Investigating the content knowledge in teachers' continuous professional development programmes for the implementation of inclusive education in Limpopo Province

by

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DECLARATION

I declare that *Investigating the content knowledge in teachers' continuous professional development programmes for the implementation of inclusive education in Limpopo province* is my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of a complete reference list.

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Signature (MD SEPADI   DATE

DEDICATION

This thesis is dedicated to my parents Mr. Ephraim Sepadi Sepadi and Mrs. Shila Germinah Sepadi. Your will and encouragement made this thesis possible.

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ABSTRACT

The purpose of this study is to explore teachers' content knowledge within learning and continuous professional development programmes in the implementation of inclusive education. The study followed a qualitative research approach, where a case study design was adopted. Thus, about ten in-service teachers who formed part of the Short Learning Programme (SLP) offered by the University of Limpopo and sponsored by Sector Education and Training Authority (SETA) formed the sample using the non-probability sampling technique, purposive sampling. Data were collected using two methods, interviews (semi-structured interviews) and document analysis. It was then analysed using a thematic content analysis model and themes were developed. Four themes emerged from the data namely: a) Teachers' opinions about the content knowledge in the programmes, b) teachers' experiences with the SLP, c) content knowledge within the programme and d) Quality of facilitators in the programme. These findings have far-reaching implications for how learning and professional development programmes should be organised to advance the inclusive education agenda in South African schools. This calls for policymakers and teacher educators to tailor make these programmes to the needs of teachers. Therefore, two teachers have a positive disposition toward SLPs, and more of this type of learning and professional development programmes should be developed.

KEYWORDS: **Professional development, Inclusive education, Content knowledge, Programme.**

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CHAPTER 1: INTRODUCTION

1.1 THE STUDY BACKGROUND

Learning and professional development of teachers are now recognized as vital components of policies to enhance the quality of teaching and learning in schools. Consequently, there is increased interest and focus on research that identifies features of effective professional learning (Kennedy, 2014), In South Africa, considerable funds have been allocated to a wide variety of professional development programmes from a variety of sources to improve the quality of teachers. As investment increases, policymakers are increasingly asking for evidence about its effects not only on classroom practice but also on student learning outcomes. They are also looking for research that can guide them in designing programmes that are more likely to lead to significant and sustained improvement in students' opportunities to learn.

To account for this type of expenditure, there is a need for more sophisticated methods for evaluating professional development programmes, with the capacity to meet these information needs such as making schools inclusive. In the not-too-distant past, when many professional development courses placed teachers in the role of an audience, quantitative approaches such as the use of questionnaires to evaluate their impact. However, researchers must see the need for the use of multiple approaches to increase their trustworthiness (Steyn, 2011). Strategies for learning and professional development have now become much more complex, long term and embedded in schools. Major funds need to be diverted to research for example, to training school-based staff developers and providing them with time release, developing curriculum support materials, time release, and online learning.

The kinds of questions that evaluators now need to answer are much more penetrating than questions such as "What did you learn from the workshop?" They are questions about programme logic and the presumed links between professional learning strategies, and changes in teacher knowledge, classroom practices, and student outcomes. These questions call for large-scale studies with the capacity to test these relationships across large numbers of different professional development programmes. However, literature of that kind and the depth of content knowledge that is designed for these programmes remain scarce and dispersed. It is within this context that this present study was conceptualised. Specifically, with a focus on inclusive education.

The term inclusive education is regarded as a learning environment that promotes the full personal, academic, and professional development of all learners irrespective of their race, class, gender, disability, religion, culture, sexual preference, learning styles and language (Slee, 2010). Department of Education (DoE) (2001) indicates that inclusion is a form of support for all learners, teachers, and the system as a whole so that the full range of learning needs can be met. In the post-apartheid era, DoE in South Africa developed a policy called Education White Paper 6, which the aim is to promote an equal education environment amongst diverse learners.

For such a learning environment to be created, in-service teachers need to be equipped with knowledge, skills and values that will allow them to teach diverse students. This notion of diverse students learning together in one environment is called a full-service school which needs a pedagogical shift from traditional teaching methods to inclusive practices (Florian. 2010). For this to be attained there is a need for ongoing professional development. Ongoing professional development refers to a wide variety of specialised training intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness (Sullivan, 2011). In this regard, it is imperative for stakeholders especially teachers go through effective ongoing professional development programmes so that they can offer effective quality education to diverse learners (Walton, 2011).

Internationally, ever since the introduction of inclusive education at the Salamanca statement in 1994, the shift towards inclusion began. The key issue to achieving inclusion was the capacitating of in-service teachers who were already teaching at schools (Bines & Lei, 2011). The capacitating of in-service teachers across Europe saw nine models of continuous professional development being adopted, namely The Training Model, The Award-bearing Model, The Deficit Model, The Cascade Model, et cetera. These models, in countries like Scotland and Wales, had a positive impact in equipping teachers with skills, knowledge and attitudes however, a minority of in-service teachers in these countries could not acquire those skills through those models especially the elder senior teachers that resulted in them retiring from service (Solomon & Tresman, 1999).

Ever since the introduction of the inclusive education policy in South Africa, its progress has been stagnant due to a lack of knowledge and skills from teachers to implement it (Sepadi, 2018). Offering continuous professional development to in-service teachers has been a challenge (Maebana, 2017). This form of ongoing professional development started rolling out in various pilot schools around South Africa to be able to identify if in-service teachers can attain knowledge and skills to be able to teach diverse learners (DoE, 2001). Therefore, studies have shown that knowledge and skills are still lacking as many teachers feel that they are not well prepared to offer inclusive education (Florian, 2009).

This assertion above led to the diversifying of continuous professional development which was mainly rooted in workshops (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012). Internationally, the model of using workshops has been found inefficient hence, they supplement it with in-classroom support such as having professionals in the school (Loreman & Deppeler, 2002). In addition to that, classrooms are equipped with assistive technologies to help teachers deliver lessons to diverse learners. Teachers in South Africa complained that workshops are sporadic, with the content offered by facilitators being seemingly out of touch with what is happening in schools (Maher, 2009). The need for a refreshed perspective in in-service teacher development is a critical need for advancing inclusive education implementation.

The DoE has started to use strategies of capacitating teachers such as workshop short courses, seminars, focus groups, on-site learning and conferences that deal with inclusive education; however, these strategies seemingly are not effective thus far (DoE, 2001). Internationally, countries in Europe and across the Pacific Ocean have long recognised the importance of moving toward inclusive educational practices; however, barriers to implementation remain an issue that requires attention (McDonald & Tufue-Dolgoy, 2013; Miles, Lene, & Merumeru 2014; Pageet al. 2018; Sharma & Michael 2017). International researchers have identified barriers that continue to hamper progress within these countries in implementing a sustainable form of inclusive education, the key barrier that their research has found is the lack of adequate in-service teacher preparation to be inclusive educators.

Sharma (2018) alluded that the lack of quality Continuous Professional Development of Teachers (CPDT) programmes and models constitutes the slow progress of inclusive education. The models used locally such as workshops for professional development

predominantly are outcome-based and process-based. Furthermore, studies show that it has not yielded the desired results (Macanawai, 2016). The shortcomings of these models highlight the need for effective continuous programs that will equip teachers with relevant skills and knowledge to be effective in an inclusive classroom.

1.2   RESEARCH PROBLEM

Inadequate training of in-service teachers is considered a major contributing factor to the slow implementation of learning and professional development programmes like inclusive education in South Africa (Thobejane, 2017). Researchers have concluded that a lack of quality and efficient training offered to in-service teachers has resulted in the slow progress of the implementation of new educational initiatives (Buck, Morsink, Griffin, Hines, & Lenk, 2011). Research done by Hay, Smit, and Paulsen (2011) revealed that in-service teachers lack skills and knowledge on inclusive education.

Several studies have found that continuous professional development programmes are adequate in capacitating teachers for inclusive education. Some of the findings from these studies point to the following factors as possible reasons (Maheer, 2009; Maebana, 2017; Thobejane, 2017). Firstly, the duration of these programmes is inadequate in terms of the time allocated to them. The study by Maebana (2017) found that teachers are complaining about the duration of the training within the programmes. They think that the time for the training in the programme is short. Secondly, the lack of resources used in these programmes is called into question as resources are often very or not there at all. Lastly, the quality of facilitators that teach in these programmes is also under question, for example, facilitators that run these programmes are often underqualified, ill qualified or not qualified at all. For example, in South Africa, the DoE together with other interested parties that offer training for continuous professional development seem to neglect the type of knowledge offered in these programmes.

