construct meaning in different ways; hence, the same lesson presentation, teaching or activity yields different results (Feast & Melles, 2010: 5).

Supportively, constructivist theory posits that knowledge can only exist within the human mind, and that it does not have to match any world reality (Driscoll, 2000: 1-22).

People acquire knowledge through perceptions, reading, experience, faith and belief; hence the epistemological position seeks to know how reliable the sources are (Kivunja & Kuyini, 2017: 26-41). Epistemology maintains that knowledge is true if it is put into practice that empowers and transforms the lives of the people (Cheney, 2005: 101-135; Kivunja & Kuyini, 2017: 26-41). Thus, true knowledge within this context lies in collective actions, reflections, critical discourse analysis and problem solving. Knowledge is constructed from the co-researchers' frame of reference; subsequently co-researchers become the primary source of reference in their study. The relationship of the researcher and co-researchers is not based on a power or hierarchy, but involves an emancipation or transformation of both co-researchers (Råheim et al., 2016: 1-10; Karneili-Miller, Strier & Pessach, 2009: 279-286). An epistemological relationship between the researcher and co-researchers is established to understand the culture and build trust that promotes interactives to deal with power differentials within the group (Pope et al., 2020: 3749-3761).

2.2.5 Ontology

Ontology stance maintains that reality is complex and cannot be described as an entity (Denzin & Lincoln, 2011: 170; Maibi, 2020: 4-35). Ontology holds that the study problems have multiple realities; thus, through interaction with co-researchers it can be explored, examined and reflected on to attach meaning (Nguyen & Gardner, 2019: 694). Furthermore, it traces the history of social, political and economic oppression in order to bring justice and emancipation to the society (Kivunja & Kuyini, 2017: 26-41). Reality can only be understood from the interactive responses of people based on their experiences, beliefs and proactive engagements in their natural settings (Hajirasouli & Banihasheni, 2022: 2-28). Ontology argues that there is no one way to interpret reality and understand human behaviour (Lindley, Akmal & Coulton, 2020: 11-41) With ontology of complexity, design researchers embrace diverse epistemologies to get more insight about the world (Maibi, 2019: 39).

2.2.6 Relationship with the researcher

There is a mutual relationship between the co-researchers based on the epistemological and ontological positions that the researcher is part of the research site or phenomena. The research is also affected by the challenges experienced by teachers, looking for solutions towards bringing change together. This type of relationship improves trust, respect, and attitude that influence the individual's behaviour on how one perceives the reality. Where the environment is shaped by trust, it enhances the commitment and collaboration of co-

researchers in applying the variety of methods, approaches and strategies to empower themselves. Co-researchers are actively involved throughout the design process; planning, implementing, reflecting and re-planning if new challenges emerge (Martin et al., 2019: 297-313). The power relation is disbanded where the voices of teachers, parents and learners are heard in bringing change together. In conclusion, the researcher is able to use a variety of methods, approaches, strategies and sharing of limited resources within the complex environment to achieve the objectives of the study. Thus, the relationship is sustainable and may continue to exist after the research period expires. In generating data, Participatory Action Research (PAR) is used as methodological approach.

2.2.7 Role of the researcher

The researcher as co-researcher's role is to organise the team of researchers comprising teachers from different generations, parents of the affected learners and committees within the school. Teachers perform multiple roles; firstly, planning their lesson plans and presentations and creating a conducive environment, teaching learners in their day-to-day activities, generating data and reflecting from their own from practices, designing the strategy that responds to the challenges experienced by sharing good practices and resources together. Secondly, co-researchers act as facilitators in their delegated small teams of co-researchers, generate data, analyse and interpret. The researcher as co-researcher also acts as facilitator, guides the team, interprets and promotes collaboration and building commitment, trust, respect, and creates an atmosphere of no power differentiation. The researcher as co-researcher was able to succeed in reaching the aim of the study in developing the strategy for effective implementation of FSP at the primary school.

2.2.8 Rhetoric

Rhetoric originated during ancient Greece and was provided by Aristotle where design rhetoric addresses the effects of artefacts and especially the techniques by which they can be generated and controlled in the design process (Schneller, 2015: 333-356). It is critical for the researcher to understand the three modes deployed during ancient Greece in order to effectively communicate and persuade people why the study is important. They are ethos, logos and pathos, which are still effective in persuading people nowadays. Raaphorst et al. (2019: 42-53) uses a rhetorical triangulation model for visual rhetoric in responding to the text that simplifies the relationship between the author, text and audience within the context. Both verbal and non-verbal rhetoric should influence people's attitude, opinions and beliefs (Ting, 2018: 234-247, Nuraeni & Wahabi, 2020: 22-32).

2.3 LITERATURE REVIEW

2.3.1 Definition and discussion of operational concepts

In this section, the keywords or concepts that underpin the study are defined and discussed. Effective, Implementation, Effective Implementation, Full, Service, Full-Service Policy and Primary School form the integral part of the study.

2.3.1.1 *Effective*

In many facilities, the developer acts as consultant and researcher in establishing the information with members about the challenges and achievements for effectiveness, and epistemologically and ontologically position himself outside the context (Schwartz & Smith, 1985: 63-74). The question is: How effective is the role of the researcher as consultant? (Arqyris & Schön, 1974: 113-115; Iqhalo, 2015: 399-405). In responding to the above question using PAR, the researcher actively acts as co-researcher and is directly engaged in the process and action-oriented activities, mediates between different teams, collaborates in bringing change and ensures the sustainability in effect (Ram & Bibiana, 2020: 89-91). Notably, Effectiveness is determined by correct information gathered about the identified problem, conducive climate encountering with the challenges and commitment, willingness, positive attitude, teamwork, action taken and monitoring of success and failure, and subsequently, is possible when using PAR, because the researcher is inside the research process.

The policies on Guideline for Full Service and Inclusive and White Paper 6 guide schools and teachers on how effective one can manage the diverse mainstream classroom in accommodating all SEN learners through various responsibilities of stakeholders involved, equipping schools with relevant infrastructure and resources, capacitating teachers through development and support enabling them to use teaching differentiation and curriculum adaptation, and multiple-inclusive strategies, methods and approaches in the early identification of learning barriers and applying educational individualized support (DoE, 2014: 23-49). In Finland, 'effective' embraces the evidence that school principals, municipalities, school communities, educational ministries collaborate by capacitating teachers and schools through training, development and support that show indicators of success that teachers have high-profile qualifications, commitment and receive support within the school where support staff like psychologists are on-site for immediate intervention (Engelbrecht, 2019b: 530-544). Relatively, in Rwanda and South Africa, 'effective' accomplishes the collaborative support from the DLST, NGOs, parents and IBST in capacitating and supporting teachers

and learners (DoE, 2014: 3-13). Effectiveness is determined by the outcome that is intended to achieve (Van Geet et al., 2021: 629-662).

2.3.1.2 Implementation

In the field of education, 'implementation' is a complex term which has different meanings. Noticeably, among other scholars, various factors like policy-making process, in addition to the context and the actual policy, are considered in fields of knowledge translation and implementation science Bullock, 2021: 2-24. However, in education implementation means "delivery" (Barber & Odean, 2008: 785-818), "enactment" (Bell & Stevenson, 2015: 146-150), "realisation" (Donaldson, 2015: 53), or "educational change" (Fullan, 2015: 211). This study focuses on FSP that serves as blue lens in guiding and gives guidance and procedures for effective implementation. In the implementation process of the policy, operational plans, tools, resources and objectives that need to be refined towards the responses and reactions of implementers are recognised (Pont & Viennet, 2017: 1-63). In Finland, the policy on inclusiveness is enacted and realised through the delivery of a variety of methods, strategies and approaches to empower teachers in supporting SEN learners in one universal, comprehensive school (Engelbrecht, 2019b: 530-544). Noticeably, in Rwanda, the awareness of the policy emerged during the Genocide and reconciliation period, reinforcing the international agencies' involvement and government begins to support; however, resistance from other areas still persists (Urimubenshi et al., 2015: 25-31). Progressively, post-Genocide Socio-economic Reconstruction periods (2000-2014), realisation of rights of learners or people with disabilities were recognised and included with increasing support by both international agencies and the Rwandan Government (Urimubenshi et al., 2015: 25-31). Similarly, in South Africa, the introduction of the *White Paper 6* and *Guidelines on Full Service and Inclusive Policy* serve as blue lens in guiding teachers with procedures for inclusion where other primary schools were converted to FSS (DBE, 2014).

2.3.1.3 Effective implementation and other related concepts

The practical implementation framework describes how to manage complex changes to practice and policy and was created to address the gap between vision and reality directly (Moullin & Dickson, 2020: 2-12). The relation between vision and reality is that one needs to define the vision before implementing the strategy (Reddy & Pereira, 2016: 584-587). The vision describes the current and future goals that one hopes to achieve (Reddy & Pereira, 2016: 584-587). At the same time, reality is considered consistent and accurate and is not influenced by how a person perceives knowledge or experience (Reddy & Pereira, 2016:

584-587). Ontologically there is an interdependence of knowledge and reality where the researcher wants to apply theory in a complex situation that constitutes elements that interact with one another to form an entity (Moullin et al., 2020: 2-12). In contrast, Moullin et al.'s (2020: 2-12) framework on effective implementation was created to directly address the gap between vision and reality. The co-researchers develop a vision with the intention to design a strategy for the effective implementation of FSP in consideration of the context of the study by conducting a SWOT analysis (Strengths, Weakness, Opportunity and Threats). In schools they develop the School Self Evaluation Plan (SSE) that informs School Strategic Planning, which enables schools to reflect on and project its prioritised objectives. The School Self Evaluation Plan helps a school to do a SWOT analysis by prioritising objectives in developing an action plan with a series of activities to be implemented within a given time frame and continuously be monitored and evaluated by the School Management Team (SMT). Therefore, it is important to define vision and reality clearly to design the best strategy within the complex social interactions where the research is conducted.

In this study, 'complex' means the wide range of needs that constitute a mainstream classroom of learners with SEN that interact with one another, and adapt to different situations in response to the challenges experienced in an inclusive setting. The complex needs in this study require the effective implementation defined as a process of putting together the approaches and strategies in dealing with a wide range of needs in the mainstream classroom (DBE, 2021: 27). Finland has one type of school that accommodates all learners with SEN equitably; thus, there is evidence of the effective implementation of FSP based on high-profile teachers' qualifications, commitment, and innovation (Ustun & Eryilmaz, 2018: 93–114). Additionally, they have on-site support staff that help teachers with early identification and an intervention strategy of assisting learners that need IEP. In Rwanda and South Africa, effective implementation can be achieved through intensive support and the development of teachers from IBST and DLST (DBE, 2014: 29). Effective implementation is realised where the co-researchers are able to identify the challenges and come up with solutions to respond to in addressing the aim and objectives of the study.

2.3.1.4 Full

The term 'Full' in FSP aims to ensure that all children of school-going age with SEN are accommodated and access quality education in an equitable and inclusion manner in the mainstream classroom (DBE, 2014: 9-37). Among others, the policies that support the notion of 'Full' are the *Constitution of Republic of South Africa* (RSA, 1996), *White Paper 6, Guidelines for Full Service and Inclusive Policy*, SIAS that inform admission policy, the

LTSM policy, and other related policies that accommodate all SEN in the mainstream classroom (DoE, 2014: 13-49). The school should have its full capacity and be fully equipped to cater for all learners, namely physical resources (caters for disabled learners), human resources (qualifications, knowledge and competences), inclusive learning material resources, and inclusive policies that are adaptable to the learners' cognitive, physical and emotional aspects. Finland has one type of school that accommodates all SEN learners who are supported within and outside the classroom in relation to the capacity of the schools that display very resourceful structures within the schools, e.g. on site-based psychologists. Comparatively, Rwanda showed a progressive move during the COVID-19 pandemic where more schools were built in order to accommodate all primary learners, including girls. However, the actual translation of policies into functional, inclusive education activities still appears challenging (De Dieu et al., 2022: 52-70).

2.3.1.5 Service

Service in FSP aims at putting individual learners in an Individualized Educational Plan with specialised instructions that are influenced by many factors like language barrier, socioeconomic status, attitude and behaviour (DBE, 2014: 21-37). The main goal of these service is not to offer special education; it is to help learners to benefit from mainstream education using variety of methods, approaches and strategies. In Finland, teachers use one-on-one interactions, variety of methods and strategies in delivering the service with the on-site support for early intervention (Engelbrecht, 2019b: 530-544). Similarly, in Rwanda and South Africa, teachers are guided by the *Guidelines for Full Service and Inclusive Policy* in applying the Educational Individual Plan, using teaching differentiations and curriculum adaptation and the support and development from external structures, DLBST, and IBST internally (DoE, 2014: 21-37).

2.3.1.5.1 Full-service policy and the related legislation

South Africa's first democratic government in 1994 had a significant impact on the educational system, especially on those learners experiencing learning barriers to learning. The *Constitution of the Republic of South Africa* was introduced in 1996, which includes the Bill of Rights, ensuring that every South African citizen receives basic education and emphasises that every learner can learn, despite any disabilities and other factors (RSA, 1996: 1257). This led to the introduction of EWP 6 in building an inclusive Education and Training System (DoE,2001). It focuses on affirming that no learner, irrespective of disabilities or barriers to learning, is left behind. EWP 6 introduces the Full-Service Policy as the National Strategy of Screening, Identification, Assessment and Support (SIAS) policy in

dealing with the diverse needs in the mainstream schools (EWP 6, 2001: 45–52). In order to monitor and evaluate the effective implementation of FSP, a Guideline for Full Service and Inclusive policy was introduced in 2014 to guide all stakeholders involved with the identification of learning barriers, procedures, methods and approaches, roles and responsibilities of dealing with SEN in the mainstream classroom. More studies have been conducted in Full- Service Schools and they have shown a gap in effective implementation of the policy in practice; hence this study is aimed at designing the strategy for effective implementation of FSP.

2.3.2 Definition of a primary school

A primary school universally comprises the foundation education of learners aged 0-5 or 6 years not receiving compulsory schooling and learners starting from 6 or 7 years, with 12 years of receiving compulsory schooling, depending on the education ministries of each country globally (UNICEF, 2021: 7). Globally, this is defined by UNICEF (2021) that a primary education is typically designed for children from 6 to 11 years of age. Effective primary education can build a solid foundation for future success and reduce extreme poverty and promoting social changes (DoE, 2001: 11-15; UNICEF, 2020). The Sustainable Development Agenda acknowledges the importance of primary education in goal 4, aiming at ensuring inclusivity and equitable quality education by 2030. Subsequently, based on the evidence reported by UNICEF (2021), significant progress has been made towards achieving universal primary education where globally, the adjusted net attendance rate reached 87% in 2019. However, there is still a long way to go. Socioeconomic status strongly influences primary education attendance and completion globally based on the evidence that around 90% of children are attending primary school, but in poor households, that dropped to 75% in 2019 (UNICEF, 2021).

A primary school in this study is an ordinary public school established in a rural area as a quintile one school in 1989. The school is divided into the foundation phase (Grade R to Grade 3), intermediate phase (Grade 4-6) and senior phase (Grade 7) (DoE, 2001: 11-15; SASA, 1996:19). The entry-level age is 6 years in Grade R, which is not compulsory, but it is advocated to be in the implementation plan of incorporating it to be compulsory in April 2022, and 7 years in Grade 1; that takes seven years of compulsory schooling (DoE, 2001: 13; DBE, 2020: 61). Universal learning design seeks to promote inclusive and equitable education in response to learners' diversity (Flood & Banks, 2021: 5-201). In this regard, the primary school in the study accommodates all learners with range of learning needs in a diverse mainstream class across the grades (DBE, 2014: 3-6, SASA, 1996; DoE, 2001: 11-

15). One of the systematic challenges faced by the school is one of the five mainstream schools that are converted to Full-Service School (FSS) in the Siyabuswa Circuit, ensuring the implementation of Full-Service Policy (FSP), which exposed the school to broader feeder zones in terms of admission across the Nkangala sub region. In practice, the school is exposed to overcrowding in classrooms with diverse needs and additional support in terms of physical and human resources, and teaching and learning materials. The study intends to design a strategy to determine how effective the implementation of FSP at primary school in the Siyabuswa Circuit is. It was imperative for the co-researcher to unfold what a Full-Service School is in order to understand the context, ethos and the dynamics where the study is conducted for effective implementation of the FSP.

2.3.3 Full-Service School (FSS)

2.3.3.1 Definition and ethos of a Full-Service School

FSS are schools that are fully equipped and have the capacity to respond to diversity by providing appropriate education for the individual needs of all learners, irrespective of disability or differences in learning styles, pace or social difficulties experienced in the mainstream (DoE, 2009: 1-3; EWP 6, 2001: 22). Full-Service Schools should strive to achieve access, equity, quality and social justice (DoE, 2005: 8). Furthermore, FSS should be able to assist neighbouring schools with knowledge, skills, strategies and relevant resources in effectively implementing FSP and network with special schools for the acquisition of resources, strategies, knowledge and skills and referrals of learners with severe disabilities (DoE, 2014: 3-19). In Finland, both learners with moderate and severe disabilities are accommodated at one school where some learners are supported within the mainstream classroom and others are taken outside the mainstream classroom for support (Engelbrecht, 2019b: 530-544; Ustun & Eryilmaz, 2018: 93-114). In contrast, teachers have the potential of developing their own materials and take part in decision-making of policy design and curriculum design (Engelbrecht, 2019b: 530-544). In South Africa, FSS caters for all learners, irrespective of diverse needs that need moderate support in mainstream classroom in exception of learners that require severe support, like Down syndrome, who are temporarily admitted and supported in preparation for referrals to special schools (DBE, 2014: 6; EWP 6, 2001: 13-19; Mbinqo-Gigaba, 2019: 1-12). The rhetoric of full inclusion suggests that it is possible to effectively educate all learners with Special Educational Needs and Disabilities (SEND) in the mainstream (DBE, 2014: 17-9; DoE, 2001: 24-33). However, the reality is that in the mainstream schools many teachers struggle, or are not willing, have inadequate knowledge and skills, inadequate development and support that attribute to a negative attitude towards inclusion (Hornby, 2015: 234-256; Kriel & Livingston, 2019: 679).

2.3.3.2 Definition of Foundation phase classroom and the learner

The study focuses on foundation phase classrooms (Grade R-3). The reason is that foundation phase education reduces extreme poverty, promotes social changes and lays the quality foundation through proper instructions on how to learn and determine lifelong patterns of learning (Oranga, Obuba & Nyakudi, 2020: 410-424; UNICEF, 2021). It is in these foundation phase classrooms where the complex needs are mostly realised and the Grade 1 learner incorporates the informal education received from home into the formal learning, whereas a Grade 3 learner displays an outcome or evidence of foundation phase education as a critical milestone that determines his future results. The dynamics of a classroom are about how learners and teachers interact with one another and how they behave as a group and individuals within the group. A classroom learning environment created by teachers in managing diversity, supporting, and teaching actions affect the learners' behaviour, emotional reactions and learning (Alonso-Tapia & Ruiz-Díaz, 2022: 122-133). Additionally, competences of content knowledge, skills, attitudes and strategies exist to help us to generate a psychological climate conducive to high-quality learning. Hence, transformational teaching shapes the atmosphere of the classroom that nurtures the positive environment by using a variety of teaching approaches, strategies and models through the interaction of a teacher and a learner (Alonson-Tapia & Ruiz-Días, 2022: 122- 133). These actions define the foundation phase classroom climate (Bardach, Yanagida & Lüftenegger, 2020: 348-363; Wang et al., 2020: 31-65). It has been proven by other studies that learners who fall behind in the foundation phase are less likely to gain skills for meaningful education (UNESCO, 2021). Basically, the study aims to provide the early intervention programme in responding to the challenges faced by individual learners in the foundation phase classrooms by designing the strategy for effective implementation of FSP. This early intervention brings an improvement in academic and intellectual performance, and enhancement in their social, emotional and dispositional development will also be noticeable. Early intervention in supporting a learner will assist him to develop self-esteem to face a wide range of needs, problem-solving and critical dealing with abstract situations in a diverse context (Kriel & Livingston, 2019: 68-77).

2.4 THE ROLES OF KEY STAKEHOLDERS IN A FULL-SERVICE SCHOOL

2.4.1 The role of the principal

International studies world-wide revealed challenges that impede the effective implementation of inclusive policies, from which the role of the school principal cannot be separated. The findings demonstrate the key role of principals in creating and promoting

inclusive schools as one of the factors that affect the inclusion of learners with SEN (Khaleel, Alhosani & Duyar, 2021: 1-12). All school principals are expected to perform leadership, management and administrative roles. Additionally, in Finland principals perform an ethical role in embracing the inclusion of learning with SEN in an inclusive school and in a school community. In transformational leadership the Finnish principals lead school culture by developing a strong school community in order to structure leadership in teams; ensuring inclusion, respect and acceptance of diversity; strong collaboration, corporation and good partnership; developing Professional Learning Communities; and ensuring that inclusive policies are realised in school cultures and implemented in the school practice (Dibessa, 2021: 45-48). Notably, scarcity of empirical studies in the role of the primary school principal revealed that the Rwandan Government, in post-conflict settings, places the responsibilities of school leadership on the school management board, school-based management committees, and education officers to monitor the implementation of education policies in schools (Clarke & O'Donoghue, 2013: 1-8). Progressively, Rwanda's 9 Strategic Objectives Plan is aimed at closing the gap, particularly in primary principals' roles through the support of the government in ensuring continuous professional development of teachers and principals (Clarke & O'Donoghue, 2013: 1-8).