Moreover, these factors notwithstanding, one area that has not received adequate attention is the type of knowledge that is provided through these programmes. It appears that the type of knowledge offered in these programmes does not produce the desired results in terms of training teachers for effective inclusive education implementation. It is important to understand the type of knowledge teachers should receive to be effective in the classroom.

There are two types of knowledge, i.e., professional knowledge and content knowledge (Schulmam, 1986). Professional knowledge focuses on the pedagogy of teaching and content knowledge focuses on the subject matter. Professional development is the ability to utilise a variety of skills to enhance classroom experiences for a conducive learning environment. Content knowledge is the mastering of curricular matter and the ability to dispense it using varied strategies that focus on learner development and participation (Schulman, 1986).

For continuous professional development (CPD) to be effective, there is a need for teachers to have both bits of knowledge, which Schulman (1986) calls Pedagogical Content Knowledge (PCK). These include teachers' understanding of how students learn or fail to learn and specific subject matter. Therefore, there is a need to integrate PCK into these training programmes for teachers to have an effective impact on the teaching of diverse learners. This study sought to evaluate the nature and the role of the knowledge that teachers receive from these programmes of teacher development.

1.3   THE THEORETICAL FRAMEWORK

Thus, to understand how these ongoing professional programmes aim to capacitate or equip in-service teachers with effective skills, knowledge, and values. This study was guided by Luckett theory (1995), the theory of learning called modes of learning, which is reflected in figure 1 below. Therefore, to comprehend how these continuous professional programmes aim to equip in-service teachers with effective knowledge, skills, and values uses this model to depict how learning takes occurs through these programmes.

Mode 3	Mode 4
Personal Competence/	Reflexive competence/
Experiential knowledge	Epistemic knowledge
Mode 2	Mode 1
Practical competence/	Foundational competence/
Practical knowledge	Propositional knowledge

Figure 1 Four modes of learning (Adopted from Luckett, 1995)

Allen Lucket's model of four (4) modes of learning were established in 1995. He aimed to depict how effective learning takes place, his aim with the use this theory is to understand how effective learning takes place in order for new knowledge, skills and competence are acquired. The model is made up of four (4) modes that are 1. Foundational competence 2. Practical knowledge 3. Personal competence 4. Reflexive competence. These modes follow each other in chronological order. He alludes that knowledge is passed on or experienced from one mode to the next in sequence. This theory was relevant as guided the study in determining how knowledge, skills and values were portrayed in continuous professional development programmes.

This theory's role in this study is to provide a lens into looks at how learning occurs, through the four modes particularly in adult learners. This theory was relevant as it guided the study in determining how knowledge, skills and values were portrayed in the continuous professional development programmes. Furthermore, the model enabled the researcher to ascertain whether in-service teachers fully comprehend the content that was offered, given the application and implementation thereof. The teachers must go through all these modes before it can be assumed that learning has occurred. In this study, it would be to learn to become an effective inclusive teacher through continuous professional development.

1.4 RESEARCH QUESTIONS

The main research question of the study is:
How do the continuous professional development programmes of teachers (CPDT) effectively prepare them for implementing inclusive education in regard to knowledge, skills and values

1.4.1 Sub questions
- How the current CPDT model is used to train teachers for inclusive education?
- What type of content knowledge is taught within the CPDT programmes?
- Which factors influence or contribute towards an effective CPDT programmes?
- How can CPDT programmes be improved in order to meet the needs of in-service teachers?

1.5 RESEARCH METHODOLOGY

1.5.1. Research Approach

The study employed a qualitative research approach. This approach will give the researcher insight into the participants' responses from their perspectives regarding the professional development of in-service teachers to implement inclusive education successfully (Creswell, 2018).

1.5.2. Research Design

Research design is a plan for collecting meaningful data based on the purpose of the study, this study employed a case study design (Cohen, 2007). The case study, as one of the qualitative research methods, is referred to as "an examination of a specific phenomenon such as a program, an event, a person, a process, an institution or a social group" in this case is a short course programme that trains in-service teachers for inclusive education implementation (Cresswell, 2013). Cresswell (2013) also describes a case study design as an intensive, holistic description and analysis of a single entity, the phenomenon, or social unit.

1.5.3. Sampling

The study employed a non-probability sampling technique, namely purposive sampling. Purposive sampling was used to select participants. The reason being that only participants who formed part of the trained group in the short course certificate are eligible for selection in this study.100 teachers from Limpopo districts took part in the short course certificate programme such as Vhembe, Capricorn, Mopani, Waterberg, and Sekhukhune were equipped to implement inclusive education. The study consisted of two (2) teachers from each district. The total number of participants are ten (10).

1.5.4. Data Collection

Data were collected through two methods, namely interviews and document analysis. These ten participants were interviewed, given a full experience on the perceptions of the role and how ongoing professional programs equip them with the relevant knowledge and skills to be able to teach in an inclusive classroom (Creswell, 2013). The interviews were semi-

structured and of an interview guide was used. Each of the interviews was audio recorded and the researcher wrote broad interactive terrain.

The content material used in the programme formed the basis of document analysis. Other documents employed consisted of White Paper 6, the Policy on Screening, Identifying, Assessment and Support (SIAS), and the Guideline for Inclusive Education Implementation. The researcher used the policy documents to gauge the advances of the goals set out in White Paper 6 (Kvale, 2009).

1.5.5. Data Analysis

Data was analysed through thematic content analysis, and emergent themes and codes from interviews and document analysis were developed. As Kvale (2009) remarks, qualitative data can be analysed by reducing data into emerging themes through "coding and condensing the codes".

Content data analysis was used for in-depth interviews because it enabled the researcher to listen to the interpretations and meanings and to understand the role of ongoing professional development in capacitating teachers for inclusive education implementation for the purpose of contructing categories and themes (Kvale, 2009). The researcher listened to recorded interviews to identify the segments that make meanings, analyse them into categories, repeat the process and combine the categories that emerge into themes (Creswell, 2013).

The data from document analysis was analysed through comparing the content material used to that of White Paper 6 and other policy documents to check if the content is aligned with what is envisaged by the policy document. The documents were checked, then they guided the ongoing professional development program content equips in-service teachers for inclusive education, in a sense that whatever they are taught is going to be relevant or applicable in full-service schools.

1.6 QUALITY CRITERIA

1.6.1 Credibility

Spending time at the research site assisted in building of the trust of the participants. Thus, helped the researcher to avoid getting misinformation. Moreover, to triangulate data, the researcher used document analysis and semi-structured interviews. Interviews and document analysis are major data collection strategies in qualitative research. These methods assisted in answering the research question. (Leedy & Ormrod, 2013).

1.6.2 Conformability

Conformability alludes to the extent to which the findings are free from bias. The data collected from participants was captured as it is from their experience and their narratives. The researcher guarded against judgement in terms of changing what the participants said. Here, the researcher ensured that the research findings are the result of the experiences and ideas of the participants. (Kvale, 2009). Instead of the characteristics and preferences of the researcher (Shenton, 2004).

1.6.3 Dependability

Dependability is realised when the findings of a study are to be consistent if the study was done in a different setting and similar context. There is debate in the literature about how to judge qualitative research, whether it should be judged using similar criteria as quantitative research (Creswell, 2013). "The using criteria of triangulation and participant validation and giving attention to exposition of methods of data collection and analysis, as well as exploring alternative explanations for the data collected," said Creswell.

The methodology that was used in the study has rendered more dependable to the participants and subsequent users of the data. The researcher-utilised procedures that are communicable, coherent, and transparent to organise data in a format that other researchers will be able to follow (Cresswell, 2013).

1.6.4 Transferability

Transferability refers to the extent to which the findings can be applied to other settings and contexts. The researcher wrote a thick description of the situation or context that is aligned

with the findings of the study. The researcher also established transferability by making sure that data are collected and interpreted in a way that can be useful in other similar situations

1.7 SIGNIFICANCE OF THE STUDY

The significance of this study provides insight on how the level of preparation of in-service teachers should be strengthened and where it should be re-evaluated. Thus, it will also help to check the level of preparedness of the in-service teachers after going through ongoing professional development programs in inclusive education. The study is analytic, and its findings may be useful in strengthening and advocating for the increased usage of short course programmes as a means of advancing in-service teachers in implementing inclusive education effectively. Policy makers, educators and learners will benefit from this proposed study as the finding can be used to improve teacher education in the implementation of inclusive education.

1.8 DELIMITATION OF THE STUDY

The study was limited only to in-service teachers who attended the short course certificate in inclusive education. The short course was limited to only Limpopo Province.

1.9 ETHICAL CONSIDERATION

When conducting a study in a school context, professional ethical practices are of great importance, with the rights of individual preferences (Shenton, 2004). The following ethical considerations are going to be adhered to in this study.

1.9.1 Informed consent

The researcher explained the purpose of the study to the respondents. Consent and permission were sought from respondents in which the in-service teachers were briefed about how this study looks at the role of ongoing professional development programs as means for capacity building for inclusive education. The researcher ensured autonomy by informing the

respondents that they can withdraw from the study at any time (Guba, 2001). (See Appendix A)

1.9.2 Permission

Therefore, for the research to be conducted, permission was granted the Research Ethics Committee of the University of Limpopo, South Africa. The ethical clearance certificate ensures that the study has followed the procedures to ensure the safety of the participants in the study. Thus, this study has went through the ethics committee. (See Appendix D)

1.9.3 Voluntary participation

The participation is voluntary in this study. The participants were informed about their rights concerning the study. Thus, should they feel they need to stop participating, they were advised to do so without any form of penalty. This means that the participants were informed that they are at liberty to withdraw from participation at any moment.

1.9.4 Privacy, anonymity, and confidentiality

According to Guba (2001) privacy, anonymity and confidentiality involve the sensitivity of information. Moreover, while some information may be viewed as sensitive or confidential under certain circumstances. Most importantly, another information may be considered less sensitive and confidential. Therefore, any study involving the participation of human beings should be treated with great respect of the participants' rights and privacy. In this study, participants were informed that the researcher and his supervisor would have access to the information. Data collected is kept confidential between the researcher and the supervisor, their identity is protected, their names are omitted, and pseudonyms are used.

1.10 DEFINITION OF KEY TERMS

1.10.1. Professional Development

According to Diamond, Maerten- Rivera and Lee (2014), an ongoing professional development is defined as training that improves teachers' knowledge practices and learners' outcomes to improve teacher content and the theory of instruction. The Organisation for

Economic Co-operation and Development (OECD), (2009), adopted a broad definition of an ongoing professional teacher development as activities that develop an individual skill, such as knowledge, expertise, and other characteristics as a teacher.

In addition, Luneta, (2012) defined an ongoing professional teacher development programme as the key to meeting today's educational demands. He further indicated that one constant finding in the research literature is that notable improvements in education cannot take place without professional development. On the other hand, Mizell, (2010) defined ongoing professional teacher development programmes as the most suitable and fruitful strategy employed by schools and districts to ensure that teachers continue to strengthen their practice throughout their careers. For example, the most effective ongoing professional teacher development programme engages the teachers to focus on the needs of the learners in the Foundation and intermediate phases of primary school. In the same breath, Lawless and Pellegrino (2007) define ongoing professional development as a programme that involves an initial training period with follow-up training.

1.10.2. Inclusive education

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. It is also valued and understood as the key strategy to achieving education for all (UNESCO, 2005). As an overall principle, it should guide all education policies and practices with the consideration that education is a basic human right and the foundation for a more just and equal society. Inclusive education has been internationally recognised as a philosophy for attaining equity, justice, and quality education for all children, especially those who have been excluded from mainstream education because of disability, ethnicity, gender, or other characteristics (UNESCO, 2005).

1.10.3. Content Knowledge

Shulman (1986) explains content knowledge as the amount of organisation of knowledge per se in teachers' minds about a discipline. Shulman (1986) indicates that content knowledge goes beyond knowledge of facts and concepts in the discipline, as it also involves understanding the structure of the subject being studied.

1.10.4. Professional Development Programmes

Professional development programs are defined as "systematic efforts to bring about change in classroom practices, of teachers, in their attitudes and beliefs, and the learning outcomes of students" (Guskey, 2009). According to Wei, Muijs, Kyriakides, Van der Werf, Creemers, Timperley & Earl (2014). Effective professional development must focus on improving instructional practice by giving teachers new knowledge and techniques of teaching with the ultimate goal of student learning outcomes. Currently, there is a shift in the way professional development is conducted for teachers; the focus is more on a continuous active engagement which is culturally sensitive and based on the needs of the teachers.

1.11 CHAPTER ORIENTATION

The whole study is outlined as follows:

Chapter 1: Serves to introduce the topic, problem statement, aims and objective as well as the general procedures in conducting the study.

Chapter 2: Focuses on the literature review and the theoretical framework that is utilised in the study.

Chapter 3: Discusses the research design and methodology, in addition to the research method used in the various sections of the study.

Chapter 4: Focuses on the analyses of the data collected, presents the findings, and draws conclusions.

Chapter 5: Is a summary of the findings and concludes the study, making recommendations for further research.

1.12 CONCLUSION

Chapter one has provided a general introduction and overview of the study. In the process, there were discussions on the background and motivation for the study, the research problem, research questions and the purpose of the study, the theoretical framework and its application in the literature review, the data collection and method of analysis and clarification of key concepts. The next chapter provides a literature exposition that informed the theoretical guidelines of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter two of this study uncovers the problem of the study in its fitting standpoint. The intention is to set up the literature gap on how professional development programmes build capacity for in-service teachers in the implementation of inclusive education. In this chapter, I follow the following design: Conceptualisation of inclusive education is provided, the advancement of inclusive education on an international level and then set off to inaugurate its regression in South Africa is discussed, and finally, the continuous development of teachers in South Africa is reviewed.

2.2 CONCEPTUALISATION OF INCLUSIVE EDUCATION

The term "inclusive education" is viewed as contentious since it lacks a narrow or consistent conceptual focus (Engelbrench, 2006). This lack of narrow focus could be a factor in its misunderstanding and perplexing use (Berlack & Chambers, 2011). This section examines: first, how many organisations define inclusive education given the lack of a consistent definition of what it is. Second, the conceptualisation of inclusive education is supported by academics from several philosophical disciplines.

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), (2008) inclusive education is the most efficient means of combating prejudice methods and viewpoints toward learners with disabilities. It also says that regular schools may secure this goal through improving how well all children can get quality inclusive education in their local areas. Thus, to enhance social justice, inclusive education ought to head the policies in

education. Most significantly, to help with impartiality and get into to eminent education for all different students.

Despite, the European Agency for Development in Special Needs Education (EADSNE) (2012) specifies that inclusive education is an essential human right and a building block to more than just an equal society. This study describes Inclusive Education as a relevant human rights and social justice movement that say that education should be a basic need and every child should have access to it.

In the Republic of South Africa, inclusive education is defined by the Education White Paper 6 (EPW6) (2001) as the advancement of permitting formations, systems, and learning methodologies to meet the needs of all learners. White Paper 6 requires stimulating quality education and access to it. This is by offering structures and frameworks that guide the implementation of inclusive education. These descriptions of organisations have molded how scholars and others originated their perspective of inclusive education.

2.2.1 Definitions of inclusive education as a human right

Loreman (2009)" maintains that the majority of teachers know what inclusive education is, but it is sometimes convenient for them to manipulate the term to suit whatever practice they happen to be currently engaged in, be it inclusive or not. On the contrary, the different interpretations of inclusive education challenge teachers to think about teaching and learning in different ways and from different perspectives due to inadequate training on inclusive education". However, teachers conclude that access to education by diverse learners is a human right that ought to be upheld as per the South African Constitution amongst other international declarations (Phasha, Mahlo & Dei, 2017).

According to Slee (2011), inclusive education can be broadly grouped into two categories. The first category is conceptualising inclusive education based on key features. It alludes to the that the most prevalent education conceptualisations are those that define inclusion based on certain key features and characteristics such as age-appropriate placement and students being able to attend their local school. Berlach and Chambers (2011) provide a philosophical framework for inclusive education along with school-based and classroom-based examples of inclusive practices. Their philosophical underpinnings include the availability of opportunity; acceptance of disability and or disadvantage; superior ability and diversity; and an absence of

bias, prejudice, and inequality. They further argue that it is an inherent human right for diverse students to access education. These above-mentioned definitions are in line with the framework that the South African schooling system wants to achieve with the EWP6.

The second category is conceptualising inclusive education as the removal of that which excludes and marginalises. It focuses on the conceptualisation of inclusion as being that which identifies and removes barriers to participation in education and acknowledges the right of diverse learners to education. Slee (2011) and Graham and Slee (2008) go as far as to suggest that the special school-regular school dichotomy is no longer a useful way of framing education. As they are barriers that exist in both sectors and need to be removed to produce what is an 'irregular school'.

According to Slee (2011), the irregular school is neither a special nor a 'regular' school that should infringe human rights, but one which has been re-envisioned and restored to eliminate barriers to exclusion in an anticipatory way. He states that "Reforming education is a manifold and complex task that reaches into the deep structures of education and schooling to produce different policies, practices and cultures (Slee, 2011). Messiou (2012) though, has further argued that international policies like the US No Child Left Behind Act (2001) create artificial lines, but that the idea of inclusion is to blur lines and to develop education committed to the uniqueness of students.