However, in South Africa, school principals are held responsible for the outcome of education as they are expected to perform the leadership, administrative and management roles in school and the school community. In performing administrative roles, principals and the School Management Team (SMT) are required to ensure that they establish schools as inclusive centres of learning, care and support in believing the value of inclusive schooling with considerate knowledge and skills for translating the concept into practice (DoE, 2014: 21). Principals' leadership models promote the ideals of inclusion, equity, and social justice through the distributed leadership in ensuring that responsibility is shared and power relations devolved among members of the school (Makhalemele & Tlale, 2021: 147-171). Transformational leadership skills are critical for school principals in implementing inclusive education effectively. The role of the school principal is key in creating an inclusive school community culture that nurtures the conducive environment in dealing and accepting diversity at the school and among other stakeholders, including a learner, by upholding strong inclusive values, and a vision and mission statement of the school that embraces inclusivity. In supporting teachers with inclusivity, the principal should ensure that there are functional committees within the school, an Institutional Based Support Team (IBST), Learner Teacher Support Material (LTSM) and Quality Management System (QMS) committees.

2.4.2 The role of the parent community

Historically, Finnish parents were not fully involved in the academic performance of learners, where learners were not given homework to avoid emerging knowledge. However, the current educational reforms in Finland require the holistic engagement of parents and teachers together as partners; hence, the engagement is grounded in little face-to-face contact, although there is consistent online communication (Kuusisto, Levinthal & Tirri, 2021: 306). Based on trust and how parents value teachers as independent in their work and look at their profession as ethical, autonomous, and reflective professionals, the engagement is limited mostly to parent association meetings where parents support learners in festivals (Kuusisto et al., 2021: 10-21). Parents in Rwanda play a pivotal role in maintaining discipline, academic and intellectual matters in schools, whereas the lack of their support impedes a healthy, conducive environment of learners amongst their peers and relationship with teachers in the classroom (Chand, 2013: 78; De Dieu et al., 2022: 52-70). However, the studies conducted in South African schools revealed that involvement of a parent community has a positive impact on the education of a learner, as it is taken as a societal issue where schools partner with businesspeople, non-government organisations (NGOs), critical structures like the police, social workers, and political parties (Skosana, 2018: 20-22). I agree that if parents and teachers work together holistically by focusing on academic, social and emotional needs, success is bound to happen naturally. Furthermore, lack of knowledge and information about the learner's background from the parents hinders the effective implementation of professionals' advice and procedures at home and school, which ultimately impacts the learner's general growth and academic outcomes. Importantly, the involvement of parents is equally important in education of all learners; moreover, learners experiencing barriers to learning are required to receive consistent and perpetual attention from both parents and teachers. Emmanuel and Andala (2021: 55-57) indicate that education of learners is a societal issue that needs the active involvement of all stakeholders.

2.5 CURRICULUM ADAPTATION AND DIFFERENTIATION (TEACHING METHODOLOGIES, APPROACHES AND STRATEGIES)

At a Full-Service School, teachers and learners are exposed to a wide range of needs in the diverse situation, which requires of the teacher to be flexible in adapting the curriculum to the classroom environment and applying curriculum differentiation to meet individual learners' needs (DBE, 2014: 9-39). Curriculum differentiation is the process of modifying or adapting the curriculum according to the different ability levels of the learners in the classroom and

assist teachers in accommodating all types of learners to reach their potentialities (Alonso-Tapia, Ruiz-Díaz & Huertas, 2019; UNESCO 2004). Similarly, Renault and Reis (2018: 87- 94) define differentiation as a strategy of addressing the variation of learners in the classroom through multiple approaches, methods, strategies that modify instruction and curriculum to match individual needs. However, the challenges remain the limited time and big classroom that contribute negatively to the effective implementation of variation of individualized methods, approaches and techniques (Engelbrecht, 2019a: 48-54; Reis & Renzulli, 2018: 87- 94). One-on-one interaction, problem-solving and learner-centred approaches are regarded as the appropriate approaches in dealing with diverse needs in the classroom for effective implementation of FSP. Knowing how to apply the variety of teaching methods, approaches and techniques effectively to diverse needs of learners enables the teacher to differentiate teaching effectively (Alonso-Tapia & Ruiz-Díaz, 2022: 122-133).

2.6 LEVEL OF SUPPORT FROM INTERNAL AND EXTERNAL STAKEHOLDERS

The Guideline on Full Service and Inclusive Policy requires that teachers receive a level of support from the school, IBST and the District Level Support Team (DLST) (DoE, 2014: 1- 13). IBST is a site-based team that deals with learners and diverse needs directly in the mainstream classroom (DBE, 2014: 31). The team is capacitated and developed by the DLST to be able to identify challenges, develop resource centers, coordinate learning support to other teachers, learners and parents and liaise with different stakeholders. IBST consists of different structures from the community like businesspeople, social workers, psychologists, curriculum implementers, and the police. They collectively share their knowledge, skills and experiences in mitigating the challenges that emanate within the learning context. DLST is primarily aimed at developing, assisting, supporting IBST through capacity building to identify and prioritise learning needs and barriers by providing variety of teaching methodologies, approaches and techniques to individual learners (DBE, 2014: 3- 13). EWP 6 recognises support by encouraging networking with pool of expertise and peer support (EWP 6, 2001: 19-21).

2.7 INFRASTRUCTURAL AND FACILITY REQUIREMENTS

The research done internationally has shown that schools with special needs and inclusion have special requirements to accept teaching staff who have academic qualifications, competences, a teacher certificate and able to accommodate all learners despite their learning disabilities to reach their potentials (Simorangkir, 2021: 242-248). In addition to the teaching staff, infrastructure is also a component that needs to be considered whereas it

cannot be denied that not all inclusive schools fulfil the facilities and infrastructure according to the needs of learners with SEN thus, other teachers are unable to prepare these facilities to meet the individual learner's needs (Simorangkir, 2021: 242-248). Similarly, in Finland teachers are regarded as highly professional and their infrastructure accommodates the minimum learners as per the classroom, which allows them to deploy a wide range of methods, approaches and strategies effectively (Engelbrecht, 2019b: 530-544). Contrarily, in Rwanda there is no specific policy and guideline to achieve the minimum teacher-learner ratio in inclusive education although during COVID 19 there built additional classrooms to accommodate all primary learners from homes (UNESCO, 2020). In South African schools, the school buildings and school grounds should comply with the principles or universal design as outlined in the specifications of the National Policy for equitable Provision of Enabling School Physical Teaching and Learning Environment and the Minimum Uniform Norms and Standards for Public School Infrastructure (DoE, 2009; DoE, 2010: 37). The school should have enough accessible classrooms and other facilities for all learners, including those with disabilities, for a safe and secure environment (DoE, 2010: 37). The LTSM committee should also support teachers in procuring the necessary inclusive teaching and learning materials, for example, assistive technology devices. The study conducted by Mahlo and Engelbrecht in South African schools reveals that there is overcrowding in the classrooms and teachers are overloaded with work, making it difficult for teachers to use a wide range of resources for individual learner intervention (Engelbrecht, 2019a: 48-54). Educational infrastructure and facilities are considered to be the foundation path in enabling teachers to exercise or display their competencies to meet the potentials of all individual learners in the classroom.

2.8 CHALLENGES EXPERIENCED BY TEACHERS IN EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY (FSP)

2.8.1 Negative attitude and behaviour

According to Albarracin, Sunderranjan and Lohmann (2018: 1-55), negative attitude develops emotional stress of teachers teaching learners with special educational needs (SEN) in an integrated classroom and approximately 70% of teachers displayed evidence of emotional stress. Some new-generation teachers struggle to accommodate SEN learners in the mainstream, because they lack knowledge and experience in including learners living with SEN, like those living with autism, during the teaching process. Teachers develop emotional stress towards the application of wide range of activities to be employed inaccommodating all SEN learners. In contrast, the studies showed that people with fixed

mindset believe that learners from multicultural backgrounds, low socio-economic status, and living with disabilities cannot achieve anything (Engelbrecht, 2019a: 48-54).

The condition of a workplace with regard to overcrowding and overload of work imposes a negative behaviour and attitude in relation to the poor relationship that the teacher develops with teaching components; thus, unable to interact with the classroom environment, teaching materials, methods and other teachers, parents and learners within the learning context (Ni, 2017:1-38). A poor relationship with components is proven to be challenging in effective implementation, as guided by FSP, that requires the involvement of stakeholders, including teachers themselves, that open a discourse in enhancing the quality improvement through collaboration. Subsequently, teachers' negative judgement is influenced by behaviour, failing to attempt in the creation of new knowledge based on prior knowledge and experience. Attitude is assumed to influence judgement and behaviour (Nagase, Tsunoda & Fujita, 2020:46-49).

In conclusion, attitude is a psychological state of mind influenced by the situations, feelings and beliefs and consists of three components: affection, cognitive and emotions (Estacio & Cabrera, 2018: 25-253). There are many factors or conditions that contribute to a negative attitude towards ineffective implementation, namely work heteronomy, lack of teamwork and collaboration, fixed mindset, language barrier, and poor relationship of teacher with the components.

2.8.2 Lack of teaching differentiated teaching

Some teachers from the new generation struggle in differentiated teaching during presentations where other learners are left behind, posing confusion to the teachers. Learners become relaxed, lose concentration and become bored. Large-sized classrooms impede teachers in managing diversity when applying the wide range of methods, approaches and strategies (Engelbrecht, 2019a: 48-54). Time as a resource should be maintained where teachers are derailed from the completion of their presentations in ensuring that learners are continuously assessed in tracking their level of understanding, where other learners receive EIP and average learners receive enrichment activities (Renzulli, 1977: 227-233). Arguably, notional time spent on teaching and learning is one of the factors in relation to big classes and overload of work causing teachers to be unable to reflect on individual learners' needs in preparation of the Individual Educational Plan (IEP). Time management and differentiation have proven to be challenging where a learner-centred approach is not applied, which led to learners left behind with non-completed work, where the goals or outcomes of the lesson are not achieved (Aldossari, 2018: 74-83).

2.8.3 Lack of curriculum adaptation

Modification and adaption of the curriculum serves as a strategy that teachers can use with a view to providing meaningful learning experiences for all learners (Alonso-Tapia et al,2019: 122-133); UNESCO, 2004). Amongst others, the main contrasts that need to be adapted are classroom environment, curriculum, teaching and learning materials, assessment and communication. New-generation teachers need help in arranging learners in groups to create space and a conducive environment. However, large groups impose a challenge in managing the diversity within the context. Teaching is effective and brings better outcomes if the teaching and learning materials and assessments are adapted to meet the individual needs of all learners. Assessment is administered continuously, especially to SEN, in tracking their differences (DoE, 2014: 7-13). New-generation teachers struggle to adapting the teaching and learning materials to accommodate the differences amongst the learners. Subsequently, it affects the assessment, yielding bad results.

2.8.4 Lack of teacher development and support

In public schools in South Africa, SEN support services are based at district and provincial level, where procedures for line functions are required to be followed. This delays the early intervention support and lessens the constant support (DoE, 2014: 5-7). Notably, there is serious concern regarding the powers given to intermediaries in the implementation of policies that sometimes affect the implementation phase negatively (Bullock & Lavis, 2019: 3-115; DOE, 2001). Similarly, IBST faces challenges in supporting teachers and learners, where two learners who need to be supported by the DLST receive little support and intervention. Subsequently, the situation of including those learners in the mainstream without a support remains the challenge. This derails the teachers in applying methods and strategies effectively, due to power relations. Lack of or inadequate support from the district is viewed to be not successful; hence, two educators who had undergone training still experienced challenges in teaching differentiation and adaptation. Some new-generation teachers are reluctant to apply skills development programmes that can assist them in areas like curriculum adaptation and dyslexia. Teacher professional development and support are proven to be the challenges that hinder the effective implementation of FSP.

2.8.5 Failure to pool expertise and resources

It has been proven that special needs and inclusion have special requirements to accept teaching staff and facilities, like teaching and learning materials, and enabling learners to reach their potentials despite their differences (Simorangkir, 2021: 242-248). However, some teachers from both generations struggle to prepare these facilities to meet the

individual learners' needs, or ignore it (Simorangkir, 2021: 242-248). These teachers use traditional methods of using chalkboard and whiteboard only in teaching and assessing learners. Over and above the foundation phase, teachers are equipped with laptops and trained to integrate technology in teaching. However, there is a resistance to or ignorance pertaining to the application of acquired knowledge and skills that hinder the effective use of time as a resource and other resources. There is also a lack of communication that impedes the sharing of technological knowledge and skills among generations and the limited acquisition of resources, where other groups or classes of learners are disadvantaged. In the study it was proven that there is lack of or insufficient resources and the ignorant and resistant also hinder the effective use of inclusive facilities in ensuring the effective implementation of FSP.

2.9 SOLUTION AND GOOD PRACTICES RESPONDING TO CHALLENGES IMPACTING THE EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY

2.9.1 Team planning and teaching

Team planning and teaching shift the ownership of the teaching and learning process from the individual to a group or team (Anderson & Speck, 1998: 673-674). Teachers participate in the development of lesson plans, taking into consideration classroom dynamics where experienced teachers share with new generations or newcomers their teaching methodologies, approaches and strategies. Teachers' knowledge of teaching differentiation and curriculum adaptation in an inclusive diverse classroom for SEN learners has improved. Participation of mixed generations in teams elevates the lower level to a higher level of expertise; subsequently, disbanding power dynamics. Through collective efforts, the new-generation teacher who struggles how to teach abstract or complex problems to learners, i.e. measuring of perimeter in a Grade 3 class, is able to accomplish very complex and challenging tasks through critical analysis and problem-solving methods.

There are different ways in which team planning and teaching are integrated in advancing effective teaching. The study preferred amongst others the following: (1) Teachers from a single disciplinary team teaching the same grade, phase, subject or discipline cooperate and plan together the same topic in the subject and reflect on the lesson presentation using audio or video recording to evaluate themselves as a team (Singer, 1964, in Team, 2021).

(2) The teachers complement one another in team planning and sharing different sections of the topic using flexible periods. In accommodating SEN, this method is most relevant where two or more teachers plan together and share sectional responsibilities of addressing different heterogeneous or homogeneous groups to apply teaching differentiation and

curriculum adaptation (Carlo-Olson, 1971, in Team, 2021). (3) Team teaching helps teachers to pool the resources together; hence, new-generation teachers share technological knowledge and skills, whereas experienced teachers share their experience in enriching their lesson presentations with variety of activities, methods, approaches and strategies to accommodate diversity (Warwick, 1971, in Team, 2021).

In conclusion, teamwork is characterised by the principle of joint responsibility that calls for team members to work hard to bring about an improvement in the teaching and learning process. It also provides autonomy and freedom to teachers to choose activities of their own interest and abilities. An interdisciplinary team is encouraged to close the knowledge gap between the phases, Grade 3 and Grade 4, and the integration of subject knowledge and materials from different discipline across the school. Hence, a single disciplinary team is more effective within the phase that responds to immediately challenges.

2.9.2 Training and development programmes

Training and development is informed by the outcomes of professional learning. Newly appointed teachers joined the teaching profession with the academic knowledge that requires of the principal and SMT to develop or capacitate them, equipping them with pedagogical methodology, approaches and strategies in dealing with SEN in an inclusive setting (Maibi, 2019: 54). SMT also uses QMS in supporting teachers, based on needs assessment. The committee recommended teachers to apply for DSDP relevant to their specialisation. Two foundation phase teachers applied for the areas of curriculum adaptation and dyslexia that help them with teaching differentiation and curriculum adaptation (DBE, 2020: 3-9). Similarly, SMTs, based on needs of assessment, develops the programme of development prioritising teachers and areas that need to be improved with set goals and criteria. New-generation teachers are developed to create an inclusive atmosphere in accommodating SEN in the mainstream classroom (DBE, 2014: 3-7). The success of professional development depends on the type of relationship that exists between senior management and teachers; hence, a positive atmosphere nurtures their potential. A growth mindset strategy used in Finland is influenced by continued training and on-going development that enhance the growth and success of teachers, interpersonally and professionally. The teacher's image improves, he or she develops confidence, trust and respect, resulting with improved organisational performance. A one-on-one strategy is effective if used during mentoring and coaching where a teacher work closely and cooperatively with a senior teacher, sharing their differences that one "weak point can turn out to be the strength of another" (Engelbrecht, 2019a: 48-54). It is proven where new-

generation teachers assist senior teachers in using digital technology; together they integrate it into teaching and learning process.

2.9.3 Infrastructure and facilities

Despite the constraint from the Department of Education in providing Full Service Schools with proper infrastructure and facilities, and the inevitable emerging factors like poor socioeconomic status, the study aims at using the limited resources within the parameters of the local context by transforming the classroom environment in fostering variety of teaching approaches, methods, techniques and models in designing the strategy for the effective implementation of Full Service School through Participatory Action Research (DoE, 2014: 7- 14). The school networks with private schools, NGOs and businesspeople in pooling the resources and expertise in enhancement of applying the strategy effectively (DBE, 2014: 3- 11). After teachers as team members have reflected on their own presentations using audio or video recordings, and training and workshops, it has been proven that other teachers have knowledge and skills in pooling resources via networks and computers, downloading differentiated activities in accommodating SEN learners (Johnson, McLean & Kobayashi, 2020: 377-383). A network capacity approach enables new-generation teachers to engage proactively in teaching and learning using a variety of inclusive activities and strategies in the creation of learners' conducive environment for learning.

2.10 CONDUCTIVE CONTEXTUAL FACTORS TOWARDS THE EFFECTIVE IMPLEMENTATION OF A FULL-SERVICE POLICY IN THE MAINSTREAM CLASSROOM

2.10.1 Teacher development and support

DLST gives external support to teachers by conducting training, workshops, and on-site support visits. Similarly, IBST and SMT support teachers and learners on a daily basis by conducting one-on-one meetings and workshops. SMT and IBST are based on Quality Management System (QMS) results. Therefore, the team recommended those teachers having challenges in curriculum differentiation and adaptation to apply for District Skill Development Programmes. It was revealed that both generations had applied for the programme on curriculum adaptation and dyslexia. Mentoring and coaching help experienced teachers to interact with newcomers, helping them to adapt to the new practical world; thus, experienced teachers share with them the methodology, approaches and strategies in dealing with SEN. In return, the newcomers assist them with technological knowledge and skills. However, new-generation teachers need experience teachers working together to integrate technology in teaching and learning, encouraging collaboration in this

way. Teacher development improves the image of the teacher to perceive the world as a dynamic object that changes over time and the individualization of the teacher and the learner within a group of people in a positive manner. Thus, teachers are motivated and feel confidence in facing new challenges by capacitating themselves. Teacher development and support promote healthy relationships and communication, and individual and team collaboration. Thus, teacher development and support should be well organised with the aim and objectives to achieve realistic goals. Positive outcomes are researched through realistic aims, objectives and goals.

2.10.2 Teaching differentiation

There is a distinct difference between curriculum adaptation and teaching differentiation. Adaptation answers the question 'What', whereas differentiation answer the question "How". DLST and IBST support teachers in teaching differentiation externally and internally. Additionally, all teachers have all policies of inclusive education that guide them on procedures in lesson planning and presentation that meet different levels of learners' understanding. Appropriate use of a variety of teaching and learning materials, methods, approaches and strategies respond effectively to differentiation. Similarly, in South Africa, teachers are supported through teachers' training and development in dealing with differentiation (DBE, 2014: 37). Differentiation happens within and during extra classes after school hours and through parental involvement (Adewumi & Mosito, 2019: 49-91; DBE, 2010: 1-7; DoE, 2001: 3-19).

2.10.3 Curriculum adaptation

Similarly, DLST and IBST support teachers in teaching differentiation externally and internally. Additionally, all teachers have all policies of inclusivity that guide them on procedures on how to use classroom environment, teaching and learning materials.

2.10.4 Inclusive resources and facilities

All teachers receive teaching and learning materials (LTSM) in English as LOLT, including Mathematics in Grade 1 to 3, that guides teachers and learners in English acquisition. English as a LOLT in the foundation phase seems not to be a problem, because Grade 1 and 3 learners are able to respond to questions. Hence, teachers have good methods of teaching language acquisition, for example, if learners can be taught syllables correctly, this enables them to adapt to the use of all South African languages. Most importantly, teachers are encouraged to attend short courses or workshops on dyslexia to help them in teaching learners to read. All foundation phase teachers are given laptops to integrate technology in

teaching and learning and, if properly used, this saves time and closes the gap in accessing all learners in big classrooms by flashing the lesson presentations on the whiteboard using an overhead projector. Audio and video recordings help teachers to reflect on their individual and group presentation in order to analyse their own weaknesses and strength in improving their teaching methods. Teachers are qualified to teach in the foundation phase, capacitating them with new knowledge emerging, linked to their prior experienced knowledge. It is imperative to include time as resource. Hence, it is managed effectively and efficiently, and learners are able to cope according to their level of understanding and grade norm.

2.10.5 Threats and risks regarding effective implementation of full service policy

School culture is important in embracing values, beliefs, attitude and on how individuals and groups from multicultural and socio-economic background interact with each other towards attaining the set common organisational goal (Eldridge & Crombie, 1974 cited in Burnes, 1996:112; UKEssays, 2018).

International research provides evidence that learners with special educational needs from lower socioeconomic backgrounds show low academic achievement (Lenkeit et al., 2022: 27-33). It has also been proven that the culture of the school should allow communities of learning and network with organisations for internal and external support (DoE, 2014: 39). If the culture of the school and classrooms is not designed well to accommodate diverse needs, learners from poor socioeconomic backgrounds shall remain disadvantaged and the strategy will not be realised.