Slee (2011), Graham, and Slee (2008) believe that the contradictions between special schools and mainstream schools do not benefit the progress of inclusive education, nor do they help the removal of learning barriers. The inquiry in what way can they be detached is that if teachers cannot interpret and implement the curriculum then it will result in diverse learners not schooling effectively. Slee (2011) states that the upgrading education is an assorted and complex task. Thus, it can influence an enormous change of structures in education and schooling to create a variety of policies, practices, and cultures.

Researchers like Donohue and Bornman (2014) and Dalton, Mckenzie and Kahonde (2012) highlight "the poor quality of training of teachers in inclusive education. The reasons they forward the gap between theory, practices and relevance of teacher education training is compromising the progress of implementing inclusive education. Thus, this study seeks to establish the effectiveness of ongoing professional development in capacitating teachers for

inclusive education implementation. The study, therefore, adopts a conceptualisation of inclusive education as access that is accompanied by affordability". This includes both physical (infrastructure, finances) and human resources (training of teachers).

The South African Department of Basic Education (DoE) appears to lack funding to provide schools with infrastructure such as classrooms while some schools cannot accommodate diverse learners in one classroom (Maeban, 2017). Initial funding will be necessary while schools locate out-of-school learners, buy devices for learners who need them, make the required infrastructure changes to accommodate a diverse body of learners, and hire specialists who will provide specialised systemic support to teachers and schools that need assistance (Wildeman & Nomdo, 2015). Mahlo (2017) added to a lack of funding when she remarked schools currently lack teachers who have the capacity and knowledge to instruct a diverse body of learners in a single classroom without considerably increasing their workload.

2.2.2 Definitions of inclusive education in a community context

Inclusive education refers the availability of a community within the schooling environment according to Miller, (2008). Furthermore, inclusive education encapsulates conventional schools growing what they do and problem solving in response to various students' needs via curriculum organisation and provision to supply learners with special learning necessities (Loreman, Deppeler & Harvey, 2010). Hardman (2015) and Ainscow, et al. (2012) conceptualise inclusive education as being that which identifies and then removes barriers to participation in education.

Therefore, attempts to label inclusive education appear to be exclusive, because they can be obstructed by changes in educational practice, context, culture, and circumstance that can quickly render these features inappropriate and obsolete (Oswald & Swart, 2011). It is through such definitions that tend to assume that educational practice is subject to a set of commonalities that are static across time and place. Yet, this is not the case. For example, in many rural areas where there are shortages of classrooms and teachers. There is a lack of appropriate pedagogy to implement inclusive education in classrooms. As well as zero-rejection policy when it comes to registering and teaching children (Kgatule, 2013). This might not feature in a definition of inclusive education may prevail.

Consequently, amid diverse levels of the educational society. Teachers as executors of inclusive education. They consume an arduous task of realising inclusive education in classrooms. Hence, they ought to be able to remove all barriers that may be hindrances towards the implementation of inclusive education as a means of advancing social justice. The assembly of definitions of inclusive education results in different practices of inclusive education at the pedagogical levels. This instigates questions that teaching and learning activities in classrooms may be vital to the implementation of inclusive education.

A query that is pertinent in this study is the effectiveness of the ongoing professional development programme's capacity in equipping in-service teachers with relevant training for inclusive education implementation. For this study, I adopted the definition of what inclusive education is as: when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012). This definition is appropriate because it links to the purpose of the study which is focused on the continuous professional development (CPTD) of teachers that will be able to create conducive learning environments for diverse learners.

2.3 THE EVOLUTION OF INCLUSIVE EDUCATION

Inclusive education has a long international and national history. Internationally, the fruition of inclusive education can be traced back to the following initiatives: The United Nations Educational Scientific and Cultural Organization (UNESCO, 2005), states that the concept is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning.

Its further advocates for the reduction of exclusion within an education system as well as increasing access for all students. This led to the practice of inclusive education, which is not a reform of special needs to rebuild the public education system but to meet the needs of the ever-changing nation. Therefore, adhering to the special education system has shown to lack the capacity to handle learners who are highly dependent on it. Its evolution faced social to economic challenges as well as capacity problems of teachers to teach in an inclusive way (Thomazet, 2009).

One of the greatest challenges facing individuals, in most societies throughout the world, is the exclusion policies and practices from participation in the economic, social, political, and cultural life of communities (UNESCO, 2005). Thus, inclusive education has evolved to a level that pursues to contest exclusionary policies and practices. It can be regarded as a struggle against the violation of human rights and unfair discrimination. It also seeks to ensure that social justice in education prevails. Inclusive education has been encouraged since the United Nations Declaration (UN) in 1948 and has been cited at all phases of several key UN Declarations and Conventions (UNESCO, 2005).

These include the 1948 Universal Declaration of Human Rights, which ensures the right to free and compulsory elementary education for all children is arrived at; the 1989 UN Convention on the Rights of the Child, which ensures the right to receive an education without discrimination on any grounds is achieved; the 1990 World Declaration on Education for All (Jomtien Declaration), which sets the goal of Education for All (EFA); the 1993 UN Standard Rule on Equalisation of Opportunities for Persons with Disabilities, which does not only affirm the equal rights of all children, youth, and adults with disabilities to education but also states that education should be provided in an integrated school setting as well as in the general school setting (UNESCO, 2005).

These initiatives were adopted by more than 300 participants, representing 92 governments and 25 international organisations that met in Salamanca in 1994 under the umbrella of UNESCO and the Spanish Government to advance the intentions of Education for All (Ainscow, Dyson, Goldrick & West, 2012). The Salamanca Statement on Principles, Policy and Practice in Special Needs Education was drawn together with the Draft Framework for Action (UNESCO, 1994; UNESCO, 2005). Amongst others, the statement proclaims the principles that reflect the rights in respect of education, which are enshrined in the Universal Declaration of Human Rights (UN, 1948).

The above-mentioned principles include the following: every child has a fundamental right to education; should be allowed to achieve and maintain an acceptable level of learning; every child has unique characteristics, interests, abilities, and learning needs; educational systems should be designed, and educational programmes implemented to take into account the wide diversity of these characteristics, and learners with special educational needs must have

access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs. In supporting these principles, UNESCO (2007) asserts that regular schools that adopt this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society as well as achieving education for all. However, teachers lacked the skills, knowledge, and attitudes to transform these ideals and goals in the classrooms and the whole school environment.

In an attempt to heed UNESCO's call, South Africa engaged in various discussions which committed to the implementation of inclusive education in an integrated system of education where the learning contexts and opportunities for all diverse learners could be catered for. Such a commitment was evident in key policy documents which, amongst others include: The White Paper on Education and Training in Democratic South Africa (Department of Education, 2001). This chapter discusses the importance of addressing the needs of learners with special needs in both special and mainstream schools. The South African Schools Act, 1995 (The Republic of South Africa, 1996) is another document that compels public schools to admit all learners and to serve their educational requirements without unfairly discriminating against them in any way, regardless of the policies adopted teachers were not fully prepared to able to function effectively in those type of envisaged classrooms (Mahlo, 2013).

The South African government's commitment to education for all led to the development of a policy on inclusive education and training entitled: Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001). This policy formally came into effect in 2001. Thereafter, guidelines to help with the implementation such as The National Policy on Screening Identification, Assessment and Support (SIAS) (DoE, 2014), Guidelines for Inclusive Teaching and Learning (DoE, 2014), and Guidelines for responding to learner diversity in the classroom (DoE, 2011) were made available. However, despite these guidelines, South African researchers still assert that learners with diverse learning needs remain marginalised and excluded in the schools due to largely the lack of necessary skills and knowledge from the teachers. (Romm, Nel & Tlale, 2013; Heller, Daehler, Wong, Shinohara & Miratrix, 2012).

2.4 CONTINUOUS PROFESSIONAL DEVELOPMENT

After the conceptualisation of what inclusive education is this section now turns to look at what continuous professional development entails. Professional development in the context of a scholar and education may be defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher (Chambers, 2011). In many countries, the role and functioning of schools are changing and so is what is expected of teachers. The above definition recognises that development can be provided in many ways, ranging from formal to informal means. It can be made available through external expertise in the form of courses, workshops, or formal qualification programmes, through collaboration between schools or teachers across schools (e.g., observational visits to other schools or teacher networks) or within the schools in which teachers work. However, many teachers complain about the quality of learning and development professional teacher development they receive about inclusive education (Nabhani & Bahous, 2010; Hubers, 2020; Education Endowment Foundation, 2019; Zellermayer and Margolin, 2005; Robinson, 2018).