Power dynamics and responsibilities are entrenched in organisational culture; if not effectively distributed or communicated, these can lead to a negative attitude in all relationships of the teacher and other teaching components. New-generation teachers or newcomers become overwhelmed with the implementation of a plethora of policies and other responsibilities at an early period of employment if the laws and procedures are not clearly outlined; hence, the strategy for effective implementation of FSP will not be achieved. Furthermore, new-generation teachers become bored and discouraged if they are not proactively involved in decision-making processes, particularly in this time of the 4th industrial revolution where teachers are expected to teach 21st-century generations. Subsequently, negative attitudes develop emotional stress of teachers and impact negatively on the implementation of the strategy for the effective implementation of the FSP.

Team planning is created to achieve goals; thus, team members should collaborate in formulating objectives towards the realisation of common goals, and if not communicated well, or unclear, then the team cannot work effectively in designing the strategy for the

effective implementation of FSP. Since team members share responsibilities, this can cause resentment and discord, fostering a negative attitude towards those that do not want to commit themselves to contributing their share efforts. Team teaching, which is not well organised and managed properly, creates discord and resentment among employees. Poor communication can create a toxic work atmosphere and can develop a negative attitude among other teachers. Thus, it will inhibit the strategy for effective team development

Limited or inadequate resources and facilities pose a serious threat in implementing a strategy for the effective implementation of FSP. SEN learners need specialised resources and facilities that are scarce; however, even if available, other teachers are unable to prepare these facilities to meet the individual learners' needs (Simorangkir, 2021: 242-248). It has been proven internationally that schools with special needs and inclusion should have been specially trained or equipped on how effectively they could use teaching and learning materials in enabling learners to reach their potential, despite their differences (Simorangkir, 2021: 242-248). However, some teachers from both generations struggle with, or ignore this in preparing these facilities to meet the individual learner's needs (Simorangkir, 2021: 242- 248). Lack of knowledge and resistance to change from the traditional way of teaching to transformational teaching pose threats, particularly in accommodating learners with SEN.

Teacher development and support programmes are important in organising individuals or groups according to their needs and responsibilities. If the programme is not well planned and adhered to in realisation of goal, this affects the implementation of the strategy negatively. Individual differentials and a top-down approach affect the relationship of the teachers and developers. Lack of teacher commitment and enthusiasm derails the progress in the achievement of the set objectives; thus, objectives are time bound in realisation of the common goal. Where there is lack of or inadequate relevant resources in facilitating the programme, the strategy is not realised.

2.10.6 Indicators of evidence that the implementation strategy is working

Despite the difficult conditions that education is facing internationally, nationally and locally, there is evidence of success that each country has displayed within complex contexts. According to the UNESCO 2020 report, Finland has proven to be the leading best country in dealing with SEN and SED in primary schools (UNESCO, 2020). In practice, they value one-on-one interaction, differentiation and adopting growth mindset pedagogical strategies (Saloviita, 2018: 560-575). Finland's education system produces highly qualified teachers and principals, supported through teacher training, professional developments with the following indicators, commitment, competence, and confidence, as displayed on average

(OECD, 2017:28). In Rwanda, educators improved admission at 7.5% in universal primary schools of learners with SEN (UNESCO, 2020). The COVID-19 pandemic has proven that education systems globally are based on the strengths and weaknesses of each country in order to provide them with the opportunities to reflect and build a more resilient education system that will cater for SEN, as shown in Rwanda, where they have upgraded their capacity in catering inclusively for all learners. According to the study conducted in 2018, it shows a progressive move in Rwanda, where 38 309 learners with disabilities enrolled at schools. However, attendance at primary schools are still much lower for disabled learners (57.4%, compared to a 97.7% overall enrolment in accommodating all learners, irrespective of their differences) (Karareba, 2019: 79-98). Similarly, in South Africa, the Department of Education targeted to convert 500 schools across the provinces by 2020 in full implementation of Full Service Policy; hence, there is evidence that 842 schools have been converted to FSS. This shows that extra efforts made for a number of schools that are implementing a Full Service Policy (DoE, 2014: 13-33; DBE, 2019: 1-2). Each district has a DLST that visits and supports IBST and teachers at FSS, by equipping teachers with knowledge, approaches and strategies in dealing with SEN learners in the classroom (DoE, 2014).

2.11 SUMMARY AND CONCLUSION

The theoretical frameworks that guide the study are marked, including the key words or concepts and related literature. Literature related to the objectives of the study was discussed with reference to experiences internationally, nationally and locally in demonstrating the rationale of the study. The DoE (2001) provides a framework that guide teachers in implementing a Full-Service Policy (FSP) in mainstream classes. However, other countries like Finland have shown good practices in responding to the challenges that impede the effective implementation of the policy (UNESCO, 2018), while other countries were still facing serious challenges in the effective implementation of FSP. Despite the good practices and other efforts that other countries internationally, nationally and locally are trying to put in place, there are continued emerging common and inevitable challenges, like increasing numbers of immigrants, poor socioeconomic conditions, and negative attitudes, behaviour and beliefs (UNESCO, 2018). In support, Ireri et al. (2020: 28-42) add that there is still a big gap between the policy framework and inclusive practices on the ground, despite the enactment and domestication of international laws on special educational needs. Schools need to put in place systems that allow a wide range of a variety of inclusive strategies, models and apply transformational models and inclusive teaching approaches

that will create an atmosphere that inspires a barrier-free learning environment that nurtures access and participation of all learners (Banham, 2018: 9-31; Fullan, 2015: 18-38; Ireri et al., 2020: 32). In developing the foundation knowledge and skills, the Department of Further Education needs to train student teachers about the inclusive policies that will enable them to develop a positive attitude in dealing with SEN throughout their training process. Although the Department of Education has put in place policies to ensure learners with SEN access education, it is not clear how a Full Service Policy is implemented by teachers to ensure that all learners are accommodated and supported in the mainstream classrooms (Adewumi & Mosito, 2019: 13-55).

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN FOR EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY AT A PRIMARY SCHOOL IN SIYABUSWA CIRCUIT

3.1 INTRODUCTION

In this chapter, the presentation is drawn on how data is generated in designing the strategy for effective implementation of Full-Service Policy (FSP) at the primary school using Participatory Action Research (PAR) and design research as a theoretical framework. The research site is described and how the researcher as co-researcher gained entry and established a team. The team is discussed, their credentials, roles and responsibilities and the purpose and the value of their involvement in the study outlined. Audio-visual instruments and documents are used in generating data, and documents are analysed. Critical Discourse Analysis (CDA) is used to analyse data.

3.2 PAR AS THE PREFERRED APPROACH

Participatory Action Research (PAR) was adopted as research design based on the fact that stakeholders are directly involved, i.e. teachers, parents and learners. The study used PAR where teachers in their field of work identify the problem and collaborate in seeking for solutions to the problem in effective implementation of FSP in the mainstream classes. Subsequently, PAR as part of qualitative research is chosen as an approach to inquiry which aimed at improving the situation of the marginalized community, empowering individuals, encourages development and capacity building to all co-researchers (Bhandari, 2020: 3–117). Ultimately this promotes commitment, collaboration, shared knowledge, skills, and experience in construction of new knowledge and insight about the issue. Through co-researchers' exposure at all interactive stages of PAR, co-researchers developed sense of ownership that is based on trust. Teachers should be given a chance to voice their experiences, challenges and knowledge through their continuous interaction that initiate change for the better (Galleta & Torre, 2019: 13–67). The PAR process is fundamentally inclusive and democratic, and most effective in diverse situations across the dimensions of society. Hence, this approach guides the study on how affected teachers, learners, parents and other stakeholders from marginalized or oppressed groups can make changes in their lives in acknowledging the inclusivity and diversity of all individuals in solving their own problems for better lives.

3.2.1 Evolution and historical origin of PAR

According to Flanagan, Breen, and Walker, (1984; 1– 229) the word PAR developed differently in South Africa than it did in other nations in a book entitled Action research, As Vanden Berg and Meerkotter (1996) state, "all action research had to be liberator and it may be potent force in releasing South African teachers from the shackles of their socialisation,"it was given increased priority in the college of education at the University of the Western Cape in 1987. The phrase "participatory research" was originally used in Tanzania by Marja Lissa Swartz in the early 1970s to describe work that involved developing locally managed development programs by utilizing the knowledge and experience of local residents (Brydon-Miller, 1997: 658). Similarly, similar methods were used to undertake community-based research stressing social transformation in Colombia and India for this PAR (Hall, 1997: 44– 456, in Brydon-Millar, 1997: 657–666). Researchers who supported research that "represents educational reform and liberation by engaging with others to modify current social practices and by employing critical reflection and social critique as a core research approach" developed in Australia and Europe in the 1980s (Hawkins, 2015: 464–478). In contrast, it has been labelled as "consultation, posing as research" at times (Baskerville and Wood-Harper, 1996: 235–246). PAR based on the above approaches used by different countries, was presented as critical and emancipatory study that was overtly political and change-oriented. However, criticism of the development of PAR as a transformational research philosophy still exists. The argument that PAR lacks scientific rigor has been presented by those who disagree with it, who contend that the current ambiguous definitions may cause misunderstanding and authority issues among researchers (Cronholm, 2004: 47–58). On the contrary, MacDonald (2012: 34–50) views PAR as a soft research method that does not use hard data, which leaves it vulnerable as in this research. However, Baskerville and Woo-harper tenaciously clings "to its disciplined constructs" of cyclical theoretical infrastructure, data generation, and evaluation thus it conquers view of MacDonald (2012: 34–50). I also argue that co-researchers cannot be treated as an object or subject, but as human being who have knowledge, skills, experience that he is capable of reflecting on their own challenges through undergoing all stages of PAR process, making discoveries in creation of new knowledge.

Gillis and Jackson (2001: 6–77) traced the origin of PAR from the work of Kurt Lewin (1944: 34–136). Lewin used Action research to address discrimination, by involving people to solve their own issue and initiate change collaboratively (Macdonald, 2012: 34–50). PAR is defined as an approach to enquiry that seek to understand the problem by sharing knowledge and experiences that initiates change for the better collaboratively (Galleta & Torre, 2019: 19– 67). Similarly, Wright (2021: 32–49) defines PAR as a process for collaborative social action,

aimed at addressing inequalities to achieve social justice and society transformation. PAR involves stages of planning, action, reflection and evaluation inevitably these plans will change as the researcher progresses her research (Kindon et al., 2007: 71–77; Benjamin-Thomas et al., 2018: 1–13). In order to critically understand PAR, it is imperative to trace its evolution, which is ambulated from action research and participatory research.

3.2.2 Action Research (AR)

Based on the evolution of PAR traced from action research, it is important to explore the different forms of action research in terms of their philosophical underpinnings in order to understand PAR. Kemmis and McTaggart (2000: 567–592) describe action research in three formats:

Technical action research is influenced by empirical-analytic research in ensuring effective implementation hence is mainly intended to the final outcome that yield the technical relationship of the researcher and practitioner (Wieringa, 2014: 269–293).

On the other hand, practical action research – underpinned by interpretive philosophy – has an interest in insightful and discreet decision-making (Kemmis, 2006: 459–476). Practical action research focuses on teachers' self-understanding and judgement (Kennis, 2007: 274; McTaggart, 2014: 112–277). This version encourages teachers to conduct classroom inquiry through reflecting at their own work and draw conclusions for the best practices. For example, self-understanding and judgement regarding implementation of FSP in the mainstream require of teachers develop a Subject Performance Improvement Plan (SPIP) to reflect on their work or results in order to generate new knowledge about new approaches or methods or strategies in effective implementation of FSP through teaching and learning.

Centrally critical action research is different from the latter two forms of action research. It is also called emancipatory action research (Kemmis & McTaggart, 2000: 567–592). It is formed from the integration of action research and critical theory and problem-solving by questioning how it has been socially and historically constructed in a society (Wieringa, 2014: 269–293). Critical action research focuses on disbanding the power relations of the traditional power dominant between the co-researchers and the researcher. Furthermore, it deals with social justice, democracy, gender, ethnicity and other political tendencies that reduce co-researchers to be the research subjects. (Fine et al., 2021: 344–356). In line with Kemmis and McTaggart (2007: 273), objectives of this study focus on the identification and

analysis of challenges that teachers face in the effective implementation of FSP in order to design the strategy to respond to these challenges.

3.2.3 Participatory Research (PR)

Participatory research (PR) is defined as an integrated activity that combines social and action aimed at fundamental structural transformation and improvement of the lives of those involved (Hall, 1981: 44-456). Similarly, Kemmis and McTaggart (2007: 273) view PR as an “alternative philosophy of social research that is associated with social transformation”. PR emerged from working with voiceless and people in developing countries (Nelson et al., 1998: 884). PR differs from Action research in the sense that action research is a research that informs “actions”, regardless of who makes the decisions however, in PAR the co- researchers collaborate, interact and collectively take action with the researcher to effect (social) change (Green, Daniel & Bowie, 1995: 43–50, in Frisby & Featherstone, 1997: 10– 320).

3.2.4 Participatory Action Research

The amalgamation of action research and participatory research constituted PAR, or, as Nelson et al. (1998: 884) put it, PAR “blends the traditions of participatory research and action research”. PAR is research process, where participants as co researchers in this study are involved and participate throughout all stages, i.e. identification of the problem, actively involved in applying different methodologies, approaches, strategies, and observation, reflecting at their own work, generate and interpret and analyse data towards realisation of the research question and objectives in decision making process and in formulating the research results. PAR rejects positivism and embraces critical emancipatory research (CER). In terms of PAR the researchers no longer concern themselves with concepts like authenticity and significance (Corish, 2005: 77–99). When conducting research, in this study co-researchers identify challenges and design strategy together for the effective implementation of FSP in the mainstream class. Furthermore, PAR rejects the notion that school communities lack knowledge; however, they can resolve problems in their own contexts” (Mahlomaholo, 2013: 379–392).

In essence, PAR focuses on everyday experiences rather than on statistics (MacDonald, 2012: 34–50). Similarly, Wright (2021: 32–49) acknowledges that people who are affected by societal issue holds the most knowledge and perception regarding the diverse environmental background and components as well as the processes and application of the systems in solving issue. PAR acknowledges that those directly impacted by systemic injustice are disadvantaged to close the gap in transforming the roots causes of these issues. I also

believe that people who are involved in their everyday activities exposed to internal and external factors in executing their roles are regarded as the experts of their own lives, other than believing in someone who stands outside the context to be an expert. Thus in this study, the researcher and co-researchers are both affected by their own situations where they must come together as co-researchers in identifying their own challenges in realisation of solving their own problems throughout the research process.

In advancing Lewin's work, the literature defines action research "as proceeding in a spiral of steps of planning, action, reflection and re-planning where the outcome of actions are evaluated (McTaggart, 1994: 313–337). PAR aims at improving and informing social, economic, and cultural practice through an interactions of activities whereby co-researchers, whose power, status, and influence differ from one another, and collaborate in addressing a thematic concern (McTaggart, 1994: 313–337). Hence, in the study the composition of co-researchers is considered to be inclusive and from diverse marginalised where co-researchers are assigned different roles of group of activities within the diverse context, sharing different knowledge, skills and experiences in identifying their own challenges in designing the strategy. Moreover, PAR fosters capacity building, community development, empowerment, access, social justice, despond power relation and participation among others (Hampshire, Hills & Iqbal, 2005: 340–349). Through engagement of co-researchers throughout the process of PAR in this study, they are empowered and valued in demonstrating their efforts through all stages of PAR in anticipating solving their own problem and bringing change to their lives. In essence, this is achieved through cyclical processes of exploration, knowledge construction, and action at different moments throughout the research process (McIntyre, 2008: 1–9). Similarly, McIntyre (2008: 1–9) view PAR as an approach that allows researchers to understand people's feelings, views, and patterns without being controlled or manipulated (MacDonald, 2012: 34–50).

3.2.4.1 Characteristics of PAR

One of the distinctive characteristics of PAR is the dialogical relationship between theory and practice (Jordan, 2008: 601–603). Knowledge or theory is considered to be true if it is put into practice, where the co-researchers in this study share ideas and practices through interaction which form a dialogical pattern where there is non-dominance over one another. Hence, in this study the co-researchers are guided by Full Service policies that required to be critically interpreted and put into implementation within the diverse context that are influenced or shaped by external factors like politics or socioeconomic status that might derail the efforts of teachers in effective implementation. In contrast, with these research

approaches, PAR advocates the active involvement of research participants in the research process, and increased community involvement and participation to enhance the relevance of the research findings to their needs (Jordan, 2008: 601–603). Hence, these approaches guide the study where participants are regarded as co-researchers and given different roles as active participants through the research process in designing the strategy for the effective implementation of FSP. The most important key of PAR is the participation of the individuals in the entire research process (McIntyre, 2008: 1–26; Canlas & Karpudewan, 2020: 1–13). Related to this, PAR opens discourse through the use of their own language, interaction, discussing their own issue with intention of identifying their challenges, and suggests possible solutions in constructing new knowledge and insight (Maibi, 2020: 92). The distinct difference of action research from other researchers is aimed at solving social problems hence, in the context of this study, co-researchers identify challenges, generate and analyse data in anticipation, coming up with solutions for the effective implementation of FSP in order to design the strategy.

3.2.4.2 Challenges and benefits of PAR

Like other research approaches, PAR has challenges with multiple theoretical frameworks that underpin the PAR process resulting to confusion among researchers (McIntyre, 2008: 10–13). PAR requires of the researcher to gain access and an in-depth understanding of the community of interest. This may be challenging, especially when the researcher is from a different cultural background (Vaughn & Jacquez, 2020: 3–27). In contrast, the theoretical framework that underpins this study, i.e. design research, conceptualises the epistemological position of the researcher within the research team as co-researcher whereby he is also directly affected by the situation and has the community interests at heart (Maibi, 2020: 92). Thus, in this study the researcher was part of the research, as co-researchers engaged in everyday activities with other co-researchers. However, other researchers doubt the voluntary mutual participation or involvement of co-researchers in relation to power where no-one is dominant over another for sustainability of the research through the entire research process. Furthermore, research requires specific research skills, particularly during data generation and analysis while, within the community development perspective, it may be difficult for co-researchers to generate and analyse data (McIntyre, 2008: 10–13). In relation to this, I acknowledge the significance of expertise in conducting any research; hence it is not a prerequisite in PAR. Moreover, in PAR, the co-researchers involved are directly affected by their own situation. It implies that they are the main primary sources of what actually is happening in their lives and how best can they solve their

problem with the limited resources they have, through shared knowledge, skills, experience and other physical and human resources being used optimally.

Other challenges are seen in sustaining participation of the co-researchers throughout the research process, in that other co-researchers might become passive and show lack of commitment over time through the process. Ruechalcul's (2015: 7–365, in Maibi, 2000: 92–94) work shows that one of the key success indicators of PAR is empowerment. I therefore agree that if all co-researchers are empowered through their interactive participation and involvement in all steps and stages of PAR, taking leadership and control of their situation, they will be eager to know about the outcome of their proactive actions. All research requires good facilitation skills and in consideration of the steps and stages of PAR, where there are non-dominant power relations, co-researchers have freedom of coordinating the subgroups within the research team and giving feedback to the research team enhances shared facilitation skills among co-researchers. Furthermore, PAR requires trustworthiness and how co-researchers value the research as marginalized group through interacting with one another. In a non-dominant environment, it allows all individuals as co-researchers to take sole responsibilities in gaining power and control within their space over the entire process in the view of gaining a sense of ownership of the outcome over time. In essence, the complex process of PAR approach is seen as a challenge that brings with it a number of ethical considerations that researchers must consider prior to developing and conducting PAR (McIntyre, 2008, 12–79). Concisely, all research requires overemphasis on ethical consideration over its existence. Through vital steps and stages of PAR, ethical considerations should be over-emphasised before conducting the study and throughout their engagements like in focus meetings, dialectic meetings, and the use of other resources, as undertaken in this study.

The inclusion of community in the research team is seen as a challenge in maintaining commitment over time and managing the time frame of the research period where co-researchers prioritise their societal issues from diverse situations in inclusive decision-making (Whitehead, 2006: 7–79, in Maibi, 2020: 92). However, in this study, learners, teachers, parents and other related stakeholders, in identifying their own challenges and solving their own societal issues, enhance the development of a sense of ownership in prioritising the education of learners and school as the responsibility of everyone in the community over time. Furthermore, inclusive of co-researchers, collective decision-making and shared leadership enhance good relationships among teachers, parents, community, school management and departmental representatives regarding their prioritisation of objectives and requisition of

resources (Maibi, 2020: 94). Apparently this relationship will make teachers to commit themselves and ensure that they utilise the limited resources they have at their disposal effectively and efficiency with the growth mindset that their voices will be represented in all school communities and the department. Furthermore, the involvement of teachers, the SMT, SBST, curriculum advisor and DLST in the composition of a research team as co-researchers in this study allowed effective communication and representation of different stakeholders in the department for further research.

Although other studies, as shown in the work of Meyer et al. (2018: 402–419), that made use of PAR in developing a curriculum that fosters disaster resilience, another is work of Douglas and colleagues (Meyer et al., 2018: 402–419) on gathering ecological wisdom for climate change resiliency planning, among others, showed lack of or weak methodological foundations thereto. Some studies suggest that one way of building a strong methodological foundation in PAR is to secure the research process particularly in data generation and analysis (McIntyre, 2008: 55). All and above the challenges of PAR observed by other researchers and literature reviews, PAR is used in a variety of disciplines because of its approach to a wide range of research methods, constant interactions with co-researchers, and the spiral steps used during the research process. Apparently, PAR gained popularity in a variety of disciplines since its first implementation within the field of geography, where research was conducted by William Bunge for his “Geographical Expeditions” in the 1960s and early 1970s (Meyer et al., 2018: 402–419). Thus, PAR remains valuable to the study, particularly in developing knowledge collectively and self-reflective inquiry in improving the situation of the marginalized group or individuals (Koch et al., 2002: 109–117; Maguire, 1987: 76).