Teachers are asked to teach in increasingly diverse classrooms; to place greater emphasis on integrating students with additional learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools (Nabhani & Bahous, 2010). No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems, therefore, seek to provide teachers with opportunities for in-service professional development to maintain a high standard of teaching and to retain a high-quality teacher workforce, the Organization for Economic Co-operation and Development (OECD, 2005).

Teachers want and need support to develop their practice in inclusive education so that all their students can succeed. Mukhopadhyay (2014) believes that the process of continuous professional development offers teachers an opportunity to acquire new skills from a typical classroom, rather than through simulation. Teaching is a profession that is dynamic in nature. Therefore, there is a need to develop new skills continuously and strategies to be used in the didactic situation to be relevant in the striving towards inclusive education (McBride, 2010). Effective professional development is ongoing, includes training, practice, and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are like ones'; they will use with their students and encourage the

development of teachers' learning communities. There is a growing interest in developing schools as learning organisations, and in ways, for teachers to share their expertise and experience more systematically. Therefore, it is important to identify goals we need to achieve with the ongoing professional development of teachers.

Rowls and Swick (2000) identify the four goals of ongoing professional development which are described as (a) assisting teachers to explore education in various teaching-learning contexts, (b) enriching understanding of educational context and issues directly involved in school settings, (c) helping teachers to acquire and practice new instructional strategies learned through tertiary training and (d) considering learning as an instructional strategy. In most countries or regions teachers are not adequately trained. Therefore, the non-availability of comprehensive and quality ongoing professional development programs for in-service teachers has resulted in the slow progress of achieving the goals set in EWP6.

The above goals are set guided by the following principles which seek to make professional development effective: Ensure depth of content knowledge, provide a strong foundation in the pedagogy of specific disciplines, and provide more general knowledge about teaching and learning processes, and schools and institutions. Furthermore, the goal is to reflect on the best available research. Contribute to measurable achievements in student learning, expect teachers to be intellectually engaged with ideas and resources, and provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and integrate these into their practice (The American Federation of Teachers, 1995).

Despite teachers, having a similar view of what good professional development looks like or should look like in terms of inclusive education based on the above goals and principles. However, there is a disconnection between teachers' satisfaction with the professional development, they are now offered by their school or district (Florian & Black-Hawkins, 2010) The need for a more detailed work plan of action such as relevant classroom strategies for delivering lessons have been what many teachers say they lack (Thobejane, 2017). This lack of real classroom-based training pedagogies and skills is what Maebana in 2017 alluded to, he further outlines that is the core problem with using workshops as a primary model of ongoing professional development.

The overuse of workshops by the department of education with little to no structural field-based content knowledge has led to most teachers not feeling ready to implement inclusive education (Kgatule, 2013). This study wants to explore further how the new introduction of ongoing professional development programs such as short courses, seminars, focus groups, etc. has played a role in equipping teachers with knowledge, skills, and values to teach diverse students that are already in mainstream schools.

Table 1: Key international and regional treaties

Treaty	Content
United Nations Convention on the Rights of the Child (UNCRC)	The first legally binding international convention to affirm human rights for all children was in 1989. It was also the first international convention to be ratified by South Africa, committing itself to promote and protect the rights of children in 1995. It is human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children.
African Charter on the Rights and Welfare of the Child (ACRWC)	The ACRWC (also called the Children's Charter) was adopted by the Organisation of African Unity (OAU) in 1990. Like the UNCRC, the Children's Charter is a comprehensive instrument that sets out rights and defines universal principles and norms for the status of children.
United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006)	South Africa is a party to the UNCRPD as well as the Optional Protocol to the Convention on the Rights of Persons with Disabilities, which it ratified on 30 November 2007. The UNCRPD promotes "the goal of full inclusion".
Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994)	This document was informed by the principle of inclusion, by recognition of the need to work towards "schools for all" institutions that include everybody, celebrate differences, support learning, and respond to individual needs. The statement places educational reform firmly within a broader social agenda that includes health, social welfare, and vocational training and employment. It emphasises that mechanisms for planning, monitoring, and evaluating the provision for inclusive education should

	be "decentralised and participatory" and should encourage the "participation of parents, communities and organisations of people with disabilities in the planning and decision making" (UNESCO, 1994:9).
International Development Organisations	International organisations have shown strong support for building a more inclusive development agenda. For example, the *UN Flagship Report*

2.5 TYPES OF FORMAL PROFESSIONAL DEVELOPMENT PROGRAMMES

In the section above, I highlight an overview of what type of ongoing professional development programmes are currently used in South Africa. Using the funnel shape model, I examine the different types of available programmes for ongoing professional development internationally, continentally then locally for the implementation of inclusive education. There are various types of professional development programs such as Courses/workshops (e.g. on a subject matter or methods and/or other education-related topics); Education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems); Qualification programme (e.g. a degree programme); Observation visits to other schools; participation in a network of teachers formed specifically for the professional development of teachers; Individual or collaborative research on a topic of professional interest; and mentoring and/or peer observation and co-teaching, as part of a formal school arrangement.

These various types of methods are utilised to capacitate teachers to be able to teach effectively in classrooms, however, UNESCO 2015 in their report highlighted that there is still slow progress in inclusive education, especially, in developing countries despite these programmes. My study sought to establish the extent to which ongoing professional development programmes equip teachers with relevant skills, knowledge, and attitudes for the implementation of inclusive education.

2.5.1 Courses / Workshops

The top three types of teacher professional development workshops are periodic workshops, in-class observation, and single-session workshops. A periodic workshop is a programme that

takes place over a period, normally from 0-12 months. When teachers engage in such workshops the end they would normally receive a certificate of competence. These certificates show that teachers have completed numerous activities, which deem them capable to display various skills obtained (Prinsloo, 2011). In-class observation workshop consists of teachers observing a specialist handle a real-life classroom situation while they watch and learn. Observations are a powerful way to improve teaching and learning by gathering objective classroom data with effective feedback (Peters, 2012). It involves visiting classrooms for 40-60 minutes and observing students, their learning, and their work. It should be a non-threatening and non-evaluative process, aimed at improving teaching and learning in your school. The purpose of observations is to give quantitative feedback with the aim of improving pedagogy. For inclusive education, such workshops can take place in full-service schools or special schools, which the policy aims to do away with (Pancsofar & Petroff, 2013).

Single session workshops are workshops where experts, and sometimes from outside academic institutions, provide teachers with the opportunity to stay at the cutting edge of their content area and/or pedagogical practice (Ono & Ferreira, 2009). In this workshop, teachers will explore, examine, and reflect with an expert to improve their understanding of a particular content with various activities. This training model is meant to provide teachers with the skills required for demonstrating competence. Experts who usually deliver the model and set the training agenda are often criticised for lack of connection to the classroom context. Frequently related to the standard–based concept of teacher development, the training model supports centralised control of teaching and is often veiled as a quality assurance measure rather than complying with the need and expectations of teachers (Ono & Ferreira, 2009).It also advances a skills-based, technocratic view of teaching and is often conducted by experts with an already-determined agenda that places teachers in a passive role (Leko, & Roberts, 2014).

Like most traditional approaches to teacher professional development, this model has not proved to be effective as it does not succeed in improving teachers' subject knowledge or pedagogical skills (Florian, 2012). It rather separates theory from practice. Role-takers can be best developed by this CPTD model (Clawson, 2009; Honey & Mumford, 2000). The award-bearing model, which is premised on the concept of standards, is based on the completion of programmes of study, often validated by institutions of higher learning. This model is directed to professional learning that has little to do with teaching skills although, teachers with strong content knowledge measured by high qualifications are more likely to take sustained content-

focused professional development than teachers, with weak content knowledge (Desimone, Smith & Ueno, 2006).

2.5.2 Education conferences or seminars

A seminar is a group meeting led by an expert that focuses on a specific topic or discipline. Seminars typically take place over a few days and involve cooperative discussion, multiple speakers, and opportunities to share perspectives and issues related to the topic. Attending a seminar has numerous benefits, including improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence such benefits can improve delivery in education especially inclusive education (Ono & Ferreira, 2009).

Inclusive education seminars should be structured comfortably with an open environment for practicing professional communication techniques so that teachers can be able to comprehend what inclusive education entails (Leko, & Roberts, 2014). The use of group discussions and activities in inclusive education seminars allows teachers to practice interpersonal skills, such as dealing with diverse learners who have additional learning needs. Such skills also improve teacher attitudes towards inclusion (Desimone, Smith & Ueno, 2006).

Inclusive education seminars provide teachers intensive exposure to various aspects of the pedagogy such as teaching, learning and assessment within inclusion through presentations and discussions led by multiple experts (Pancsofar & Petroff, 2013). Seminars are an ideal opportunity for people who want to study a topic in-depth but do not enjoy reading or have the time to take classes, which most teachers do not do due to their workload. Moreover, by asking questions, taking detailed notes, and being prepared for each day's events, you can leave a seminar with a wide range of knowledge in the field of inclusive education (Peters, 2012).

2.5.3 Qualification programme

This type of professional development requires teachers to work together in inquiry-based projects to improve inclusive practices. The length of the action research projects varies from five weeks to three years, and upon completion, teachers get degrees or certificates of competence. Interestingly, action research studies were published by the University of

Auckland between 2004 and 2009 in New Zealand, which may indicate an increasing interest in involving teachers in the construction of their knowledge that is situated in their daily practices and struggles in implementing inclusive education (Pancsofar & Petroff, 2013).

Action research projects involved university partnerships with individual teachers and require school-wide systemic efforts. Action research studies evaluated the impact of this type of professional development on teacher learning by looking at changes in teachers' practices and beliefs and attitudes toward inclusive education and students with disabilities. Thus, to document these changes, action research studies included observations of teachers' practices and meetings, surveys, and questionnaires, focus groups with teachers and administrators, and teachers' reflection journals (Niekerk & Muller, 2017). In general, these studies demonstrated the potential of action research as a form of a professional development effort to increase teacher confidence and efficacy using an inquiry approach to teaching, to create school-wide programs to foment inclusion, to introduce teachers to practices such as differentiated instruction, and to challenge teachers' deficit views of students who struggle to learn. Regarding the latter, however, studies presented mixed results (Leko & Roberts, 2014), demonstrating that changing teachers' deficit views of students who struggle to learn is a difficult task.

2.5.4 Co-teaching

Co-teaching is one of the most used ways of improving pedagogy through professional development (Page & Islam, 2015). The co-teaching approach is the pedagogy in which a specialist/expert in inclusive education provides constant professional development training to a novice teacher co-teaching also encourages the planning and execution of inclusive lessons more effectively as two heads in the classroom assist each other to deliver quality education. According to Pancsofar, & Petroff (2013) over the past decade, co-teaching has become a popular approach to inducting teachers into inclusive education, its provision in which two teachers work together to support diverse students in a single classroom. Co-teaching according to Mastropieri et.al (2005); Male (2011) & Dalton, Elizabeth & Mckenzie, Judith & Kahonde, Callista. (2012) is an educational approach in which general/novice and inclusive educators work in a co-active fashion, jointly teaching students who are diverse.

2.5.4.1 **Structures to Co-teaching**

Friend, Reising, and Cook (1993) have identified five structures for Co-teaching:

One teaches one assist-. In the one, teach, one assist structure, the general education teacher would lead instruction while the expert teacher observes and assists students as needed. The emphasis is to identify students who experience difficulties and incomprehension of what the lesson is about and to devise expanded opportunities for them.

Station teaching- The station teaching structure is planned in a way that each teacher is responsible for the content and divides the teaching based on the components they will teach. Station teaching is about the division of the workload between the two teachers, usually with each teacher tackling aspects of the curriculum in which they specialise. Parallel teaching- both the general education and the expert teacher plan collaboratively but work separately with a small group of students to present content. It emphasises the need for special attention to individual students, whereby an in-depth analysis of learners' needs, and their learning barriers are identified.

Alternative teaching- Alternative teaching divides the students into groups allowing the general education teacher to teach the main group of students, while the special education teacher works with smaller groups during the lesson. Its strength is that it reinforces what has been taught to learners, especially the ones working with the special education teacher, as they will be the ones mainly requiring expanded opportunities.

Team teaching- both the general and the expert teachers takes an equal role in instruction during the lesson. In the lesson, the teachers share equal roles in the planning of the lesson, teaching as well as assessing all students in that class. These structures would provide in-service teachers with adequate professional development in inclusive education implementation if they are properly administered within school environments.

The rigidness of general teachers to new pedagogy must be handled with caution if they feel like these experts are surpassing them in their classrooms. They may develop a negative attitude toward inclusion in addition to the training of co-teaching by continuous professional development programmes lacking the quality to effectively equip in-service teachers with

skills and knowledge to execute team teaching in an inclusive classroom (Friend, Reising, & Cook, Lynne. 2010).

2.6 NON-FORMAL CPD APPROACHES

In literature, several concepts are used to describe the classification of CPD methods that are considered not formal. Guskey and Yoon (2009) identify them as 'school-based or site-based professional learning'; some label them as 'informal CPD processes' (Desimone, Smith & Frisvold, 2007). While Villegas-Reimers, (2003) categorises them as the 'less-formal activities. Regardless of the diverse classification titles, this format refers to those CPD activities that happen during the normal life of a school and usually within a school context (Engelbrecht & Ankiewicz, 2016).

Informal CPD approaches are the following: Coaching/mentoring, observations, and cascading. These approaches will be discussed below individually highlighting their ramifications for teacher continuous professional development of teachers for inclusive education.

2.6.1 Coaching/mentoring

Bubb and Earley (2007) explain that the coaching/mentoring model entails CPD arrangements where teachers work one-on-one with equally or more experienced teachers. The above view suggests that in this model the matching process between mentor and mentee is critical to its effectiveness. Hence, literature indicates that the approach constitutes the pairing of novice teachers or teachers new to teaching a particular subject with accomplished experienced teachers who provide coaching/mentoring on standards and research-based teaching of the content (Steyn, 2011; Mundry, 2005).

In such a case, highly seasoned teachers play a leadership role in guiding the activities of other teachers. Most importantly, the interactions involved, Steyn (2011) stresses that mentoring is a process through which pedagogical knowledge and understanding, skills and abilities may be passed on to less experienced practitioners. Mundry (2005) enunciates that the 'mentor' and the 'mentee' specifically work on lessons together, observe one another teach and study the local, state, and national standards in their subject area. However, in the

case of inclusive education specialist, teachers, few are far between in the system. Together, they get to know the research on how children learn the content and the alternative conceptions that learners bring to their learning. Thus, the focus of the work between the mentor and mentee is on teaching the content and ensuring student understanding of important subject content matter.

The primary advantage of this model is that it offers a highly individualised approach to professional development that benefits both parties involved (Msila & Mtshali, 2011; Villegas-Reimers, 2003). It also encourages teachers to build more collegial relationships, share their experiences and assume more responsibility for the quality of teaching (Mundry, 2005). With this result, experienced teachers get opportunities to collaborate with others, reflect on practice, learn from data and results, and see what does and does not work in their classrooms, recognising that strategies that work one year with one class may need to be adjusted for new learners. In this sense, the coaches and mentors also benefit as they develop lifelong attributes worth fostering and experience satisfaction with their roles as mentors (Huston & Weaver, (2007).

Implied in the above discussion, is an understanding that coaching/mentoring can take a vertical or horizontal approach. In this case, the latter involves a veteran teacher taking the lead; and the former encourages the involved parties to operate as peers, with either teacher serving as coach and mentor to the other (Huston & Weaver, 2007). This seems to be a valuable approach, provided the mentors have the requisite skills, appropriate experience and information and time to develop their candidates. Holloway (in Villegas-Reimers, 2003), justly advises that since coaching/mentoring is a learned skill, coaches/mentors need to be trained.

2.6.2 Observation of the best practices

Another non-formal CPD strategy involves the observation of the best practices. This model offers teachers the opportunity to observe excellent practices or demonstrations by colleagues who have been recognised for their expertise and excellence in teaching (Steyn & Van Niekerk, 2002). In this way, teachers have the opportunity to learn and reflect on the knowledge, skills, and attitudes that excellent teachers implement in the classroom. Furthermore, in the case of South Africa there is a lack of well-functioning full-service schools

on a broad scale so having fewer ideal observation spaces are not enough (Villegas-Reimers, 2003).

There are documented cases in the literature to testify to the effectiveness of this model in teachers' CPD in general schools but in the case of inclusive education not so much. Villegas-Reimers (2003) mentions the Teachers International Professional Development Programme implemented by the British Council, the United Kingdom/Australia Fellowship Scheme for Teachers of Science, and the Chilean Government initiatives as suitable examples. In the abovementioned examples, the author states that teachers from the concerned countries spent a significant amount of time in foreign countries observing first-hand aspects involved in teaching and teachers' work so that they could share their experiences with other teachers in their schools and communities if this approach has worked in the general schooling system to train teachers then it should be advocated that in the training of inclusive education teachers it must also be piloted.