3.3 PAR STEPS AND STAGES

PAR starts with an investigation of actual practices whereby the research team identifies and defines the concrete problems that do not necessarily have ready-made solutions (Kemmis & McTaggart, 2007: 277). In this study, the research team from the marginalized group with diverse knowledge and experience collaborated in identifying the challenges that teachers face in the effective implementation of FSP in order to come up with a solution. Sequentially, PAR follows a cycle of spiral steps in stages of planning, acting, monitor and reflecting, that overlap (Kemmis & McTaggart, 2007: 277). The co-researchers were fully engaged throughout the cyclical steps of PAR in the investigation process through problem definition and co-researchers’ personal experiences in order to develop in-depth insights about the nature of the problem investigated (Nelson et al., 1998: 884). Cyclical steps of PAR are relevant to the study; teachers as co-researchers conducted an inquiry to identify the

challenges experienced in the effective implementation of FSP, aimed at designing the strategy together.

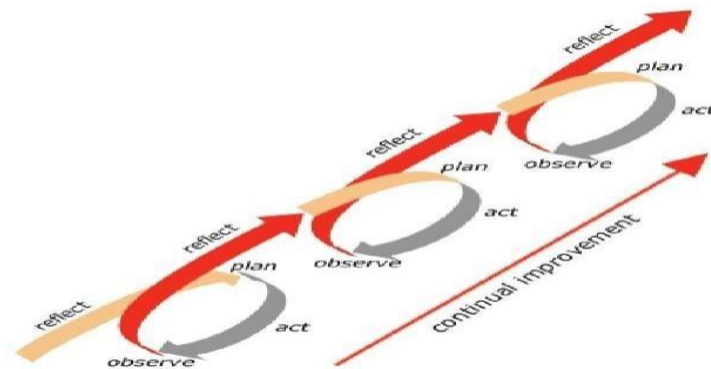


Figure 3.1: Cyclical steps of PAR

Source: Krutka and Vaughn (2013: 300-332, in Queensland Government)

3.3.1 Planning – identifying the problem

After the establishment of the research team, the first step is to convene a meeting with the purpose of developing a vision together as co-researchers. Visioning is about that does not exist; however, it is envisaging to be achieved in future by community members collectively believing in improving the current situation (Hall et al., 2017: 1–16). The purpose of visioning is to provide a space for people affected to consider an alternative to (a) their past, (b) the current situation, and (c) a future which they do not want. One key issue is to look out for is which principles underpinning the Guideline for Full Service and Inclusive policy are in order for this vision to be realised. In essence, co-researchers in this study identified and defined the problem. At the beginning of this step, they did not know what the problem or problems were and what would be the solution. Through brainstorming about the issue, critically reflecting on themselves, questioning, and the use of documentary analysis co-researchers were enabled to understand the importance of the issue in developing a plan (Coghlan & Brannick, 2005: 22–77). In this study, following the vision, the co-researchers started by identifying the problem or an issue, defining the objectives of the study in seeking to answer the research question in realisation of the study aim. This was not limited to the development of mitigation strategies in mitigating the challenges or emerging issues that could derail the research process in designing the strategy for effective implementation of FSP in the mainstream classroom. In PAR the epistemological position of the researcher positions himself as part of the research process during the planning process and in all the research stages affected by an issue, and collaborated with co-researchers in identifying, and drawing up an action plan to mitigate the identified challenges. Inevitably, risk management plan is imperative during this process in order to manage other emerging challenges or issues,

especially external factors that might derail the objective implementation of the plan. In practice, the plan to be effective should be actioned or put into the implementation stage as the second step of PAR.

3.3.2 Action

An action opens a discourse between the co-researchers that seek to establish the type of relationships through their engagement in executing the plan they have planned together with a set of activities in realisation of objectives, although the plan may not have envisaged all situations in which it is enacted (Kemmis et al., 2014: 105). In essence, PAR tries to close the gap of any omission in the action plan through its spirals of planning, acting, monitoring, and reflecting that overlap, opening another discourse responding to any emerging issue. The kind of relationship in PAR tries to clarify the positioning of the researcher not being neutral, directly involved as part of the research process working in collaboration with co-researchers in executing the tasks as assigned to each individual in putting the action plan into action. Co-researchers are given the freedom to work on their own in making sure that the set agreed-upon action plan is followed as required through their active involvement, participation, commitment and trust with non-dominance of one over another. Oppressed views in PAR are given attention in a democratic atmosphere in the reproduction of power relations. Not limited to meetings, workshops, reflective meetings, and dialectic discussions are used as methods and approaches in generating data. Co-researchers are fully involved in the realisation of the achievement of objectives in designing the strategy. All and above, language and communication are important key aspects in building trust, respect, understanding and including all the participants' views that were oppressed, to avoid missing important points and facts that will be used during analysis of data. Since language and communication are the basis of all meetings or engagements, ethical considerations must be emphasised in building trust among co-researchers, unfolding the democratic relationship where co-researchers are able to consult with one another, share knowledge and views, experiences, and challenges, in constructing new knowledge or insight in a respectful manner (Velardo & Elliott, 2018: 311–318). Points of reference, tools for generating data like audio, video and tape recordings, written texts and spoken language are important in capturing all forms of language and communication like, non-verbal language, artefacts, and texts that will assist in forming the base for reflection, analysis of data, and the re-planning cycle (Kemmis, 2014: 105).

While generating data, co-researchers should be mindful of contextual factors and conditions that could derail their implementation plan by continuously monitoring and reflecting with the

intention of developing strategies to mitigate diverse conditions towards enacting the plan. Monitoring and reflection do not necessarily come at the end; thus, in this study could assist more during feedback meetings. In a nutshell, PAR allowed co-researchers to generate data, interpret and analyse data together in anticipating to develop the strategy in the effective implementation of FSP at the primary school.

3.3.3 Monitoring

This phase of the PAR focuses on tracking the effects of activities done in order to gauge the success of the targeted intervention and assess the knowledge generated (Rademeyer, 2019: 73). It reviews if activities were made "appropriately" and with knowledge of what would guide the subsequent cycle of reflecting, planning, and acting by looking at both planned and unintended effects of actions to see if the goals were fulfilled or need to be improved (Coghlan & Brannick, 2005: 3–98). The study team monitored closely the data that had been gathered during the preceding stage to determine how effectively the strategy had performed. During this process, the co-researchers put together the collective discussions and understanding of the problems experienced at the research site; what went right or wrong. In truth, there is no one method to communicate the results of an activity; rather, a democrat accord is ideally suited to take into account many points of view. However, at the end of this stage, different groups of co-researchers' experience (as they had been personally recorded though their different meetings note and audio and video recordings), were openly voiced in a democratic setting at the study team sessions. Monitoring can take part throughout the action process; thus is consolidated at the end of action in order to evaluate the action outcomes. Tools used for generating data remain useful at this stage, giving direction in evaluating their own actions, sharing their understanding from different meetings, or discussing whether they had to continue or revert to re-planning in anticipating to bring about change in their lives.

3.3.4 Reflection

At this stage of PAR, the research team had used different methods, approaches, procedures, strategies, and tools, like observation and focus group discussion in generating data together; hence they were all in charge of their diverse information, shared experiences and knowledge in solving their own situation as affected marginalised people. Furthermore, they were charged with the responsibility of reflecting together on their own action outcomes (Kemmis, 2014: 108). Three types of reflection are listed in the literature: premise reflection, process reflection, and content reflection (Coghlan & Brannick, 2005: 3–98). In PAR environment, these reflection formats allow co-researchers to interpret their own findings. In particular, in order to determine if the

study's goal of developing a strategy for the successful implementation of FSP had been attained, the research team looked back and compared its goals with the results of the actions taken. The PAR reflection stage is crucial since it advises the research team whether to reinforce or re-plan what doesn't seem to be working to address their social problem. The researcher must spend time discussing the significance of the data with other co-researchers in order to develop a shared understanding. The PAR spiral cycles are not linear by nature since co-researchers continually evaluate their own work, such as when providing input at meetings during the research process on whether things were done correctly or necessitating that they re-plan in light of what had been learned (Kemmis, 2014: 113). Reflection starts at the stage where one thinks about issues, finding out what actually is happening and why. The answers will be used to deliberate on the process of putting strategies together and procedures in place in critiquing the underlying assumptions and perspectives (Chang, 2019: 95–108).

3.5 EPISTEMOLOGY

The epistemological position of the researcher is believed to be bringing people who are affected together sharing their experiences, knowledge, and challenges enabling the construction of the existing and new knowledge to an issue regarded as the truth and showing mutual trust as the predominant factor. Teachers were brought together as co-researchers in investigating how effective the implementation of FSP was through the design of the strategy. Furthermore, in support of this strategy, other stakeholders were also invited and participate as core searchers; thus, PAR was most effective in diverse situations where it involved teaching staff that have direct interaction with daily activities with learners, SMT, and parents, seeking advice from different departments like social workers, health practitioners, psychologists and police in designing a strategy for the effective implementation of FSP. Through their interaction at all stages of PAR, i.e. planning, implementing, monitoring and reflecting that form a spiral of cycles, existing or new knowledge or insight was constructed and used in reflecting their own work and evaluate in empowering the marginalized group. The epistemological position of the study seeks to find out how we know what we know and it enquires into the nature of knowledge and truth. People acquire knowledge through perceptions, readings, experience, faith and belief; hence the epistemological position seeks to know how reliable the sources are (Kivunja & Kuyini, 2017: 26–41). Epistemology maintains that knowledge is true if it is put into practice that empowers and transforms the lives of the people Kivunja & Kuyini, 2017: 26–41). It also seeks to know how relevant is the source. I argue that knowledge is truth, since the primary

source in this study – the foundation phase teachers – are the ones who are affected, directly teaching special educational needs using different methods, approaches and strategies in the effective implementation of FSP in the mainstream and are actively involved. Thus, true knowledge in this context lies in collective actions, reflections, critical discourse analysis and problem-solving.

3.6 ONTOLOGY

The ontological position of the research seeks to give an answer to whether the nature of reality is perceived as something out there, separate from an interaction of human being or how one exists in life. I disagree with the belief that reality is regarded as a separate object or empty space far away from the human being's daily activities in life. However, positivists believe that the reality is static and is positioned at its own separate space, which requires complete objectivity and the exercise of an external role (Rademeyer, 2019: 66). Contrarily, the critical theorists believe that reality is ever changing and is influenced by external factors (Maibi, 2020: 171). Thus, critical theorists' view on the nature of reality gives direction to the study where stakeholders involved, as co-researchers come from marginalized group, interact with forms of realities that are continuously influenced by poor economic status, cultural dimensions, and political and social cohesion. Precisely, in this study, reality is argued to be static; that is, not influenced by external factors where it requires minimum control; hence, PAR in this study follows spiral stages that form a cyclical manner where planning and reflection are continuously done in anticipating to have maximum control over emerging issues, leading to continuity of the study. In the context where this study was conducted from a rural and marginalised group, I positioned myself to interact between the various elements, i.e. to interact with affected learners, teachers, parents and support staff' lives and collaborate on how best the design strategy could support teachers and other co- researchers in bringing change about in their lives.

3.7 ROLE OF RESEARCHER

In PAR, the researcher performs the research and design by actively participating as co-researcher and designing strategies together. Similarly, according to Lenette (2022: 1-158), the role of the researcher is to encourage and facilitate the initiative of the participants, with an emphasis on valuing their knowledge, synthesizing the body of knowledge, developing structured opportunities for adult learning, and fostering their capacities to reach their full potentials. Hence, the researcher's role in this study was that of core searcher. The researcher initiated the study by engaging the School Management Team (SMT) in

discussing the aim and the value of the study in solving their own problems. Furthermore, the researcher and SMT coordinated the issue with teachers who are directly involved in implementing the FSP effectively in the mainstream classrooms in order to gain in-depth knowledge and an understanding of the problem at hand, and collaborate as co-researchers to come up with emancipatory solutions that could assist in the design of a strategy for the effective implementation of FSP. It is prevalent as a researcher who initiated the research project to generate and analyse data to act as co-interpreter of co-researchers' interpretations in summarising the individuals and group's interpretation of findings together, maintaining a sense of ownership.

3.8 RELATIONSHIP BETWEEN RESEARCHER AND CO-RESEARCHERS

The researcher as co-researcher is mindful of the power relations in PAR, where different roles assigned to individuals or groups as co-researchers would rotate among the research team members throughout the process of stages of PAR (Ayaya, Makoella & Van derMerwe, 2020: 1–13). Thus, in this study the researcher, as co-researcher and core searcher had a non-dominant relation through the engagement, from the initial stage of the design research. Over and above, the mutual relationship existing between the researcher and co-researchers and the academic community evokes reliability and validity in epistemology and ethical considerations through respect and trust. The researcher is actively involved with the co-researchers in trying to understand and value people, problem and context through the engagement of construction of new knowledge in bringing change in their lives. The researcher's role, except as that of initiator of the study, is to act as facilitator interacting with co-researchers that are directly involved in the issue sharing experiences and expertise that evoke the relationship of commitment, respect and empowerment. In this study, core searchers from diverse situations with different expertise, i.e. teachers, parents, psychologists, social workers and police were brought together, sharing their expertise through engagement and interaction to bring about change together. Meaningful relations are created through engagement and free participation that develop trust in avoiding domination of one over another (Montero, 2000: 131–147; Rademeyer, 2019: 172).

3.9 GAINING ENTRY – ETHICAL CLEARANCE

After receiving ethical clearance from the University of Mpumalanga ethical committee to conduct the study, I presented the letter of permission and the ethical clearance letter to the Mpumalanga Department of Education to grant me the permission to conduct the study at the school in the Siyabuswa circuit (see Appendixes 1 and 2). Two sets of first meetings

were held by the executive coordination team and other group of participants, who ultimately both became one team of co-researchers. An ethical clearance letter, a permission letter from the Department of Education and different sets of consent forms were presented and discussed indicating the aim, roles of each individual and ethical consideration aspects (see Appendix 3). The study was conducted in the manner that each individual was respected, had the freedom to withdraw at any time and to avoid any harm or threat to lives. However, a Risk Management Plan was imperative for mitigating unforeseen circumstances. Furthermore, data were generated, tools like videos and voice recordings, and the safety of the storage of data to ensure confidentiality were discussed for assurance. However, provision was made for withdrawal at any time if an individual did not feel comfortable with a video recording, to excuse him- or herself temporarily or permanently.

3.10 RHETORIC LANGUAGE

The language usage in persuading co-researchers within the context and culture should be considered as imperative factor in conducting PAR that deals with a marginalized group of people. The language used in PAR should build the dignity of individuals, taking into account the diverse team members as co-researchers who are directly affected by the situation, by empowering them through mutual participation, trust and their determinations (Maibi, 2020: 94). All forms of communication will be taken as important during data generation and analysis; hence spoken, written and non-verbal are all acceptable in order not to miss an important issue. Although the school is a dual home language, i.e. isiNdebele and Sepedi home languages, and language of teaching and learning (LOLT) is English, the research team agreed on all spoken languages in the community, especially as the study dealt with onhow to accommodate SEN in the mainstream. Moreover, language was seen as being one of the issues, because the community is multicultural. However, English was used to consolidate the project report.

3.11 DESCRIPTION OF THE RESEARCH SITE

The primary school has been selected to be a research site because the school is a Full Service School and the researcher is the principal of the school who collaborates with the School Management Team (SMT) to ensure the effective implementation of the Full Service Policy aimed at identifying their own challenges and solving their own situation. The school has an enrolment of 956 learners, which starts from Grade R to Grade 7, with 36 teaching staff and one administrator. Teachers are qualified, as they obtained the South African minimum teaching qualifications; however, other were not placed according to their

specialisation, especially in terms of phase. Demographically the composition of teaching staff falls under two categories: 42% of novice teachers are below 36 years of age; 8% are between 35 to 49 years, and 58% are above 49 years. The school is currently categorised as a quintile 2 school and is situated in a multicultural rural area where the socioeconomic status of the community is poor. However, it is one of few schools that are classified among the schools from semi-urban areas under the Siyabuswa circuit. The Siyabuswa circuit is located in the DR JS Moroka Municipality. The school admission policy allows the school to admit all learners, irrespective of their learning differentiation and is a dual-medium school that offers Sepedi and isiNdebele home languages. Its language of learning and teaching (LOLT) is English in Grade 1 to 7. Applicably, the school was and is able to register a physically disabled learner in a wheelchair who successfully completed the 6-year compulsory education. Down syndrome learners who are able to be supported and referred to special schools, hard-of-hearing, short-sighted learners, language barriers, poverty-stricken families, immigrants, intellectual disabilities; thus, all learners are taught in the mainstream classroom (DoE, 2014: 13). Furthermore, the school serves as a focus school in partnership with the University of Mpumalanga in mentoring the foundation phase student-teachers throughout their four-year training. The five-year results serve as the source or blueprint in the generation of data where the focus is on Grade 1 and Grade 3 learners.

3.12 CONSTITUTING COORDINATING TEAM

A formal invitation was made to the co-researchers' offices and institutions, and they constituted as the executive coordinating team. The invitation reflected the title and the aim of the study, clearly outlined their roles as co-researchers and emphasised the importance of their involvement in the project. During the first meeting, the executive coordinating team consisting of four members, the researcher, IBST coordinator, two Foundation Phase SMTs, was officially established where consent forms were clearly explained with an emphasis on ethical consideration aspects, like confidentiality, anonymity, right to withdrawn at any stage before voluntarily signing forms. At that meeting, the coordinator was elected. The second formal invitation was sent to other members to be part of the project as co-researchers to meet with the executive coordinating team to explain the aim and outline their roles and ethical considerations aspect as co-researchers in the project as spelled out in their consent forms. The second group of co-researchers consisted of six foundation phase teachers teaching grade 1 and 3, other members from IBST and two parents. In total 16 team members as co-researchers and 208 grade 1 and 3 learners participated in the research. In terms of relevancy of qualifications, three teachers have specialised in foundation phase training, whereas three other teachers have

specialised in Senior primary qualifications. However, they have a minimum of four years and maximum of ten years' experience in teaching the foundation phase. The IBST coordinator is the deputy principal of the school who have specialised in Foundation Phase and Special Educational Needs, with more than 30 years' teaching experience in the foundation phase. The whole team agreed to form a team in aiming to design a strategy for the effective implementation of a Full Service Policy at the primary school as a research site.

3.13 CREDENTIALS AND ROLES OF THE RESEARCH TEAM

3.13.1 Principal

The principal was the researcher in this study. She joined the school as the departmental Head in 2009, was promoted to deputy principal in 2016 and she is now currently the school principal. In her managerial function she manages 36 teachers, two deputy principals, five departmental heads and 28 post level one teachers with one administrative clerk with 956 learners, from Grade R to Grade 7.

3.13.2 School Management Team (SMT)

The school qualifies for eight SMT members, i.e. one principal, two deputy principals and five departmental heads. SMT members who were co-researchers in the project were the principal, one deputy principal and two departmental heads. The principal was the study coordinator. The deputy principal serves in the management, particularly focused on the foundation phase and is also the IBST coordinator whereas the two departmental heads are teaching in the foundation phase, one being the LSTM coordinator.

3.13.3 Quality Management System Committee (QMS)

Teacher support is imperative where the SMT and QMS committees develop and support teachers for the effective implementation of policies, the creation of a positive atmosphere, developing an inclusive lesson plan, adhering to Bloom's Taxonomy, methodology, approaches and strategies used during lesson presentation. The team analyses how effective teachers and the entire school receive support and development.

3.13.4 LTSM committee

Another team was assigned the responsibility to analyse the teaching resources in establishing from the committee itself and teachers how inclusivity was accommodated and effective management and procurement of teaching resources were done.

3.13.5 Foundation phase teachers

Through active participation in reflecting on their daily activities, teachers were invited to participate in the study, i.e. strength and weaknesses aiming at designing the strategy for the effective implementation of the Full Service Policy. Teachers were involved in reflecting on their own work in order to identify their strengths and weaknesses. Furthermore, they collaborate on their identified challenges and came up with strategies in solving their own problems. Three teachers are teaching in Grade 1, where one teacher qualifies to teach in the Intermediate phase and two teachers qualify to teach in foundation phase. Two teachers from Grade 1 are teaching Sepedi Home Language classes and one teacher, who is the departmental head, teaches the isiNdebele class. In Grade 3, two teachers teach two Sepedi classes, whereas one is an acting departmental head; thus, one teacher is teaching the isiNdebele class. Congruently, one teacher in Grade 3 qualifies to teach foundation phase and two qualify to teach Intermediate phase. Two generations of teachers are at the school: the elderly, around 50 to 60 years, and novices, 25 to 32 years.

3.13.6 Parents

After discussing the research's title, aim, value, and ethical issues to the parents of learners in grades 1 and 3, they were asked in the meeting the request of their approval to let their children participate in the study. Two parents participated in the team aimed at evaluating the involvement of parents through one-on-one meetings. Parents were involved in planned meetings of the school, like during the quarterly analysis of learners' performance.

3.13.7 Learners

Grade 1 and 3 learners were engaged as the ones who were directly critically involved, supported, and assessed in the study throughout the process. Learners were aged 7 to 8 years. Learners were assisted to sign the assent forms after receiving consent from their parents.

3.14 DOCUMENTS AND INSTRUMENTS IN GENERATING DATA

The following documents and instruments were used to generate data.

3.14.1 Administrative documents and artefacts

The five-year Grade 1 and Grade 3 learners' annual academic performance results were used to reflect on the trend of learner performance, retrieved from SAMS and the learner performance schedules. The quarterly learner performance and attainment strategies for

three years assisted in doing a SWOT analysis in the enhancement of developing mitigating strategies for further improvement.

3.14.2 Learner portfolios and Special Needs Assessment forms (SNA1 and 2)

Learners' portfolios and SNA 1 and 2 forms are the most important documents that inform the day-to-day teachers' intervention and progress made by the learner academically and behaviour.

3.14.3 Lesson plans, lesson presentation and assessments

Lesson plans and lesson preparations were analysed and reflected on how teachers used differentiated teaching and how teachers were able to adapt curriculum and assessment to accommodate diversity in the classroom and SEN learners.

3.14.4 Video and voice recording

Video and voice recordings were used during meetings and classroom presentations, workshops in the generation of data and were useful in terms of recording spoken languages and videos, assisting in recording actions to help co-researchers to analyse, transcript and interpret data as theme. It was used as storage of data for future reference that required security for ethical considerations.

3.15 COMMON VISION

A group has a sense of purpose when they share a vision objective. It motivates people to cooperate and attain a goal as a team. The vision should be inclusive, because the study takes place in a diverse marginalized group that will need a broader range of ideas to influence goal setting towards the vision. It helps in ensuring that everyone stays on track and work towards a desired outcome, and focus on success (Kaiser, Fahrenbach & Martinez, 2021: 5187–5195). Common vision is regarded as shared vision, which previously was dominated by top-down vision communication, which limited the literature study on bottom-up shared organizational vision. Contrarily, organizational vision is an emergence of property of each personal visions (Kaiser et al., 2021: 5187–5195) creating shared vision in organizations – taking an organisational learning and knowledge management perspective. Thus, the study above directs the current study using PAR to enhance the maximum participation of all the co-researchers by creating an inclusive environment that transforms personal visions and organisational vision in developing a common vision that will enable them to interact mutually and engage throughout the process of stages of PAR. According to Rademeyer (2019: 187), when personal visions and organisational vision are transformed

into common vision, it unites team efforts and clears of personal interests that can interfere with the team's vision and cause the strategy implementation process to fall apart altogether or delayed. Furthermore, A team's awareness of their current situation is awakened by a shared vision, which also gives them a clear picture of the desired outcome. At the first meetings, vision was discussed in enabling the co-researchers to develop a common vision together.

3.16 STRENGTH, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT) ANALYSIS

SWOT analysis is regarded as assessment framework that helps in understanding the internal and external forces that may create opportunities or risks for an organisation (Benzaghta et al., 2021: 55–57). In order to assess the strengths and weaknesses, one needs to understand the school as an organisation as a whole, context and school communities, or public. However, this allows the use of other tools and frameworks in order to accomplish this. Included in the study was the 5-year overall performance of Grade 1 and 3 serving as guiding document, linking the past, current and anticipating for future improvement. The SSE tool enabled the school to evaluate their own educational practices in nine areas of management (Wilson et al., 2021: 843–856). However, the study focused on curriculum delivery, teaching and learning, and teaching resources. The SWOT analysis approach helped the team to reflect on the past and present circumstances in order to identify priorities that inform the strategic planning for the entire institution. At the initial meetings, the co-researchers should recognise the weaknesses and threats that counteract with the effective implementation of the strategy for FSS that helped them to develop a robust set of strategies that capitalize on advantages and strengths to support the development of strategic plans and judgments. Furthermore, the team sought to investigate the opportunities that might give teachers a step ahead in improving their own situation; however, taking into cognisance the threat that may impede their implementation of strategies for the effective implementation of FSP.

3.17 DATA GENERATION

During the first meeting, the research team identified the challenges that hinder the effective implementation of FSP by conducting strengths, weaknesses, opportunities and threats (SWOT), and together developed the vision and drew up the action plan to achieve the objectives of the study (Kerzner, 2019: 53–78). The co-researchers collaborated and acted as the agents in the creation of knowledge in generating data (Yanay-Ventura et al., 2020:

147–163). The data generation process could continue until the co-researchers found that no new issues emerged. Data were generated from teachers' lesson presentations, document analysis and discussion meetings with committees using video and voice recording and note taking. After each meeting, key points and actions were summarised and circulated to all participants (Bhandari, 2020: 7–77).

Scenario 1: Lesson plan and lesson presentation

The departmental heads and deputy principal, as co-researchers, formed a team and were assigned the work to conduct a support visit to Grade 1 and 3 teachers' presentation on Sepedi, isiNdebele and Mathematics. The focus was on how attitude and behaviour could impact teaching and learning; how teachers used differentiated teaching and curriculum adaptation in the mainstream class; language as a means of communication; how teaching and learning could impact the generation of knowledge and understanding; and lastly to monitor how the teachers used differentiated teaching and curriculum adaptation during presentation and assessment. Zihle and Zodwa presented lessons in isiNdebele Home Language (HL) in Grades 1 and 3; Thabang and Malehu presented Sepedi (HL) in Grade 1 and 3; and Mogau and Malehu presented Mathematics in Grade 1 and 2, respectively. After the support visit, the teachers' presentations were viewed by the entire team, reflecting and analysing the whole processes together with the intention of designing the strategy. Video and audio recordings were used in order to assist during reflection and interpretation and analysis of non-verbal communication. In addition, the focus was based on establishing the application of the FSP in relation to two generations, envisaging to understand the statusquo of education in this landscape.

Scenario 2: Documentary analysis

The coordinating team was assigned the responsibility of evaluating and analysing the availability and effective implementation of documents, like Full Service Policies; learners' portfolios and SNA 1 and 2; three-year learner academic performance in Grade 2 and 3; teachers' data on employment; admission policy; QMS and LTSM. The focus was to reflect, monitor and analyse the readiness of the school in supporting teachers for the effective implementation the FSP in designing the strategy together.

Scenario 3: Meeting with IBST committee and teachers

A follow-up meeting was undertaken by the researcher as co-researcher to establish the understanding of documents analysed in scenario 2 and the role and responsibilities of IBST

in developing and supporting teachers towards implementing FSP effectively. In a discussion meeting teachers were given a chance to reflect on how they were developed and supported by IBST and DBST.

Scenarios 3: Meeting with LTSM committee

The team was assigned to do follow-up consultations with LTSM documents, policy, procuring system, management of LTSM and inclusive teaching resources analysed in scenario 2 to establish to what an extent the teachers and learners benefited from LTSM for the effective implementation of FSP aiming at designing the strategy.

Scenario 4: Meeting with QMS committee

The team analysed the progress made on the development and support of teachers after their lesson presentation through QMS support with the committee and the Grade 1 and 3 teachers during post-discussions.

Scenario 5: Meeting with admission committee

The researcher as co-researcher was assigned the task to meet with the admission committee to discuss the requirements and procedures in admitting learners with SEN, with the intention to investigate how admission affected FSS to enable the effective implementation of the policy.

3.18 DATA ANALYSIS, INTERPRETATION AND REPORTING

Generated data or transcripts were critically described, interpreted, and explained using Critical Discourse Analysis (CDA) where knowledge and values were shared equitably in the social context (Van Dijk, 2018: 13–43). In PAR, everyone has the right to analyse and interpret the findings, which implies that many possible interpretations are most likely to emerge and be evaluated (Tuarob et al., 2021: 1–32). Credibility and trustworthiness are essential in analysing and interpreting data where specific information that directly address the research question and related to problem statement are recorded, written description from what has been observed and notes from the group discussion are taken by co researchers that provide the first hand data that can be analysed to identify emergent patterns (Tuarob et al., 2021: 1–32). The established team starts with the research topic or problem, whereas robust contextual understandings of the dynamics of particular topics or problems determine the choices regarding theory, methodology, and methods and ought to be adaptable, flexible, and iterative (Johnson & Mclean, 2020: 377– 83). CDA explicitly or implicitly uses a three-dimensional model by making shifts between descriptive, interpretative and explanatory activity at micro-, meso- and macro levels in order to produce cohesive, robust explanations

of discursive and social phenomena (Johnson & Mclean, 2020: 377–383). According to Luborsky (1994: 189–207), a research question is defined, information and theory are gathered on the context, and content is analysed for themes and patterns. Lastly, the results are reviewed and conclusions drawn. CDA is primarily drawn on the contextual meaning of language and how language is used between people, as well as written texts and spoken, phrases, images, symbols, by taking into account the social and cultural context within which it is used (Johnson & McLean, 2020: 377–383; Van Dijk, 2018: 26–43). Language is examined on multi-levels of communication when analyzing data based on the five challenges experienced by teachers in implementing Full Service Policy in a textual, social and discursive aspects

Audio and visual recordings were used for recordings and text and safely stored to avoid disclosing the information to the public that needed serious ethical considerations (Da Silva, 2021: 1–8). Other methods of transcribing data were used comparatively with recording; hence it could limit the access of information if not well recorded (Atia & Herrold, 2018: 1044–1054). At least three hours per hour of talk and up to ten hours with a fine level of detail, including visual details were budgeted for to transcribe data daily. Transcripts were owned and approved by co-researchers in order to honour commitments to ensure credibility and trustworthiness of data (Parameswaran, 2019: 2309–2322). Data were coded using five different colours in response to five research objectives to identify different themes and the relationships between them and be put into coding frame (Medelyan, 2019: 79). Inductive coding was used to give a more complete, unbiased look at the theme throughout the data in hierarchical coding frame (McMullin, 2021: 3764/13).

3.19 SUMMARY OF THE CHAPTER

The chapter emphasised the design and the PAR as a preferred approach in the generation of data, with its characteristics, benefits and challenges. The relationship of the researcher with the researched site and co-researchers was discussed to give an understanding of the epistemological and ontological position of the researcher. Furthermore, the steps and stages of PAR were discussed and how CDA was used to analyse and data.

The last chapter deals with the analysis, presentation and interpretation of data.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION RESULTS TOWARDS EFFECTIVE IMPLEMENTATION OF FSP AT THE PRIMARY SCHOOL

4.1 INTRODUCTION

The study intended to design a strategy for the effective implementation of a Full Service Policy (FSP) at a primary school. In order to operationalise this aim, the chapter presents the data and describes how they are analysed and interpreted to design the strategy in effective implementation of FSP. The empirical data are presented, analysed and interpreted according to the five objectives identified in this study, namely the challenges encountered by teachers towards the implementation of FSP envisaging to come up with the solutions to the challenges. The conditions under which these strategies and solutions are to be employed are analysed and understood. Lastly, the indicators of success and benefit derived from the envisaged strategy are discussed as the basis of evidence whether the strategy is effective or not.

In discussing the five objectives of the study, they are subdivided into subheadings corresponding to the constructs in Chapter 2. The format of approaching each objective starts with the introduction, the policy and related legislative imperatives, theory and findings from other researchers. The quality or credibility of the study will be justified by the findings from the co-researchers, using demonstrable data from the text. The integrated extracts are discussed at three levels of CDA, textual analysis, discursive and social structure to underpin the principles of power relation, hope and social justice (Van Dijk, 2018: 26-43).

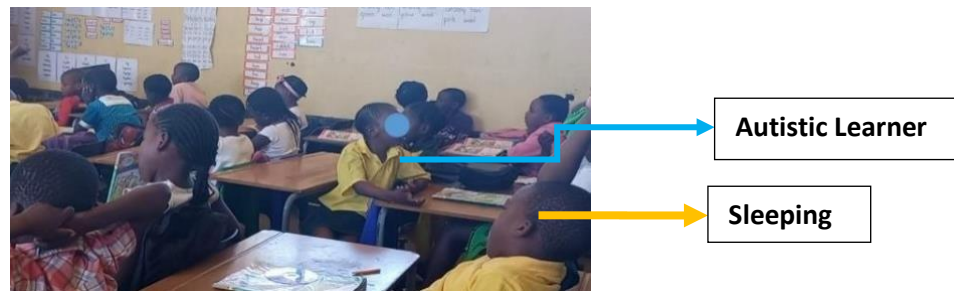
4.2 CHALLENGES FACED BY TEACHERS IN THE EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY AT THE PRIMARY SCHOOL

In acknowledgement of challenges identified by other researchers, this chapter focuses on the main five challenges, namely negative attitude and behaviour, lack or insufficient teacher development and support, lack of knowledge in differentiated teaching, lack of curriculum adaptation, and failure in pooling of expertise and resources from one another. These challenges are discussed below.

4.2.1 Negative attitude and behaviour

Attitude is a psychological state of mind influenced by the situations, feelings and beliefs and consists of three components, affection, cognitive and emotions (Cabrera & Estacio, 2022: 13-35). There are many factors or conditions that contribute to negative attitude towards

ineffective implementation. Through the interactions of team with teachers the following are identified, lack of work autonomy, lack of teamwork and collaboration, fixed mindset, language barrier and poor relationship of teacher between the components.



Picture 4.1: Grade 2 Sepedi class

The picture shows a Grade 2 Sepedi Home Language class where learners are naming the sound 'kgw'. However, a learner with autism is not concentrating, disturb other learners shows at the back hence another one is sleeping and the teacher ignores that. Only one learner responded to the question of the teacher, but wrongly so.

Teacher asks: "Read the paragraph and identify the sound 'kgw' and form the sentence."

Learner answers: "Sekgwama", but failed to form the sentence.



Picture 4.2: Grade 3 Mathematics class



Picture 4.3: Grade 3 Mathematics class

Ms Malebo uses a traditional method in teaching Grade 3 Mathematics learners to measure the perimeter in groups. Learners struggle to measure perimeter and look at the pictures in Pictures 4.2 and 4.3 above. Another group remains confused (Picture 4.2), while a group from Picture 4.3 show understanding and willingness to participate, whereas other learners from the same group struggle in accessing the information because they are looking at the paper from the reversal side, *'upside down'*, and one learner is not paying attention.

In conclusion, the teacher feels rejected and helpless, facing heteronomous forces that lead to negativity in all aspects of her responsibilities in creating a positive environment for all learners by arranging learners in a sizeable group. However, this remains a contextual factor of an overcrowded classroom. Effective strategies of working within the overcrowded classroom can be managed if teachers share their frustrations through effective communication.

The team visited Grade 3 Mathematics teachers Ms Malebo teaching *'perimeter'* and Ms Malehu teaching *'counting'*. According to ATP and CAPS policy, the two teachers are supposed to teach the same topic and this shows that there is no team planning (DBE, 2012: 10-36). Contrarily, Malehu integrated technology to complement, re-define and adapt curriculum by depicting concepts on the white board using data projector while Ms Malebo used the traditional chalkboard method. There is a lack of teamwork amongst same-grade teachers (see Pictures 4.4 and 4.5 below).



Picture 4.4: Grade 3a Mathematics class



Picture 4.5: Grade 3b-Mathematics class

Furthermore, Grade 1 Mathematics teachers, Mogau were teaching ‘grouping of 2s’, while Ms Zodwa taught “counting”. There was no collaboration and they failed to pool each other’s expertise in building trust and respect.

If these teachers could work together they could have planned the same lesson plan and presentation together and integrated the two technological and traditional methods to accommodate differentiations. The above scenarios show that lack of teamwork creates a negative attitude amongst teachers and their relationships with components that hamper commitment, trust, and respect

The team recognises that Mogau code switched to Sepedi Home Language in teaching Grade 1 Mathematics while Malebo used Sepedi almost throughout the lesson presentation. However, the Language of Teaching and Learning (LOLT) in Mathematics is in English.

Mogau: “Re na le di pair tse kae tsa di triangle tse green?”

Learner answers in English: “3 groups”

Malebo: “Thala mothalo wa 15 cm go dira square”

The team member asked: “Why are you using Sepedi to teach and assess learners in Mathematics?”

Ms. Mogau answered: (Hmm! doubtful): “I’m afraid that they might not answer the questions or follow instructions as they are used to learning in their home language in Grade R”.

Ms Mogau was able to integrate a variety of teaching methods, approaches and strategies in accommodating all learners and ensuring that they all benefited equitably. However, she still

had a fixed mindset; despite the efforts she made in engaging all learners, she still believed that learners learn the best in their home language. Similarly, Malehu used Sepedi in trying to accommodate a Grade 3 learner who struggled to answer the question by code switching to Sepedi.

The above scenarios display the fixed mindset that causes teachers to fear and believe less that learners can adapt in a positive diverse learning environment if all strategies are put in place.

The team viewed the presentation of Malebo and recognised that the teacher's introduction of the topic '*perimeter*' in Grade 3 Mathematics was too abstract, '*measuring the perimeter*'.

Malebo introduces the topic: "Draw the 15 cm lines and measure the perimeter".

Demonstrating on the chalkboard with a small ruler not a meter stick (C.1.)



Picture 4.6: Grade 3 Mathematics class



Picture 4.7: Grade 3 Mathematics class

In her pedagogical approach she failed to link new knowledge with prior knowledge and learners continued drawing lines throughout the period without succeeding to get the perimeter (see Picture 4.7). The teacher spent more than the allocated time (55 min instead of 45 min); hence failed to achieve the goal and to give the feedback to the learners. In approaching the abstract topic, analytical reasoning is important in resolving complex expressions or topics into simpler or more basic ones. Using building blocks with learners to build an object, demonstrating measurement of distance outside the classroom using feet,

could help learners to link the constructed knowledge with the new knowledge using a ruler to draw different lines and enable them to measure the perimeter which should take 2 to 3 days.

The DH visited Malebo in the Grade 1 class of 46 learners. The teacher arranged learners into groups of six to create some space; however, overcrowding of learners has a negative impact on allowing them freedom of minimal movement within the groups (see Pictures 4.1 & 4.2 above). The teacher fails to apply a wide range of teaching methods like depicting the presentation on the whiteboard or allowing learners to measure perimeter outside the classrooms. Effective teaching and learning require the creation of a positive atmosphere.

The above scenarios are evidence that lack of knowledge, induction, development and support discourages the novice teachers to interact with others in acquiring different approaches, which led to her developing a negative attitude.

Analysing these situations at the textual level, is recognised in contextual reality that the negative attitude is the result of the teacher's background and the working environment conditions. This is revealed by learners who show tiredness, boredom, sleepiness, causing an unhealthy situation (see Picture 4.1). The lack of induction particularly to novice teachers deprives the novice teacher of the opportunity to express herself and adapt to school climate and culture. Teachers develop negative feeling, beliefs, behaviour and emotions towards their profession if they do not collaborate with others. The management should create a welcoming, positive environment by setting realistic goals, plans and procedures that accommodate the diverse needs in the inclusive school culture.

Analysing these situations at the social level, it is indicated that there is a lack of collaboration between teachers teaching the same subject, grade, and phase, by not sharing resources. Lack of collaboration results in the situation where the teacher remains stagnant and confused with the situation. The management should encourage teamwork where all generations interact and engage, sharing their mixed feelings and understanding in realisation of a common goal. Mentoring and coaching are critical for both experienced and new teachers guiding them with curriculum strategies and communication skills. Lack of induction causes physical, mental and emotional stress to teachers that can lead to them leaving the profession.

In discursive analysis, teachers have inadequate knowledge and competency in the creation of a positive atmosphere, allowing the integration of differentiated methods, approaches and strategies to be fully adapted to the classroom context. Experience and qualifications

contribute positively or negatively to the implementation of policies in practice; hence the SMT should ensure the correct placement of teachers and encourage team planning.

4.2.2 Lack of teacher development and support

Teacher support and development focus on collectively reflecting on teachers' own work in envisaging to improve their pedagogical practices and social interaction, improving power relations in dealing with their own situations. The team decided to analyse the documents and have one-on-one discussions with teachers and Institutional Based Support Team (IBST) in order to establish whether there is effective collaboration and support among stakeholders as prescribed by FSP for early identification and support for learners with Special Educational Needs (DBE, 2014: 13).

The team recognised that a learner living with autism in Grade 2 was identified in Grade R having learning barriers and was put on an Educational Individual Support Programme for three years without the intervention of the DLST (see Picture 4.1). The learners showed that she was not correctly placed, which overwhelmed the teacher in displaying her competency and abilities of managing diverse classroom. The teacher remained stagnant and confused with the situation on how best she could assist the learner. However, the learner improved in non-communication skills by disrupting others. Hence, the IBST completed the relevant documentations, Special Needs Assessment (SNA 1 and 2) form in tracking the learner. However, the process derailed the learner to be placed at the special school. The teacher and IBST supported the learner with various intervention strategies, putting the learner in the group because she liked to play and did not talk. The teacher engaged the learner to sit closer to the teacher and the teacher had to face her while talking because she observed the lips and quietly followed the action. Lack or insufficient support by DLST leads to negative attitude, and a lack of commitment and trust in dealing with learners experiencing learning barriers for both teachers and IBST.

Teacher support is important, as it helps teachers to be familiar with different kinds of learning barriers, learning processes and how one can best deal with this in the mainstream classroom. The team also analysed the SNA1 and 2 forms and noticed that three learners with reading problems, being hard of hearing, and with speech problems, respectively, were put on EIP, looking for extra support from IBST in curriculum adaptation and differentiated teaching had not been met adequately.

Another factor that derailed early intervention is poor involvement of the parents. The socioeconomic background affects the active involvement of parents in education. The IBST

coordinator reprimanded the parent of Siyabonga, a learner in Grade 1, since she was called to school and delayed the progress of begin supported by not providing relevant documents and discussing the background of the learner.

Parent answered: "If you absent yourself from work they deduct money from our salary and the learner is leaving with her grandmother."

Additionally, IBST coordinator said: "Most learners that come from poverty-stricken families have child-headed families living with their grannies; hence, the situation impact negatively in involving parental support."

Effective implementation of FSP needs the maximum participation of parent, teachers, IBST, DLST and other supporting non-government organisations (DoE, 2014: 7-37). The education of the learner becomes the responsibility of the community where the learner resides through the interaction of all relevant stakeholders.

Teachers participating in the team show less interest in furthering their studies for personal and professional growth (see table below).