The model was applied in South Africa as well. The Mpumalanga Secondary Science Initiative (MSSI) 1999–2006, which was a research and development project funded by the Japanese International Cooperation Agency, sought to improve the quality of mathematics and science education by enhancing the teaching skills of practicing teachers (Ono & Ferreira, 2009). The project aimed to institutionalise a lesson study wherein a teacher conducted a study lesson, which was observed by other teachers. The observers listened attentively to all contributions made by the learners and documented any important remarks and behaviours of the teacher and learners that were related to achieving the lesson outcomes (Mokhele & Jita, 2010).

Ono and Ferreira (2009) observe that although the MSSI was not necessarily successful in its attempt to institutionalise "lesson study" for teachers during the project period, it had a positive impact on teaching practices, although the degree of impact varied from one teacher to another, regardless of the little success it had in general schools, it must be encouraged that in the training of CPD programmes for inclusive education it must also form part of that training.

2.6.3 Clusters

As described by Jita, and Ndlalane (2009), the clusters model represents a form of a professional community that provides a context within which a group of professionals can come together, discuss, and understand their practices. This means, that through clusters, teachers are brought together to identify and collectively attempt to address the problems which they experience in their work (Gulston, 2010). In this way, they promote their professional development as individuals and as groups (Villegas-Reimers, 2003). Characteristically, the group in a cluster would engage in common activities, such as sharing content knowledge, reflecting on their teaching experiences, giving feedback, collaboration and general cross-pollination of ideas and views regarding their classroom practice (Conco, 2004).

This view suggests a notion that teacher development is more likely to occur in a context that promotes learning as a communal activity. Van der Westhuizen (2012) alludes that when teachers could interact, study together, talk about teaching, and assist one another in applying new skills and strategies, they stand a better chance to grow, and their students' performance improves dramatically. This is because social persuasions have the power to change beliefs.

The clusters approach offers several potential advantages. Firstly, teachers who work together are more likely to discuss the concepts, skills, and problems that they encounter during their professional development experiences. Secondly, teachers who are from the same school, department, or grade are likely to share common curriculum materials, course offerings, and assessment requirements. By engaging in professional development together, they may be able to integrate what they learn with other aspects of their instructional context. Thirdly, teachers who teach the same learners can discuss learners' needs regarding specific classes or grades. And finally, by focusing on a group of teachers from the same school (in which some teachers may be new), professional development may help sustain changes in practice. Additional benefits include its cost-effectiveness. Conco (2004) mentions that clusters can be regarded as another solution to transport problems experienced by rural teachers because of poor road conditions in the outlying areas. Moreover, most teacher clusters existing in the world today do not depend on state funding (Villegas-Reimers, 2003).

There are several examples of successful teacher clusters in various parts of the world. Villegas-Reimers (2003) cites the creation of teacher groups within Finnish schools,

Colombian networks, and the cross-national networks in Spain as impressive examples. She stresses that each of these teacher clusters is active and successful in developing teachers effectively in its own country. Jita and Ndlalane (2009) also investigated and reported extensively on the use of clusters as a CPD approach. They claim that the use of the cluster method was successful in a development project funded by the Japanese International Cooperation Agency (JICA) in Mpumalanga Province.

The success of the teacher clusters depends entirely on teachers' strong sense of commitment to their collaborative learning and support in the cluster meetings as peers (Jita & Ndlalane, 2009). This commitment is based on trust, giving teachers the confidence to share what happens in the classroom, with the aim of improving and changing their classroom practices.

2.6.4 The cascade models

According to Steyn & van Niekerk. (2012), the cascade training model involves the training of selected teachers from schools at off-site courses and charges them with the responsibility of replicating the training for colleagues back in school, in ways that are appropriate there. In this model, teacher development is done at three levels, that is, the first generation of teachers is trained or educated on a particular topic, aspects of teaching or subject content matter, and once capable, become the trainers of the second generation (Griffin, in Villegas-Reimers, 2003). Ono and Ferreira (2010) claim that the cascade model entails a "training-the-trainer" approach as it ensures that the message "flows down" from experts and specialists, and finally, to the teachers. Specifically, teacher development utilising this model flows from the training of education development officers, who train lead teachers from schools or clusters of schools, and in turn, the trained teachers have to conduct in-school training for their peers (Steyn & van Niekerk, 2012).

The advantages of this model are in its ability to permeate teacher development in stages so that progress can be monitored, and information can be spread quickly and to a large number of teachers as ever, more of them receive training. In addition, many developing countries prefer the cascade approach for reaching many participants in a short period (Van der Westhuizen, 2012).

The cascade training method is theoretically cost-effective as those who have been trained can then train others, thereby limiting expenses (Ono & Ferreira, 2009). Conceiving it as a cheap delivery option for teacher training delivery is misplaced considering the output it failed to deliver in the post-apartheid South African education system. This model has been adopted as primary means (though tight to the workshop method) to deliver nationwide teacher development for curriculum change implementation. The results proved dismal. The cascade model showed significant flaws which were described as an inadequate model for delivering effective CPD for curriculum change implementation. One of the generally recognised weaknesses of the cascade model is that, often, when transmitted to the next level, the chances of quality information being diluted, distorted, or misinterpreted are high (Ono & Ferreira, 2009; Van der Westhuizen, 2012). Quite often, this is ascribed to the poor level of training of trainers and the in arrow understanding of curriculum change (Department of Basic Education, 2009).

The above views suggest that the cascade model failed to prepare either officials or teachers for the complexity of curriculum change implementation in South Africa especially in the inclusive education perspective. The foregoing discussion provides a variety of options from which CPD managers can choose a suitable model or combination thereof to deliver teachers' CPD for the implementation of inclusive education across the country.

This task may not always be straightforward. In attestation to this point, Easton (in Guskey & Yoon, 2009) indicates that there are intense debates in the literature as to what approaches or designs are most effective and work best. The above question is yet to be answered conclusively in the literature. Desimone (2009) notes that for years the field of teacher development has acknowledged a need for more empirically valid methods of implementing successful CPD of teachers with limited success. Jita and Ndlalane (2009) also point out that the answer to the question of what it takes to change teachers' classroom practices to become inclusive remains abstract for South Africa regardless of all the effort and enthusiasm for teacher professional development.

The gravity of the lack of answers concerning the effective CPD model is likely to place the role of CPD managers in a quandary. Their challenge can largely be to choose which one of the models or a combination thereof, is most likely to lead to the desired CPD goal of fast-tracking the implementation of inclusive education. Nonetheless, Ono and Ferreira (2009) and

Steyn (2011) discourage CPD managers from using one model when they contend the "one size fits all" approach to teacher development for the implementation of inclusive education is not always effective and it has shown over the past decade by the lack of progress in inclusive education implementation.

In furtherance of the above contention, Steyn (2011) suggests that the methods of training teachers for the implementation of inclusion should be differentiated to meet the learning styles of different teachers. To this end, CPD managers need to be knowledgeable about the different CPD models of CPD. This can enable them to determine a suitable type of CPD model since not all types of CPD forms would be equally effective to address the varied teachers' professional development needs for curriculum change implementation. It is further assumed that CPD managers that are au fait with different models involved in teachers' CPD for curriculum change implementation have the urge to be effective in their role.

I, therefore, encourage a mixed approach to non-formal training, whereby one or more approach is used to train teachers for inclusivity. The above-mentioned non-formal approaches (coaching, observation, cluster, and cascading) have yielded little progress in equipping teachers with relevant knowledge, skills and pedagogies that enable them to teach and assess inclusively, hence, the stagnant progress in implanting inclusive education in South Africa (Leko, & Roberts, 2014). The advantage of using mixed approaches is that it increases the chances of teachers gaining knowledge and skills that will enable them to effectively function in an inclusive environment.

2.7 CHALLENGES TO CONTINUOUS PROFESSIONAL DEVELOPMENT

There are numerous factors that have hindered the establishment of effective continuous professional development of teachers concerning the implementation of inclusive education. Such factors include a lack of relevant pedagogical content knowledge (PCK) during training, a lack of expectations that train teachers during sessions, and a lack of consistent support post-training. These factors will be discussed below.

2.7.1 The lack of PCK during training

Researchers such as Spratt & Florian (2015) highlighted the lack of pedagogical content knowledge, which teachers experience during their continuous professional development programmes. They concluded as they were examining workshop material used to train teachers. The material lacks cognitive and structural content such as curriculum differentiation, curriculum pacing, assessment in an inclusive class, lesson planning for inclusivity etc. that teachers need to be able to teach and assess students in an inclusive school (Schulman, 1986). Furthermore, Widodo (2017) alluded to the lack of PCK in training results in teachers being unable to cater for the diverse additional needs of learners, therefore, resulting in learners' failure.