Table 4.1: Three-year progress made on personal and professional teacher development

		Personal and professional development		
Generation	Total no. of teachers	2020	2021	2022
Old generation	27	4	2	6
New generation	9	-	-	9

The co-researcher as a team member encouraged the teachers to apply for the District Skills Development Programme (DSDP). Malebo, Mogau, Thabang and Zihle registered the programme on '*curriculum adaptation*'

Table 4.2: District Skills Development Programme

Teachers	Malebo	Mogau	Thabang	Zihle
Skill Development Programme	Curriculum adaptation	Curriculum adaptation & Dyslexia	Curriculum adaptation	Curriculum adaptation

The challenge with the DSDP on curriculum adaptation and dyslexia are not assigned to public ordinary schools and FSS, but to special schools. Dyslexia is the inability to read fluently, interpret words, letters, but it does not affect general intelligence and, through differentiated teaching and curriculum adaptation, if identified earlier and apply immediate intervention, the situation can be managed, but not cured (DoE, 2014: 13-33; Helland, 2022:

1-17). Dyslexia deprives learners of the freedom of expression and social interaction with peers and having self-esteem. Eventually this can lead to performance below the grade level. There is little accommodation of teachers from FSS versus special schools in terms of DSDP needs analysis; more attention is given to special schools.

Analysing these situations at the textual level, it transpired that there is lack of collaboration and support among teachers, learners, parents and DLST. Lack of collaboration and support have a negative impact on relationships; hence destroying trust and power relations. Subsequently, lack of collaboration is influenced by lack of support from the different stakeholders. Teachers are not supported in achieving their common goal and they remain demotivated and self-withdrawn. There was a slight improvement in teacher development; however, it derailed the effective implementation of FSP. Apparently, it is the competency of the management to develop programmes communities that enhances the maximum participation of all stakeholders in the creation of an inclusive school culture.

At discursive level, teachers indicated that they attended district-based workshops that come at most once per term for a limited scheduled time. The social interaction of teachers was limited, which weakened the social relationship with other teachers outside the school. However, school-based workshops were not conducted. The school management should establish networking platforms within and outside the school to enhance the effective teaching and learning strategies.

4.2.3 Lack of differentiated teaching

The team reflected on Thabang's presentation teaching the Grade 1 class of 48 learners the sound 'kgw' using shared reading by using *Big book* in the Sepedi Home Language and gave learners workbooks to identify the words with sound 'kgw'. Picture 4.1 shows only two learners responding to the question, while the other learners do not seem to follow. The teacher used a variety of teaching methods and approaches to draw the attention of learners and accommodate 48 learners to be actively involved and should have developed a special programme for a learner with autism to draw her attention.

The team also reflected on Malehu's presentation teaching '*perimeter*' in a Grade 1 Mathematics class of 48 learners. Learners seem to be confused and failed to follow the teacher's instruction to draw the lines. The teacher also seemed to fail to utilise the allocated 45 min time for the period to finish the presentation and give feedback to the learners.

The deputy principal commended: "The topic is so abstract for Grade 3 learners. The teacher needs to link it with prior indigenous knowledge and the topic can take 4 to 5 days; not one period of 45 min."

Zodwa added: "The teacher requires to be developed and supported to be at level of grade norm"

Abstract topics need to be broken down and linked to learners' prior knowledge, using playing games, like *Mmela*, where learners will recognise different types of shapes, play by measuring their sides and at a later stage add those sides to find the perimeter.

Analysing data at textual level revealed that there is a lack of differentiated applications of instructional teaching, methods, approaches and strategies that are visibly effective in team planning. Team planning enables teachers to share knowledge, skills and strategies in the creation of a positive environment to accommodate all learners with SEN, that benefit at their level of understanding.

There is an indication at social level that teachers are planning differently; hence they use the universal lesson plan without analysing or interacting with the classroom ethos in understanding variables that can pose threats during interaction with learners. There is lack of collaboration and teamwork, which could enable teachers to apply a variety of methods, approaches and strategies in an inclusive natural setting.

In discursive analysis, it was revealed that teachers struggle in applying pedagogical methods to unfold their academic knowledge within the context of the classroom environment. There is also inadequate analysis and interpretation of curriculum policies that help teachers to put policies in practice. It is the responsibility of management to align teachers with a variety of policies that support their lesson planning and presentation through regular support meetings, discussion, mentoring and coaching.

4.2.4 Lack of curriculum adaptation

Svenningsson et al. (2022: 1531-1551) define adaptation as "Any change in the environment or in the instructional materials" that makes it possible for learners to access and engage in learning. Looking at the overcrowding class of Malebo with 48 learners (Picture 4.2). The teacher tries to group learners into groups to create space. However, it was difficult for the teacher to move between the groups and learners were also deprived of the freedom of movement within the group. In Pictures 4.1 and 4.2 one can see a learner

fighting for a ruler and two learners trying to involve themselves, but struggling to access the front view to measure and read the measurement accurately.

If learners were taken outside the classroom and used their feet, blocks and measuring instruments to measure perimeter, the teacher would allow the social interaction and learners be in charge of their own activity by sharing equal powers in demonstrating their levels of capabilities.

During the reflection on Mogau's presentation for Grade 1 and Malebo teaching Grade 3 Mathematics which is supposed to be taught in English as LOLT, it transpired that they code switched to Sepedi. They failed to use pictures, objects, demonstrations and illustrations to make it easier for these learners to use English as LOLT.

The team planned to interact with the presentations of Ms Zodwa and Ms Mogau in teaching Mathematics '*grouping in 2s*' using inclusive growth strategies in actively involving all learners with special educational needs, as indicated in Pictures 4.1 and 4.2. Additionally, Ms Thabang left out the learner with autism in fully participating, because of the limited inclusive growth strategies she used.

Teamwork and collaboration enable teachers to share inclusive methods, approaches and strategies by promoting effective communication. Shared strategies and resources enable teachers to share their knowledge and skills, and improve trust, respect and power relations, where teachers sit together and plan, develop their own programmes and materials that accommodate the group of learners, including all types of learning barriers, not forgetting the gifted learners. Teamwork and collaboration improve the relationship of teachers between the task, environment and other teachers working at the school. However, lack of content and pedagogical knowledge derail the effective implementation of FSP that requires of the teacher to be creative and mindful in designing and developing the Individual Special Support Plan (ISP) using a wide range of inclusive methods, approaches and strategies (DBE, 2014: 3-17, Svenningsson et al., 2022: 1531-1551) (see Picture 4.1). Mindset influences how people perceive objects and situations around them through interactions with the variable of the environment where they operate. A fixed mindset looks at the world as static and in isolation, which will affect the relationships between teachers, learners, parents and other contextual or external variables, eventually derailing the effective implementation of FSP. The guideline for Full Service and Inclusive Education requires effective relationships amongst the stakeholders in the creation of a positive and conducive teaching

and learning environment, taking into cognisance the conditions that might delay or derail the effective implementation of the strategies (DoE, 2014: 13-47).

A language barrier was detected to be a challenge for Grade 1 and 3 learners where the team interacted with Ms Mogau and Ms Malebo's presentations in teaching Mathematics where they code switched to Sepedi Home Language to try and accommodate all learners. However, learners responded in English as Language of Learning and Teaching (LOLT). This implies that teachers still have a fixed mindset with regard to the language as a means of communication.

Analysing data at textual level revealed that teachers have inadequate knowledge of the creation of a conducive atmosphere that enables them to apply appropriate resources, strategies and approaches effectively. It is important that teachers are creators of their own space by understanding their classroom dynamics; hence it is the responsibility of the management to make available a variety of teaching resources that meet the requirements of an inclusive school culture.

In social analysis, it was revealed that there is no freedom of expression or social interaction between learners themselves and the teachers because of overcrowded classrooms. There are signs of inconsistency, fear, and a lack of confidence and belief in managing classroom diversity. The management should make available different approaches that enable the teacher to reach all learners during teaching, as well as the effective use of resources to curb the diverse needs of learners without compromising the curriculum.

Analysing data at discursive level, there is an indication that teachers are overwhelmed by the diverse needs of learners in overcrowded classrooms that need the creation of each learner's individual needs and space through the application of differentiated teachings. The issue of overcrowding remains a contextual factor; hence also depends on the capacity of the management to mitigate the situation through the application of robust strategies to assist teachers.

4.2.5 Failure to pool the expertise and resources for equitable effective teaching and learning

The team established the information with the LTSM committee at the meeting, at what level the committee supported teachers to enhance teaching and learning in an inclusive setting. The teacher as main resource that delivers pedagogical knowledge needs to be supported with a variety of inclusive, specialised resources in accommodating all learners with SEN, adapting the curriculum and allowing differentiated teaching, managing learner behaviour, and assisting with developing an Individual Educational Plan (IEP).

The team noticed that the textbooks and workbooks are at the level of the grade norm and have gaps in accommodating SEN learners, which pose challenges to teachers to adapt the curriculum or learning resources to accommodate all learners, for example, visual and hearing impairments, and reading difficulties. However, curriculum adaptation and differentiated teaching were seen as a challenge (see Picture 4.1 & 4.2). Additionally, there are limited resources. Hence, in Grade 2, the teacher, Ms Zihle, was reading a story from *Big book* page 5, and this could have a negative impact on learners experiencing hearing and visual disorders. Although all foundation phase teachers in Grade 1 to 3 have laptops, during their lesson presentations, only two teachers utilised them (see Pictures 4.4 & 4.5).

Ms Zihle commented: "Ms Mogau should help them in downloading activities from the laptops in enhancement of effective teaching and learning."

The above scenario indicates that other teachers had challenges using laptops to download relevant activities that suit all different levels of learners' understanding. Apart from physical resources, the study focused more on teaching and learning resources, LTSM, teachers needing to have deeper insight into and knowledge of the subject content, and the skills in integrating resources to enhance inclusive teaching and learning. Teachers' qualifications are set out below.

Table 4.3: Qualifications

Grade	Number of teachers	Foundation phase qualification	Other phase qualification	ICT training
1	3	2	1	2
3	3	1	2	2

Looking at the qualifications of teachers, three teachers continuously needed to be capacitated, supported and developed to improve pedagogical knowledge and integration of ICT that requires teamwork to learn from one another, share knowledge, skills, expertise and experience. Emanating from the above, three elderly teachers have more than seven years' experience teaching in foundation phase and three novice teachers have less than five years' experience (see also Chapter 3). For the effective use of resources, including human resources, shared knowledge, skills, experience and integration of technology can help a team to pool their expertise and resources together.

Analysing data at textual level revealed that teachers' relevant qualifications and acquired training and capacitation are at the minimum; hence working in collaboration can enable them to share their knowledge, experience and skills. The management should enable the

optimal use of learning material and human resources in order to maintain a good relationship of teachers or platforms across the school through networking.

In social analysis, it was revealed that the LTSM committee is not conversant with the inclusive specialised LTSM in supporting teachers with the differentiation and adaptation of the curriculum. The management of the school should have a vast knowledge of the requirements of specialised learning materials that could help the committee to procure the relevant resources. It was also revealed that other teachers still had a negative attitude or ignorance in using the supplied resources like laptops to enhance inclusivity optimally.

Analysing data at discursive level revealed that all teachers are equipped with laptops in helping them with variety of activities, downloading resources; hence they indicated the shortfall in application. However, they have an interest in involving others to assist them. The management should ensure that teachers are intensively capacitated, monitored, evaluated and supported in envisaging how to utilise the resources for the intended purpose.

4.3 THE CONDITIONS UNDER WHICH STRATEGIES AND SOLUTIONS ARE TO BE EMPLOYED

4.3.1 Enhancing positive attitude and behaviour amongst teachers and their components

A positive attitude is determined by the type of relationship the teacher has with the subject content, learners, teachers, parents, and all the components in the working environment. Zihle shows a positive attitude towards change when she requested Mogau to share with her the knowledge of integrating technology in teaching (see Table 4.1). Continuous teacher development and support guide teachers' vision in achieving their set goals and to develop growth mindset. Despite, the fact that Thabang failed to accommodate a learner with autism during lesson presentation, she is striving for improvement; hence she applied for skills development on 'curriculum adaptation' (see Table 4.2). Mogau showed a positive attitude in accommodating Grade 1 learners in her lesson presentation, irrespective of their differences where she integrated vast knowledge, methods and strategies by pooling some resources and activities from the internet (see Table 4.4 below).

Table 4.4: Strategies used in grouping 2s

Coloured bottles, shapes, body parts, drawings, song, workbooks, in building grouping of 2s

All learners and the teacher were actively involved in singing, dancing, listening, demonstrating the number 2 in the air, grouping, classifying, identifying, recognising,

4.3.2 Teacher development and support

Foundation phase workshops on content enrichment and assessment for all Mathematics, English, Sepedi, IsiNdebele and Life Skills had been organised to equip teachers with content knowledge and different types of assessment by curriculum implementers (CIs). These workshops helped teachers in improving on their way of teaching and assessing foundation learners, *'assessment must cover small scope of work done, 2 to 3 marks which must be continuous to cover each and every topic taught'* and it was noticed that even those who had no foundation phase qualifications benefited from the workshop. Prior to this, teachers set multiple topics in one assessment of 10 to 30 marks, which deprived learners of opportunities to generate knowledge or comprehend what they had learnt.

The small piece of work covered was determined by the quality of work done and the positive responses from the learners' understanding, rather than a large amount of work that produced poor quality. This workshop also helped teachers to accommodate even learners who had a short concentration span and those who were slow in recognising, analysing and critically interpreting the question.

Training was attended by Malebo and Thabang on differentiated teaching and curriculum adaptation arranged by the DBE. During feedback meetings, the team recognised that teachers acquired knowledge, skills in managing diversity and behaviour in the classroom.

Thabang demonstrated: "A learner who beat a desk with fingers is trying to think about the answer for the question asked".

This action can be annoying to other teachers and their actions of reprimanding the learner can destroy her self-esteem. The above teachers developed the skill to learn more in dealing with SEN learners. Subsequently, they applied for a professional Skills Development Programme on *'curriculum adaptation'*. Continuous personal and professional development help teachers to develop confidence, love and passion in their own work towards achieving quality performance (see Table 4.2).

4.3.3 Differentiated teaching

After interaction in reflecting on presentation of the above teachers, Mogau's presentation was viewed by the team, recognising that the teacher used a variety of teaching methods, approaches and strategies in teaching Grade 3 mathematics learning *'grouping in 2s'*.

Step1: The teacher introduced the lesson by asking learners to hug a desk mate in order to demonstrate the grouping of 2s.

Step 2: She played a song downloaded from the YouTube, learners were singing and dancing together demonstrating and being able to identify the word '2'.

Step 3: Learners were able to use their body parts to identify 'group of 2s', 2 ears.

Step 4: the teacher used different types of coloured shapes, triangles, squares.

The teacher asked: "How many blue triangles do we have?"

Learner answered: "3 groups of blue triangles."

Step 5: the teacher used colourful water bottles and learners are allowed to come in front to group bottles of the same colour together.

Learners were given the opportunity to learn in their own styles and were able to socialise with others and learners were able to correct the teacher.

Learner corrected: "No, teacher, the answer is 3 not 2."

During assessment, learners were able to answer the questions correctly with understanding. This shows that the learners were in charge of their own work and thus improved their social justice and power relations.



Picture 4.8: Learners actively involved raising their hands in response to questions – Grade 3a Sepedi class

The team viewed the presentation of Malehu teaching the sound 'kgw' in Grade 3 of 48 learners. The team recognised the readiness of Malehu's classroom with a range of pictures on the wall related to the themes. The teacher used a story to introduce the sound 'kgw' and flash cards. The teacher used the overhead projector to view her presentation to accommodate even learners at the back of the class to see and able to identify the sound 'kgw' (see Picture 4.4).

4.3.4 Curriculum adaptation

Looking back to Malehu's classroom (Picture 4.9), it depicted the level of Grade 3 learners that welcomed all learners with a variety of pictures, words and the teacher used an overhead projector to view her presentation and draw the attention of all learners in managing overcrowding and complementing the shortage of teaching material for each learner (Picture 4.10) below):



Picture 4.9: Accommodating classroom



Picture 4.10: Overcrowded classroom

The teacher created a conducive environment for all learners and managed overcrowding and lack of teaching resources by flashing her presentation using a laptop and overhead projector on the whiteboard.

In introducing the sound 'kgw' she broke down the sound into syllables and demonstrated to them how to spell and pronounce. Learners also demonstrated 'k, g and w'. When assessing learners, she adapted the questions according to the level of learners' understanding,

Question 1: The teacher wrote the word 'sekgwama' on the chalkboard and asked learners:

"Write the 5 words with the sound 'kgw'.

Scenario 1: Few learners were able to name the correct five words with 'kgw'. Answers:

'kgwale, thekgwana, kgwedi, sekgwa and mokgwa'

Scenario 2: The teacher displayed the picture of a purse and asked learners who failed to name the picture.

Few learners responded correctly: "Sekgwama"

Scenario 3: The teacher introduced to the average learners to write sentences that include the sound 'kgw'.

Learner responded: "Koko o somisa thekgwana ya motsoko ge a opa ke hlogo,"

Scenario 4: Gifted learners were reading text from the books and identified all the words with the sound 'Kgw'.

Learners answered: "Sekgwama"

4.3.5 Pooling of expertise and resources for equitable inclusive teaching and learning

The teaching and learning materials (LTSM) at all institutions cannot be overemphasised. LTSM plays a most important role in teaching foundation phase learners, because it serves as basis in their style of learning using their senses: see, touch, hear and smell. Nowadays learners learn effectively, including those with special educational needs (SEN) when the teacher integrates the lesson presentation with technology, audio-visual aids, projector, illustrations, and practice apparatus (Njoroge, 2019: 1–6). This brings enjoyment, and learners will not see the classroom as a rigid environment apart from where they come from and they should be allowed to work together with the teacher in arranging and rearranging the setup of the classroom through active involvement and collaboration.

A classroom with a full range of resources enhances social interaction amongst learners themselves and teachers where learners will be in charge at their learning corners that promote power relations and democratic learning as well as a positive attitude. Ms Malehu used an overhead projector viewed on a whiteboard that helped her to manage a large classroom, while Mogau used an audio-visual device, tangible objects and demonstrations in accommodating different learning styles (see Picture 4.9).

An SMT has the responsibility of ensuring that effective procurement and management of resources are built on a needs analysis for quality performance. The teacher as the resource

focuses on the capability to create an inclusive learning environment, readiness in applying differentiated teaching and adaptation (Leifler, 2020: 221–244). The ability and competence of the teacher to develop Individual Educational Programmes (IEP) assisted in advancing the LTSM committee to procure inclusive specialised LTSM, like a laptop with specialised software that is compatible for all learners with SEN, and the correct size of fonts. Working as a team will limit the shortage of resources; they will be shared and utilised optimally towards achieving the set goals and quality performance in equitable manner.

4.4 IDENTIFICATION OF THE CONDITIONS THAT ENSURE THAT THE DESIGNED STRATEGY WORKS IN EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY

4.4.1 Conditions that enhance positive attitude and behaviour

A team fosters the positive creation of environment in engaging teachers at their own space to be creative, accommodative, socially interact positively with all the components in an inclusive setting. Thus, this leads to the growth mindset strategy used in Finland that enables teachers to be flexible in adapting with change and the diversity (Engelbrecht, 2019b: 530–544). Furthermore, the teacher should be developed and continuously supported towards attaining goals through social interaction with colleagues, learners and the environment to see the broader picture in the positive way.

The creation of a positive environment is filled with love, smiles and enjoyment, particularly for foundation phase learners to enable them to adapt to any different situations; hence, the teacher develops a positive attitude towards its components. Through the team reflection meetings, it was recognised that Mogau was able to create a positive environment for Grade 1, with learners singing, dancing, drawing, touching, and giving demonstrations together with their teachers in enabling them to learn '*grouping in 2s*'. Also, having a positive attitude will improve the way people view you and help you to succeed through team building.

After the team had reflected on the presentation of Malebo, she was supported continuously, through one-on-one interaction and in teamwork planning. Lastly she was supported through the Quality Management System (QMS) in the presentation of Grade 3 mathematics, showing an area of development and improvement (see Table 4.5).

Table 4.5: QMS score sheet

Teacher	Cycle	Creation of positive learning and teaching environment	Curriculum knowledge, lesson planning and presentation	Professional development
Malebo	Midterm	21	28	16
	Annual	20	36	20
Thabang	Midterm	19	34	20
	Annual	20	31	16

4.4.2. Conditions that enhance teacher development and support

Needs analysis in capacitating teachers are of the outmost importance to consider relevancy in terms of strength, weaknesses, challenges and opportunities. Malebo and Thabang have shown areas that need development, for example, in 'creative or positive atmosphere', 'optimal use of resources', 'effective application of differentiation' and 'adapted approaches'. However, after reflection meeting with the team they learnt from Mogau, Malehu, Zodwa and Zihle how to create a positive environment depicted by improvement during support visit on their QMS scores (see Table 4.5. above).

In the identification of teachers' needs by SMT, the support visit programme was developed and implemented. The improvement of teacher development and support is depicted by the quarterly Term 3 results versus Term 4 (see Table: 4.6).

Table 4.6: Analysis of results Term 3 and Term 4 (2022)

Grade	Number of learners	Term 3	Average %	Term 4	Average %
1	114	109	98.21%	114	98.00%
3	125	99	78.2%	125	89.08%

There is an improvement in Grade 1 and 3 performances that shows the quality teamwork of teachers. Teacher development and support help teachers to acquire knowledge and build on new knowledge for change, skills, social principles and justice in managing classroom diversity.

Malebo, a first-year teacher, after having been put on developmental programme for induction, was motivated and applied for a skills development programme on 'curriculum adaptation' (see Table 4.2). Theory taught us that newly appointed teachers have mastered academic content from the universities; however, they need strategies to adapt to the new environment of the school and classroom that requires pedagogical approaches in applying a variety of strategies and methods in a diverse classroom. Hence, training and workshops

take time. Mentoring and coaching could be used as an immediate intervention to guide teachers in the attainment of objectives and to adapt to new environment.

Mentoring and coaching teachers improve their value to a school organisation by developing personally and professionally. Coaching and mentoring teach new skills and enhance current skills, problem solving, and answer the question immediately the teacher encounters the problem to avoid confusion. Effective monitoring is crucial in tracking improvement and coming up with intervention strategies.

4.4.3 Conditions that enable differentiated teaching

The availability of qualified human resources serves as the main resource in transmitting knowledge and skills and eventually helping learners to generate new knowledge based on what they have acquired. In this study, all six teachers have professional qualifications, but only three have relevant qualifications to teach in the foundation phase. Through interaction among these teachers they share knowledge, skills and experience. It is recognised by the team that Mogau, novice teacher and Malehu, an elderly teacher, are able to integrate their lesson presentations with variety of methods, approaches and strategies in order to do differentiate between all learners (see Table 4.4. & Picture 4.9).

Through the intensive support and development, attending workshops and training, teachers gain knowledge and skills in dealing with SEN learners. The SMT is responsible for ensuring that all teachers and learners have access to inclusive resources, distributed in an equitable manner, to enable teachers to allow equal participation of the learners in the diverse classroom thus, protecting their human rights (Sampaio, Edrada-Eberl & Da Costa, 2018: 2- 15).

4.4.4 Conditions that enable curriculum adaptation

Curriculum adaptation improves learner on task behaviour; thus it is the task of the teacher to adapt the activities to all different levels of learners in the classroom environment. Evidence is displayed on how Mogau integrated different approaches and methods to teach learners '*grouping in 2s*', (see Table 4.4). All learners are actively engaged in different setups aiming at achieving the same outcome and output, improving learner behaviour as a social being and recognition of their wellbeing. Learners need to be treated as individuals within the group or classroom to meet the individual needs. FSP provides a guideline on how teachers should deal with different types of learning barriers in the classroom through individualized teaching methods and giving individual support. The evidence in this study is

displayed by the number of SNA1 and 2 that learners are put in an Individual Education Plan (see Table 4.7 below).

Table 4.7: Learning barriers

Grade	Short sighted	Hard of hearing	Intellectual problem	Behavioural problem	Reading problem	Physical impairment
1	2	2	4	3	9	2
3	1	2	3	2	7	1

Curriculum adaptation requires accommodation, substitution, omission and composition when dealing with complex tasks in the SEN setting. The presentation of Malehu teaching Sepedi Grade 3 the sound 'kgw', is an indicator that the teacher uses substitution by using pictures, 'purse' for learners to come with the words 'sekgwama'; others write the words, sentences, orally, and reading text aiming to understand the sound 'kgw'. The four components of adaptation enable the teacher to create a learning space that accommodates all learners with different learning abilities.

4.4.5 Conditions that enhance the pooling of resources for equitable inclusive teaching and learning

The interaction of the team and participants as co-researchers revealed that the availability of resources play a very important role in enhancing the effective implementation of all policies that are put in place in schools for quality performance. The effective implementation of FSP requires the specialised or inclusive resources that enable teachers to accommodate learners, irrespective of their differences. Proper knowledge of the inclusive resources and skills in the utilisation and creation of resources helps teachers to apply proper approaches, methods and strategies in differentiated teaching and adapted learning. The programme on '*Resource Material*' could help foundation phase teachers and learners to create their own teaching and learning materials in supplementing and enhancing teaching and learning for power relations, social justice and collaboration to improve.

Proper procurement and management of resources safeguard the lifespan of the resources to be re-used by generation after generation and the equitable distribution to teachers and learners. The LTSM committee should be guided by the needs analysis from different committees like IBST, QMS, the Assessment committee and SMT in procuring the relevant teaching resources. The literature has shown that resources are challenged globally in all sectors (Skhemphe, 2020: 108-117). However, the teachers should remain proactive and use whatever limited resources the school have to create a conducive environment for teaching and learning.

4.5 THREATS AND RISKS THAT HAVE TO BE ANTICIPATED, RESOLVED AND EVADED WHEN DESIGNING THE STRATEGY FOR EFFECTIVE IMPLEMENTATION OF FULL-SERVICE POLICY

4.5.1 Threats towards attitude and behaviour amongst teachers and their components

Lack of knowledge has a negative impact on the entire teaching and learning process. This is clear from the lesson presentation of Thabang in Grade 1 where learners continuously corrected the teacher. The teacher failed to give herself time to prepare to show commitment to the work.

The fixed mindset that teachers have that learners with learning barriers like autism cannot learn in the mainstream poses a threat to the teacher and eventually she develops a negative attitude towards trying to assist the learner (see 4.3.2).

Lack of communication affects the relationship between the teacher and subordinates to share new knowledge, skills and strategies in dealing with different situations. It is recognised by the team that teachers who have challenges do not share with other teachers. For example, Ms Zihle and Ms Mogau, teaching the same grade, failed to communicate in sharing their knowledge, approaches, strategies and resources. This could have been caused by fear, belief or behaviour.

It is also realised by the team that the foundation phase teachers, except Ms Malebo and Ms Thabang (novice) had received training in an ICT programme and each were given laptops, including novice teachers. However, only Malehu and Mogau integrated their presentations with technology. The two novice teachers showed an ignorance or lack of interest in integrating technology, which poses a negative attitude, whereas one of the novice teachers displays confidence on how effectively can they integrate technology in teaching and learning (see 4.2.1). To evade the threat, they should have upskilled on the teacher development and support programme on integrating E-learning in all lesson plans and presentations.

4.5.2 Threats towards teacher development and support

The teachers were encouraged to apply for a Skills Development Programme. However, only three applied for the programme on '*curriculum adaptation*', which is relevant to the study. Contrarily, others seem to be denied the opportunity to attend these skills programmes, feeling that they do not meet the set requirements, since the programme was allocated to the Special Schools. If the Department of Education had allocated these programmes to FSS, most teachers could have applied. The voice of teachers should be

heard by the Department of Education in a needs analysis for the area of development and FSS should be fully recognised and equipped equivalent to private schools.

Grade 3 teachers were supposed to attend a workshop scheduled to take place at 13:00. However, one of the three did not attend and gave as reason that she was behind with her schoolwork, as they were supposed to leave at 11:00 to reach the destination. The HOD reprimanded her for not going and she added that she had a family commitment to attend to at 15:00 and she knew they would spend three hours at that workshop. Poor arrangement of workshops in terms of time and distance discourages teachers to be willing to attend workshops.

After teachers had been supported through QMS, during post-discussion meetings, the teacher indicated that she could have scored well in the area '*creation of atmosphere*' if she could have fewer learners and be assisted with appropriate teaching resources like an overhead projector and whiteboard. Overcrowding and limited resources deprive teachers of the opportunity to demonstrate their potential in full.

4.5.3 Threats towards differentiated teaching

Lack or insufficient induction and support given to newly appointed teachers impedes the teacher to link academic and pedagogical knowledge in the creation of a positive atmosphere. Malebo is a first-year employee and was given a large, overcrowded class of 48 learners, and was left alone to do her planning and presentation. This situation could be avoided if teachers work in teams to share knowledge, skills and supported with relevant teaching resources (see Picture 4.2).

4.5.4 Threats towards curriculum adaptation

The creation of a positive environment is important in accommodating all learners with learning and cultural differences, and poor socioeconomic backgrounds, as well as the gifted child. The classroom must display all kinds of groups of learners by creating a space for every learner to demonstrate his or her potential. In the Sepedi Grade 3 class, learners are deprived of the freedom of movement and expression, because of the manner the groups are arranged and because of the difficulty of the teacher to reach all learners due to overcrowding. Similarly, the kind of teaching and learning materials used disadvantages the slow learners to adjust to the required level. However, this could have been accommodated by adjusting or adapting the teaching and learning materials and supplementing them with building blocks to measure perimeters while other use measuring instruments (see 4.2.5).

4.5.5 Threats towards pooling of resources for equitable teaching and learning.

The curriculum needs of the school determines the employment, placement and allocation of teachers with relevant qualifications that have fundamental knowledge, skills and values in applying wide range of teaching methods and strategies in accordance to grade norms, referred (Table 4.5.6b). Furthermore, positive comment from Zodwa in showing an inability to integrate technology in teaching and learning fosters elderly and novice teachers to work together in pooling their resources by sharing experience and pedagogical knowledge for quality performance to evade the situation.

Importantly, time as a resource needs to be managed effectively and efficiently for the attainment of the set objectives. Effective time management is determined by proper planning in pooling all appropriate resources during lesson planning and presentation to avoid a lot of time spent on explaining abstract concepts, this is depicted from Malebo's presentation, used one methods to teach '*perimeter*' and failed to track or assess the learners' understanding because of time spend (see 4.3.3).

Overcrowding in classes imposes a serious challenge for each learner to access the learning materials (see 4.2.4). After the team had recognised how Mogau and Malehu used technology in pooling teaching resources, approaches, methods and strategies which enabled every learner to access learning resources, they could adopt team planning and reflective presentations to acquire new strategies and share teaching and learning resources amongst one another.

In conclusion, poor procurement and management of teaching resources, including wrong placement of human resources and ineffective time management can have a negative effect on the effective implementation of the envisaged strategy; hence, it was necessary to evade threats to mitigate the challenges.

4.6 PRESENTATION OF THE TOTAL STRATEGY THAT HAS BEEN TESTED IN THE FIELD TO IMPLEMENT FSP EFFECTIVELY IN THE MAINSTREAM CLASSROOM

4.6.1 Teacher development and support

Teachers start understanding that it is policy for all teachers to attend workshops and training in their area of specialisation to improve the content enrichment knowledge; thus the time allocated for such activities are calculated within their working scope of employment. (EEA, 1998: 6-7). Furthermore, they are aware that they will be notified in advance if they are required to attend workshops or training during the school holidays. There is an

improvement in accommodating learners with learning barriers in the mainstream classroom; moreover, to the novice teachers who attended the two-day workshop on curriculum adaptation and differentiated teaching. Similarly, through the emphasis of SMT in the meetings with regard to Professional Learning Communities (PLC), 14 teachers in the entire school managed to apply for the District Skill Development Programme for curriculum adaptation, dyslexia, management, and career counselling, which are relevant to the study.

4.6.2 Effectiveness of applying differentiated teaching and curriculum adaptation

There is a distinct difference between differentiated teaching and curriculum adaptation, as stated in Chapter 2. Subsequently, in this section, the two have a common element, i.e. teamwork, which leads to being integrated in this section.

Team planning and presentation assisted teachers in acquiring knowledge, skills and experience from one another. Dealing with an inclusive, diverse classroom is a frustrating situation if the teacher is working in isolation. Extra responsibilities and competences are needed to create a positive atmosphere to allow accommodation, substitution, omission, and composition in dealing with complex tasks. Teachers started working as a team during their weekly planning and shared resources, strategies, expertise and experience in dealing with SEN learners and overcrowded classrooms that curb the issue of technology to close the space or gap for all learners to access information from one another.

4.6.3 Overcoming scarce resources through teamwork and shared knowledge

The effectiveness of the implementation of FSP depends on the quality and availability of inclusive resources at a school to enable teachers to apply inclusive individualized, differentiated teachings in the mainstream classrooms. To manage the limited inclusive resources, they use teamwork in planning their lesson plans and presentations, which enables them to share resources from different skills, the use of the internet to download activities, shared knowledge on how to apply the resources effectively in an inclusive setting, and allowing innovative and creativeness from other teachers in designing or pooling the teaching and learning resources.

4.7 CONCLUSION

The study has overlapped beyond the period as planned, from June until November 2022 in the generation and analysis of data (see timeline on Chapter 3).

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR DESIGNING THE STRATEGY

5.1 INTRODUCTION

The study aimed to design a strategy for the effective implementation of a Full-Service Policy (FSP) at a primary school. In order to operationalise this aim, this chapter presents lessons learnt and what was covered in the preceding chapters with the aim of designing the strategy. Recommendations thereof are discussed with the view of designing the strategy. The limitations of the study are marked in the light of highlighting gaps for future interventions of the study. The way forward is presented in terms of what has been learnt.

5.2 AIM OF THE STUDY

The aim of the study was the design of an effective strategy towards the effective implementation of a Full-Service Policy (FSP) at a primary school. In order to operationalise this aim, the broader understanding of the problem was established in making sense of the findings from the co-researchers, where data were presented, analysed and interpreted according to the five objectives identified in this study, namely the challenges encountered by teachers towards the implementation of FSP envisaged to come up with solutions to the challenges. The conditions under which these strategies and solutions are to be employed are analysed and understood. Lastly, the indicators of success and benefit derived from the envisaged strategy are discussed as the basis of evidence whether the strategy is effective or not.

In order to achieve the aim of the study, an intensive literature review was undertaken from countries internationally, nationally and locally with the view to learn from them. The literature constructs were compared with the data obtained from the co-researchers with the objective of developing the strategy towards effective implementation of FSP.

5.3 CHALLENGES FACED BY TEACHERS WHEN IMPLEMENTING FULL -SERVICE POLICY

5.3.1 Negative attitude and behaviour

It is revealed that negative attitude and behaviour revolve around lack of knowledge, ineffective communication, lack of teamwork, poor relationships and collaboration. The failure of inclusion depends on the negative attitude of the teacher in interacting with SEN learners in the main stream classroom. It has been established that Ms Malebo has insufficient

knowledge in dealing with a diverse classroom and lack of experience as a novice teacher, working alone and applying traditional methods, failing to engage all SEN learners actively during her presentation. This has an implication for student teacher training, offering general and special models separately in preparing teachers to teach in FSS where a vast knowledge of applying all-inclusive policies, methods, approaches and strategies are necessary for success. This also has a negative impact on effective communication among teachers and subsequently develops a poor relationship between the teacher and the teaching components. It is recognised by the team that teachers who have challenges do not share with other teachers and this may affect their belief and behaviour towards the implementation of the strategy.

5.3.1.1 Recommendations

The success of inclusion may depend upon the prevailing attitudes of teachers as they interact with SEN learners in their classrooms. It is recommended that teachers collaborate through integrating the general and special models received from teacher training in team planning. Team planning brings together the mixed generations' views and expertise through their interaction in different teams and with learners. The grade or phase teachers teaching the same subjects can plan together and reflect on their own presentations, or share different topics from the same subjects, or share sectional responsibilities, particularly when dealing with SEN learners. Peer collaboration is encouraged because it enhances peer learning, where teachers will learn from one another as peers or groups, developing high-level thinking, effective interaction, exposure to, and understanding the diverse perspectives of the diverse classroom. Planning meetings with the team on a regular basis are extremely beneficial. Engaging in these practices has a positive impact on teacher effectiveness. School principals and SMT should create a safe platform for effective communication.

5.3.2 Teacher development and support

The study revealed that there was a lack of teacher development, particularly pertaining to novice teachers who attend a once-off, induction workshop, which seems not be adequate for a teacher to adapt to the school environment. At the school there was no developmental plan to develop teachers continuously, except the general schedules of the curriculum meetings. Hence, it is difficult to take a novice teacher on board or close the knowledge gap, especially with the plethora of policies to be implemented in the meetings. During the identification of teachers' needs by SMT, the support visit programme was developed and implemented. It yielded a positive improvement results based on the improvement of teacher development and support as depicted by the quarterly Term 3 in 2022 results versus Term 4

in 2021 results (see Table: 4.6), in chapter 4. Furthermore, there is also inadequate teacher support; hence, teachers receive support during the implementation on QMS, which is not enough, because it happens once per semester. Additionally, teachers were demotivated to further their studies personally and professionally and also do not apply for District Skills Development Programmes. According to the school records for the last period of three years, only four teachers from SMT entered the personal and professional developmental programme. After the district workshop on SIAS attended and the motivation from the SMT teachers were motivated and additional 6 old generation teachers and 9 new generation teachers applied for the programme as indicated in table 4.1. in chapter 4 and 6 new generation teachers enrolled with universities for their personal individual growth. However, teachers lack the knowledge that teacher development is a policy matter, which implies that it is mandatory for all teachers to attend workshops and training relevant to their area or subject of specialisation.

5.3.2.1 Recommendations

Teachers start to understand that it is a policy for all teachers to attend workshops and training in their area of specialisation to improve the content enrichment knowledge; thus the time allocated for such activities are calculated within their work scope of employment. Furthermore, they are aware that they will be notified in advance if they are required to attend workshops or training during school holidays. SMT should not depend on QMS in developing and supporting teachers; the school should introduce mentoring and coaching programmes that support individual teachers in a long-term process whereby a mutual relationship can be established between the senior and junior teachers in sharing their expertise. There is an improvement in accommodating learners with learning barriers in the mainstream classrooms, moreover to accommodate novice teachers who attended the two- day workshop on curriculum adaptation and differentiated teaching. Similarly, through the emphasis of SMT in the meetings with regard to Professional Learning Communities (PLC),

14 teachers in the entire school managed to apply for a District Skills Development Programme for curriculum adaptation, dyslexia, management, and career counselling, which are relevant to the study. It is paramount important to develop and capacitate the principals and SMTs from FSS in aiming to build a strong, inclusive school culture, enabling teachers to remain motivated and encouraged towards building a positive attitude among their colleagues.

5.3.3 Failure to apply differentiated teaching

The study revealed that there is a huge gap between teachers in applying differentiated teaching during their lesson presentations. Teachers struggle to accommodate all different learners using differentiated

methods, approaches and strategies during the teaching process without compromising the curriculum. Apparently, teachers are unable to create a conducive environment that allows the flexible use of a variety of methods and approaches, like the grouping of learners in a manageable size due to overcrowding. The above situation is observed during the presentation of Malebo in grade 3 where learners are grouped in large numbers because of overcrowding that makes it difficult for the teacher to manage teaching differentiation effectively. However, Malehu teaching Sepedi in grade 3 managed to accommodate all learners by using overhead projector and white board enables the teacher to reach every learner in an overcrowded classroom and hence enables the teacher to pool specialised activities while teaching without grouping them.

5.3.3.1 Recommendations

Teachers should plan together to share their strategies, methods and approaches in addressing the diverse needs of learners in the mainstream classroom. Hence, lesson presentation is enriched with a variety of activities, methods, approaches and strategies to accommodate diversity. Differentiating teaching for diverse learners implies planning and implementing a curriculum based on the level of each learner. Shared experience and knowledge could help other teachers to implement differentiated teaching effectively if teachers collaborate. For the effective implementation of differentiated teaching, teachers from the foundation phase (1) should plan the same topic in the subject together and reflect on the lesson presentation using audio-video recordings to evaluate themselves as a team; (2) share different sections of the topic using flexible periods; and (3) two or more teachers should plan together and share sectional responsibilities of addressing different heterogeneous or homogeneous groups. Team teaching helps teachers in pooling of resources; hence the availability of appropriate resources enables teachers to effectively apply differentiated teaching. Learner-centeredness enables the teacher to know and understand the individual's needs and abilities. The use of technological devices like and overhead projector using the whiteboard enables the teacher to reach every learner in an overcrowded classroom and hence enables teachers to pool specialised activities while teaching. It is also recommended that all foundation phase teachers from FSS receive compulsory intensive training in differentiated teaching and curriculum adaptation, because it is their day-to-day activities.

5.3.4 Failure to adapt curriculum

The study revealed that teachers struggle to adapt the curriculum to accommodate SEN learners. The classroom consists of diverse needs, i.e. learning differences, cultural differences, and poor socioeconomic background that require of the teacher to adapt teaching

and learning in the creation of a positive environment to enable all learners to demonstrate their potentials; hence, overcrowding has a negative impact on application of the strategy. Failure to adapt to the environment, content and teaching and learning materials, and methods impact negatively on applying differentiated teaching. Some teachers use the same resource, same content level without adapting to the different levels of development or abilities of the learners. This was observed when Ms Malebo failed to include differentiated teaching and curriculum adaptation in her lesson presentation and assessment. Prior to this, teachers set multiple topics in one assessment of 10 to 30 marks, which deprived learners with opportunities to generate knowledge or comprehend what they had learnt. Hence, the workshop conducted on assessment yielded a positive result because teachers use a small piece of work, i.e. out of 2 to 5 marks covered was determined by the quality of work done and the positive responses from the learners' understanding, rather than a large amount of work that produced poor quality. This workshop also helped teachers to accommodate even learners who had a short concentration span and those who were slow in recognising, analysing and critically interpreting the question.

5.3.4.1 Recommendations

In adapting the curriculum, teachers need to be careful not to compromise the curriculum to reach the set goal that all learners, irrespective of differences, are required to meet. The lesson plans and preparations must accommodate at least the three cognitive levels of Bloom's taxonomy in accommodating all learners, i.e. curricular content, activities and teaching instruction are modified or adjusted for ensuring effective curriculum delivery to SENlearners. Teachers should develop their individualized educational teaching and learning materials toolkit for early intervention in responding to the learners' individual needs as diagnostic report. The total number of questions or marks, i.e. 20 versus 5 marks) do not determine the quality assessment hence the weight, time allocated and frequency of assessment (continuous assessment) determine the quality scope of work that cover variety of learner abilities and potentials (analytic, critical, interpret and creativity).

5.3.5 Failure to pool expertise and resources

The study revealed that the school has a lack or shortage of specialised LTSM. Teachers failed to pool their resources, like those who are able to access the internet to download specialised activities, and teaching and learning materials relevant to teach SEN learners. There was no team planning and sharing of expertise from those teachers who are technologically advanced with those who are not. Other teachers trained in the use of integrated technology do not utilise

the skills they acquired optimally to benefit learners; hence they are not confident, or are ignorant in applying their knowledge and skills. This has a negative impact on the quality of teaching and learning, especially for SEN; notably that their specialised LTSM is very scarce. Teachers were not collaborating with one another in sharing different expertise, like differentiated methods, approaches and strategies and other teaching and learning materials. Hence, during the focus group discussion reflecting on different presentations, Zihle teaching grade 1 (old generation) showed an interest of learning from Mogau also teaching grade 1 (new generation) by sharing the technological expertise in working as a team during planning.

The relationship between the school and other stakeholders like private schools is not fully effective in pooling of resources and expertise, especially to learners that need referrals to special schools and those who need school-based support. The evidence is proven where a learner with autism in grade 3 is waiting for placement in special school for the period of 2 years while the teacher struggles in accommodating the learner in the mainstream. Consequently, this impacts negatively on teacher behavior and attitude as well as sharing the specialised resources and expertise with special schools in dealing with SEN learners. Hence, the district has shortage of DLST and subsequently the IBST receive inadequate support to support teachers and learners.

The study also revealed that the human resources in this school are not fully utilised. It is proven that some teachers are wrongly placed according to their specialisation of phases and subjects; hence, only two teachers have done Special Education Needs as qualification, whereas others learnt from workshops and short trainings. This has a negative impact on dealing with and accommodating foundation phase learners and SEN learners because it will take time for the teacher who specialized in intermediate phase to adapt to foundation phase level and also to learn from the workshops and trainings.

5.3.5.1 Recommendations

The resources available at a school have to be managed appropriately and effectively. Recruitment and employment of human resource be done in accordance with area of specialisation and encouraged to work as a team to share expertise, academic knowledge, pedagogical methods, approaches and experience. Importantly, is advisable for the Basic Education and Training to have a strong and open relationship with Higher Education and Training in determining the needs identification process at primary schools, example the school is experiencing the shortage of Sepedi foundation phase teachers that poses a serious challenge in correct placement of teachers. Furthermore, continues monitoring and support in equipping teachers with the knowledge and skills in the effective use of the TLST, like those

teachers who are ignorant and have a negative attitude in applying the knowledge and skills acquired during the Intergrated Technology in Teaching and Learning Training in the use of laptops are imperative.

It is also recommended that the Department of Education or networking approach with special schools might assist the school with inclusive specialized software installed on the teachers' laptops in accommodating all learners according to their abilities and potentials. Furthermore, the LTSM and procurement committees need to be conversant with the standard requirements of specialised LTSM in order to procure the specialised resources, ranging from pictures, objects, models, specimens, printed materials like textbooks, computers with inclusive software, audio-visual devices and whiteboards in substitution of chalkboard for short-sighted and hard-of-hearing learners, which could be used to influence the participation and understanding of SEN learners. However, where not applicable in accessing teaching and learning materials, teachers are encouraged to develop or create their own materials. Subsequently, teachers are encouraged to be creative and innovative within their own space of teaching and specialisation; hence the design materials will address the specific needs of a particular classroom. In designing or developing their own materials, teachers are encouraged to participate in short courses like '*Design Material*'.

The DLST could help the teachers or the school in strengthening the relationship between the Full-Service Schools with the Special Schools by setting up an appropriate network of support through the pooling of expertise and resources. This kind of relationship is important, because FSS admit learners with severe disabilities like Down's syndrome or autism, who are included in the mainstream for assessment and basic support while waiting to be referred. Teachers must be equipped on how to manage a mainstream classroom in their presence without disturbing other learners and putting pressure on the teachers through their engagement in terms of supporting the schools with specialised resources and additional learners assistants, psychologists and other support staff on site.

5.4 VALUE OF THE STUDY

The value of the study is realised where all co-researchers are given equal powers in fully engaging themselves towards solving their day-to-day challenges together. Co-researchers felt empowered and recognised in their teaching profession where their voices are heard. Team members were actively engaged and collaborate throughout the process. All teachers from different generations, novice and experienced, were able to work together and empower

one another in sharing knowledge, skills and experiences in their own natural setting in interacting and managing various variables emerging in their process of designing the strategy.

The data generated, analysed and interpreted by co-researchers in PAR give the study the valuable element of trustworthiness and openness. Co-researchers have freedom of demonstrating the knowledge they acquired through the presentations of their lesson plans and their pro-active engagement during their discussions to be critical in aiming for future development. Through sectional teaching and team teaching they are able to pool expertise and knowledge from other teachers. Involvement of stakeholders like parents and other community structures enables the school to develop the norm of education belonging to the society.

5.5 LIMITATIONS OF THE STUDY

Although the study was successful in designing the strategy for the effective implementation of FSP, it is recognised that other challenges are emerging while using PAR that requires assessment and re-planning and a sustainable relationship, even after the completion of the study. Further studies are needed to establishing other factors that might influence the establishment of such strategy.

The scope of the study was also to reach the DLST; however, the shortage of district officials, work allocated to them to cover broader areas, and limited time apparently limited the study to define the expected relationship assumed by the school towards developing the strategy. However, the IBST was fully engaged throughout the process.

5.6 SUMMARY OF THE STRATEGY

5.6.1 Team planning

Team planning is properly planned with the aim and objectives towards the attainment of the common goal. The creation of a conducive atmosphere is necessary for the success of all strategies, methods, approaches applied.

5.6.2 Teacher development and support

The role of the principal and SMT is crucial in staff development and support for teachers to remain satisfied and motivated. For principals to be effective leaders in teacher development and support programme, they need to know the strengths and weaknesses of teachers for developmental growth. Teacher development and support promote the positive image of

teachers and the profession for quality outcomes.

5.6.3 Teaching differentiated

Every individual learner learns according to levels of understanding which enable teachers to realise their potential in recognising their efforts during teaching and learning processes. (1) They should plan together the same topic in the subject and reflect the lesson presentation using audio-video recording to evaluate themselves as a team; (2) share different sections of the topic using flexible periods; and (3) two or more teachers plan together and share sectional responsibilities of addressing different heterogeneous or homogeneous groups.

5.6.4 Curriculum adaptation

A learning environment must be adjusted to accommodate all SEN learners where curriculum, namely, lesson plans, methods, learning materials and assessment are modified to research each learner's ability to cope within a wide range of natural settings.

5.6.5 Pooling of expertise and resources

Foundation phase teachers are involved in procuring specialised LTSM in the procurement committee. New generations that are advanced in technology share facilities and also create their own teaching and learning materials together. Teachers with relevant qualifications of teaching in the foundation phase, including those with specialised inclusive qualifications, collaborate and share their knowledge and experiences through engagement in team planning.

5.7 CONCLUSION

Team planning enables teachers to implement the Full-Service Policy in the mainstream effectively through interaction and engagement with other teachers. Through team planning, teachers share good practices, knowledge, skills, strategies and experience that instill a positive attitude in building a positive image of a teacher to effectively execute their academic knowledge in a variety of diverse environments. This promotes good relationship among teachers, enabling them to collaborate and participate in different teams of planning. Team planning is effective in pooling the expertise and resources that enhance quality teaching and learning.

However, other factors hamper the achievement of the effective implementation of Full- Service Policy, namely (1) negative attitude and behaviour that impact negatively on relationship between the teacher and the components that derail the process of effective team

planning, sharing of knowledge, skills and experience; (2) lack of teacher development and support is revealed by lack of confidence, commitment and confusion from teachers in transmitting knowledge; (3) lack of teaching differentiation and curriculum adaptation that impact negatively on learners that need Educational Individualised Support; and (4) failure to pool the expertise and resources together with other teachers. Evidence is seen by failure of the school to recruit and place teachers according to their specialisations and lack of cooperation from different generations in sharing expertise and use of technology in downloading specialised LTSM.

As a solution to the above challenges, several strategies have been employed, namely encouraging team planning and teaching, examples, phase or grade teachers planning and teaching together and two or more teachers sharing the sectional parts from one topic taught to the same learners according to their specialisation. Mentoring and coaching are noticeable in supplementing developmental programmes and support that are continuous and have a long-lasting period that requires at least two people that interact with each other within the scope of the work allocated.

Effective implementation of FSP is evidenced by the effective implementation of teaching differentiation and curriculum adaptation through shared knowledge from team planning and teaching and embracing an inclusive culture within the school and diverse classrooms. It promotes the inclusion of all learners with SEN to be appropriately accommodated in mainstream classrooms and creates an inclusive environment enabling them to reach their potentials.

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7. APPENDICES

7.1 ETHICAL CLEARANCE

Research Ethics Clearance Letter

UMP



UNIVERSITY OF
MPUMALANGA

RESEARCH ETHICS CLEARANCE LETTER

Ref: UMP/MM Nkosi/MEd/2022

Date: 7 May 2022

Name of Researcher: Meriam Makhene Nkosi

Student number: 202089592

Supervisor: Professor M. G. Mahlomaholo

School / Department: Department of Early Childhood Education

Faculty: Faculty of Education

RE: APPROVAL FOR ETHICAL CLEARANCE FOR THE STUDY:

EFFECTIVE IMPLEMENTATION OF THE FULL-SERVICE POLICY (FSP) AT A PRIMARY SCHOOL IN THE SIYABUSWA CIRCUIT

Reference is made to the above heading.

I am pleased to inform you that the Chairperson has on behalf of the University of Mpumalanga's Research Ethics Committee, **approved ethical clearance** of the above mentioned study.

The approval letter from the Siyabuswa Circuit Office, on behalf of the Mpumalanga Department of Education, should be submitted to the Research Ethics Committee for Human Sciences before data collection by the student can be undertaken.



UNIVERSITY OF
MPUMALANGA

7.2 APPROVAL FROM MPUMALANGA DEPARTMENT OF BASIC EDUCATION



Ikhefenge Building, Government Buildings, Hiveside Park, Mpumalanga Province
Private Bag 211341, Mookimale 1200
Tel: 013 766 5562/5115, Toll Free Jnr: 0800 203 116

Iliziko Le-Tshizindiso, Umnyango we-Funde

Departement van Onderwys

Ndzawiso ya Dyandzu

Nkosi Meriam Makhene
University of Mpumalanga
Tel: 083 5055 811 / 072 155 3531
E-mail: jcntvrufus999@gmail.com

RE: "EFFECTIVE IMPLEMENTATION OF THE FULL-SERVICE POLICY AT YOUR SCHOOL IN THE SIYABUSWA CIRCUIT"

Your application to conduct research study was received and is therefore acknowledged. The title of your research project reads: **"Effective Implementation of the Full-Service Policy at your school in the Siyabuswa circuit"**. I trust that the aims and the objectives of the study will benefit the whole department especially the beneficiaries. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university's research ethics as spelled out in your research ethics.

In terms of the research policy, data or any research activity can be conducted after school hours as per appointment with affected participants and COVID -19 regulations to be observed. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departments' annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5124/5015 or c.maphanga@mpuedu.gov.za


The department wishes you well in this important project and pledges to give you the necessary support you may need.


MRS LH MOYANE
HEAD: EDUCATION

12 / 09 / 2022
DATE



7.3 APPROVAL FROM SIYABUSWA CIRCUIT

 **education**
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Old Traffic Department, Next to Ubuklebethu Combined
Private Bag X 4018, Siyabuswa 0472
Tel: 013 973 1235

SIYABUSWA CIRCUIT OFFICE

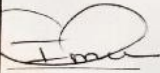
Ukholo lo-Tshamfanele Umenyango weFundo Departement van Onderwys Ndikawulo Ya Dyemile

Eng. More LJ
Tel: 013 973 1235-40
Fax: 013 973 1239
Cell: 0843571140
Email: more.lj@gmail.com

TO WHOM IT MAY CONCERN


1. This serves to certify that **Mrs. Nkosi M.M. persal number 83748911** is currently employed by Mpumalanga Education Department as a Principal at Mareng Primary School.
2. We always encourage further education and personal studies by our employees and would not stand in the way of any educator who strive to work hard and improves her qualifications.
3. We therefore grant permission to Mrs Nkosi MM to conduct her research as part of her studies at Mareng Primary School.

Hope you will find the above in order.

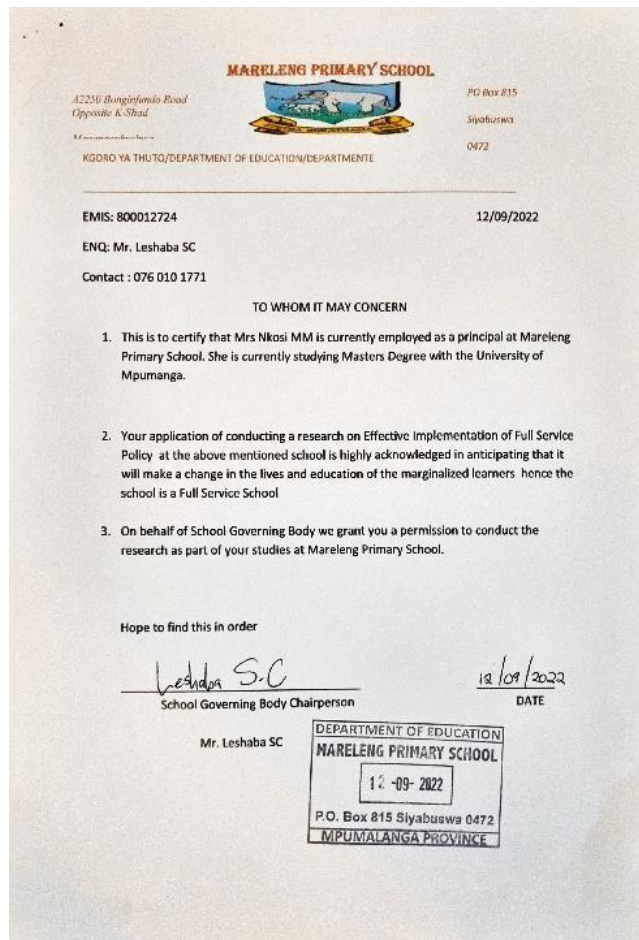

CIRCUIT MANAGER
MR. I.J. MORE

DEPARTMENT OF EDUCATION
MPUMALANGA PROVINCE
SIYABUSWA CIRCUIT
U 1-09-2022
CIRCUIT MANAGER
P/BAG X4018 SIYABUSWA 0472

01-09-2022
DATE


MPUMALANGA
THE PLACE OF THE RISING SUN

7.4 APPROVAL FROM MARELENG SGB



7.5 CONSENT FORM

INFORMED CONCENT FORM FOR EDUCATOR, PARENT AND GUARDIAN

(PARTICIPANT)

THE EFFECTIVE IMPLEMENTATION OF THE FULL-SERVICE POLICY (FSP) AT A PRIMARY SCHOOL IN THE SIYABUSWA CIRCUIT

Name of researcher : Nkosi Meriam Makhene

Contacts :083 505 5611 or 072 155 3531

A. PURPOSE AND BACKGROND

Nkosi Meriam Makhene is a Master's Degree student at University of Mpumalanga is conducting the research on the Effective Implementation of the Full-Service Policy at a primary school in the Siyabuswa circuit. The purpose of your participation in this research is to design a strategy in effective implementation of Full Service Policy in a primary school in Siyabuswa circuit. You were selected as a possible participant in this study because you are a parent or guardian or official of a selected child or school who is receiving a special educational needs programmes and marginalized group. The purpose is to bring change together in the lives of learners receiving special need education.

B. PROCEDURES

If you agree to participate in this research study, the following will occur:

B.1. Steps in conducting Participatory Action Research (PAR)

- Sign a concert form
- Planning process
Establish a team, draw an action plan and share responsibilities as co researchers
- Implementation process
Generate data, hold meetings, give feedbacks, discuss, analyse and interpret data together
- Reflection process
Revisit the aim and objectives of the study

- Re-plan
If the needs arise

B.2. Themes to be covered in the study

1. To investigate the challenges experienced in the effective implementation of Full-Service Policy (FSP) at the primary school in the Siyabuswa Circuit.
2. To explore good practices in responding to those challenges
3. To understand the conducive circumstantial factors making the responses effective.
4. To anticipate plausible and possible threats to the emerging strategy and to solve them
5. To determine, on the basis of evidence, whether the strategy is effective or not.

B.3. Methodology and data generation

Design Research is used as the method to design a strategy for effective implementation of FSP in the primary school. Data will be generated through artefacts, meetings, discussions, feedbacks and tools for generation data will use audio and video recording, notes pads, SA SAMS and other artefacts.

C. RISK MANAGEMENT

The following risks are anticipated; emotional and physical harm, incompetency and unconfident, inexperience, impatient and uncomfortable. As a result of the above anticipated risk, Risk Management Plan will be developed which will include experts in Psychological matters, Police and correctional services, Health Practitioners, Curriculum implementers, Social Workers that also form part of District and School Level Based Support Teams. If you experience distress during the process, the involvement of social workers or psychologist will be of good help.

D. CONFIDENTIALITY

All the records from this study will be kept as confidential as possible. No individual identities will be used for publications. Research information will be kept safe in the lockable files and storage. only research personnel will have access to the files and only assigned persons have the powers to see names.

Since anonymity is a challenging factor in PAR, despite this, you have the right to choice to remain known or anonymous. The use of audio and video recording will be

used by co research and if you feel to be excluded you will be allowed on that activity.

E. BENEFITS OF PARTICIPANTS

The study will contribute to the community of Siyabuswa and neighbourhoods towards receiving equitable access to education within their parameters where schools operate to cater for all diverse needs of learners despite their socioeconomic background. It will further contribute to the Department of Education (DoE) in promoting effective teaching by continuously designing the strategy and monitoring for effective implementation of FSPat primary schools by laying a solid foundation inclusively. The study also enables the co-researchers to understand the critical role of the primary basic education approach in enhancing knowledge and skills empowerment, commitment, developing good mindset pedagogy in solving their own problems and agreeing to bring change together into their lives. PAR improves all stakeholders' attitudes towards supporting the education of learners and developing a sense of ownership in the educational process. No remuneration in form of monetary will be awarded.

F. VOLUNTARY PARTICIPATION

Your decision whether or not to participate in this study is voluntary and will not affect your relationship with all partners and organisation involved. If you choose to withdraw from this study, you can withdraw your consent and discontinue participating at any time prejudice.

G. TIME FRAME

The research study is intended to start from 15/04/2022 until 30/06/2022

CONSENT

I----- give my consent to participate in the study. I have read all the information and I understand the contents and nature of the study. My participation in the study is voluntary, therefore, I have the right to withdraw my participation at any stage. understanding to the fullest of my knowledge

I----- refuse to give my consent to participate in the study.

Signature of research participant

DATE

Signature of researcher

DATE

7.6 ACTION PLAN

ACTION PLAN

Objectives/priorities	Activities	Responsibility	Monitoring	Evaluation	Time frame
Priority 1					
Entry Establishing team	Developing vision and team norms	Researcher coordinator	research co-ordinator	Ethical consideration issues	60min
Initial planning meeting	Conducting SWOT analysis	Research co-ordinator	research co-ordinator	Co researchers' attendances and engagement	2hours
Second team meeting	Developing action plan	Research co-ordinator	research co-ordinator	Co researchers' attendances and engagement	1 hour
Priority 2					
Lesson planning and presentations	Presentation of lesson plans for grade 1 and 3	Team delegates	research co-ordinator	Inclusion teaching strategies	45 min
Priority 3					
Lesson reflection	Reflection meetings	Team members	Co researcher coordinator	Social and discursive analysis	1 hour
Assessment of lesson	Discussion of lesson presentation	Co researchers	Researcher coordinator	Differentiated teaching and adaptation	1 hour

Priority 4					
Workshop on teaching differentiation	SBST conducting workshop	SBST coordinator	Co researcher coordinator	Presentation, involvement and understanding of application	1hour 30min
Re-planning and presentations	Re-planning and presentations	Grade 1 and 3 teachers	Researcher coordinator	Pooling of resources, differentiated teaching	1hour
Team reflection	Researcher coordinator	Team members	Researcher coordinator	Attendance, participation, social interactions and discussions	
Priority 5					
Meetings with different school teams	<ul style="list-style-type: none"> • Meeting with LTSM, • Meeting with SBST, • Meeting with procurement committees • Meeting with and QMS 	Researcher coordinator	Researcher coordinator	Analysis of documents and policies	4 days
Reflection meeting	Reflection	Researcher	Researcher	Inclusion of	4 days
	meetings with school committees	coordinator	coordinator	SEN and support	

7.7 LETTER FROM LANGUAGE EDITOR

CORNELIA GELDENHUYS

☎083 2877088
corrieg@mweb.co.za

22 December 2022

TO WHOM IT MAY CONCERN

Herewith I, Cornelia Geldenhuys (ID 521114 0083 088) declare that I am a qualified, accredited language practitioner and that I have edited the following dissertation:

**EFFECTIVE IMPLEMENTATION OF THE FULL-SERVICE POLICY (FSP) AT A
PRIMARY SCHOOL IN THE SIYABUSWA CIRCUIT**

By

**Meriam Makhene Nkosi
202089592**

All changes were indicated by track changes and comments for the author(s) to verify, clarify aspects that are unclear, make the necessary adjustments and finalise. The editor takes no responsibility in the instance of this not being done. The document remains the final responsibility of the author(s).



.....
**C GELDENHUYS
MA (Lin) cum laude, MA (Mus), HOD, HDL, UOLM**

Accredited member/Geakkrediteerde lid, SATI, Membership/Lidmaatskap: 1001474 (A/E-E/A)
Full member/Volle lid, Professional Editors Guild (PEG, Membership GEL001)
Mediterranean Editors and Translators (MET: Membership 02393)
European Association of Scientific Editors (EASE: Membership 5523)