2.7.2 The lack of expectations that train teachers during sessions

One of the challenges that have hindered the progress of inclusive education in South Africa, is the lack of expert trainers in the subject to train teachers (Florian, 2014). Most workshops and similar training sessions organised by the Department of Education have been found to be facilitated by former special schoolteachers turned consultants (Florian, 2014). This practice results in teachers being equipped with knowledge and skills that are not entirely relevant to be used in an inclusive classroom as inclusive education is not special education.

2.7.3 Inconsistent support post training

Teachers have frequently voiced their concern about the lack of support from national, provincial, and regional regarding giving a hand post teacher being trained (Maebana, 2017). Teachers feel that after being trained they should be supplemented by support from the DoE in the form expects such as social workers, psychologists, medical personnel etc. (Makofane, 2021). The presence of experts in schools has shown an impact on improving teacher confidence and knowledge about the implementation of inclusive practices in schools (Nkone, 2009; Forlin, 2010).

2.8 THEORETICAL FRAMEWORK

Therefore, to understand how these ongoing professional programmes aim to capacitate or equip in-service teachers with effective skills, knowledge, and values. This study was guided

by Luckett's (1995) theory of learning called modes of learning, which is reflected in figure 1 below.

Mode 3	Mode 4
Personal Competence/	Reflexive competence/
Experiential knowledge	Epistemic knowledge
Mode 2	Mode 1
Practical competence/	Foundational competence/
Practical knowledge	Propositional knowledge

Figure 1 Luckett's (1995) theory of learning

Most importantly, to comprehend how these continuous professional programmes aim to equip in-service teachers with effective knowledge, skills and values, this study will use the theory by Luckett's (1995) theory of learning called Modes of Learning, as Figure 1 above shows:

Allen Lucket's model of four (4) modes of learning was established in 1995. He aimed to understand how effective learning takes place the aim of this theory is to understand how effective learning takes place.   The model is made up of four (4) modes that are 1. Foundational competence 2. Practical knowledge 3. Personal competence 4. Reflexive competence. These modes follow each other in chronological order. He alludes that knowledge is passed on or experienced from one mode to the next in sequence. This theory is relevant, as it will guide the study in determining how knowledge, skills and values are portrayed in continuous professional development programmes.

This model was utilised in this study because it looks at how learning occurs through the four modes. This theory is relevant, as it will guide the study in determining how knowledge, skills and values are portrayed in the continuous professional development programmes. Furthermore, the model enabled me to ascertain whether in-service teachers fully

comprehend the content that is offered, in view of the application and implementation thereof. The teachers must go through all these modes before it can be assumed that learning has occurred. In this study, it would be to learn to become an effective inclusive teacher through a continuous professional development program offered by the University of Limpopo in collaboration with SETA. The theory was utilised following the training schedule of the program, which outlines what in-service teachers learned.

The theory-guided into checking what pedagogical content knowledge is found within this program. The theory through its modes during the data collection process was vital, as the researcher probes and questions they will be able to check whether in-service teachers' knowledge has gone through all four modes. Furthermore, the use of this theory was vital in the data analysis as it deduced whether in-service teachers have achieved PCK of the program through evidence of real classroom practices post-training. Below is a representation of how the theory was utilised. The study used interviews as well as documents (content) to check how it equipped in-service teachers with relevant knowledge to implement inclusive education once they graduate.

In mode 1, in-service is exposed to the grounded on foundational competencies such as the introduction of basic concepts (definition of terms such as what is inclusive education) as in the discipline, the history of the discipline of inclusive education. Here the emphasis is on propositional knowledge, with little or no practical work yet. In mode 2, teachers are gradually introduced to practical work, such as experimenting on how to construct a lesson on how to teach in an inclusive classroom.

In the third mode, personal competence/experiential knowledge, in-service teachers are exposed to the type of deep learning that requires the application of what they have learnt in their personal lives, that is how what they have learnt relates to their everyday life. This will mean that students are engaged in independent learning, such as team teaching and integration.

The fourth mode is the kind of learning; reflexive learning is where the learner can recognise forces of socialisation in his/her environment and try to solve them. When this type of learning has occurred, the student is transformed into a change agent himself or herself. This model was utilised in this study because, it looks at how the learning occurs, through its four modes.

This theory is relevant as it guided the study in emerging how knowledge, skills and values are portrayed in these ongoing professional development programs as well as to see how in-service teachers can comprehend what is offered.

Furthermore, the Luckett's (1995) theory of modes of learning. Luckett (1995) proposes an epistemically diverse curriculum in which four ways of knowing and learning are developed for learning and professional development for higher education. These are the traditional cognitive learning of propositional knowledge; learning by doing for the application of disciplinary knowledge; learning experientially and fourthly developing epistemic cognition to be able to think reflexively and contextually about ones learning. He argues that such an epistemically diverse curriculum could respond to international demands while at the same time addressing the ever-changing nature of knowledge. The researcher deemed these four ways of learning for the continuous professional development of teachers if they are to cope with the fast-moving changes in teacher education especially the implementation if inclusive education post training.

Through this lens, we looked at what teachers in the sample said about what they learned in the Short Course on Inclusive Education. The researcher found the framework useful in understanding the various ways of knowing that could underpin how short learning programmes should be structured. Additionally, Luckett's theory guided us in checking what pedagogical content knowledge (PCK) the teachers gained from the programme. We used the four modes of learning to check whether the teachers' knowledge in the study covered the foundational competencies, the practical, personal, and reflexive competencies as these are key to the kind of teacher who can qualified to teach in the 21-st century.

Furthermore, the theory was useful in the data analysis as it deduced whether the teachers had achieved the requisite competencies to teach inclusively in their classrooms.

2.9 CONCLUSION

This chapter consists of the literature review, which outlined the conceptualisation of inclusive education, and its definitions of different organisations. The evolution of inclusive education, continuous Professional Development, types of formal continuing professional development programmes, and Non-formal CPD approaches were among the concepts that were highlighted. The challenges to Continuous Professional Development and the theoretical

framework helped me identify gaps in the literature in the study. The next chapter focuses on research methodology, which will show how the study was conducted.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, I reviewed the literature on the research problem. In this chapter, the discussion will be based on the design and methodology that has been used to investigate the content knowledge in the teachers' continuous professional development programmes in the implementation of inclusive education in Limpopo Province. This chapter is arranged as follows; research paradigm, approach, design, data collection, data analysis, ethical consideration matters and quality criteria of the study as well as the conclusion.

3.2 RESEARCH PARADIGM

A research paradigm is a model that is shared by a scientific community on how to guide the community of researchers on how to act on an inquiry (Gemma, 2018). The researcher is required to know more about investigating the content knowledge in the teachers' continuous professional development programmes and their effectiveness in the implementation of inclusive education in Limpopo Province. The researcher wanted to hear the voice of the participants and the content knowledge they received in preparation for them to be able to implement inclusive education during the CPD programmes they have undergone. Therefore, the interpretive paradigm influenced the purpose of this study and how it was conducted. This paradigm allowed participants to expound on their experiences, feeling, opinions and beliefs about the pedagogical content they acquired through their various CPD training and its effectiveness (Creswell, 2013).

Interpretivism has its roots in hermeneutics, the study of the theory and practice of interpretation. In hermeneutics, the text is the expression of the thoughts of its author, and interpreters must attempt to put themselves within the perception or thinking pattern of the author to reconstruct the intended meaning of the text (Gray, 2009). Often also called 'anti-positivism' or 'naturalistic inquiry', interpretivism is a softer and more subjective way in which to interpret data (Gray, 2009). This perspective holds that individuals, in their reasoning, do not have access to the real world, suggesting that their knowledge of the perceived world is meaningful in its own terms and can be understood through a careful use of interpretivism procedures (Saunders, Lewis, & Thornhill, 2012).

The three schools of thought in social science research marks interpretivism. They are phenomenology, ethnomethodology, and symbolic interactionism. Phenomenology is commonly described as the study of phenomena as they manifest in our experience, of the way we perceive and understand phenomena, and of the meaning phenomena have in our subjective experience (Babbie, 2010). Ethnomethodology offers a distinctive approach to the study of social life, which examines ordinary methods used by members of settings to produce social order (Saunders, Lewis, & Thornhill, 2012). Symbolic interactionism theory assumes that people respond to the elements of their environments according to the subjective meanings they attach to those elements, such as meanings being created and

modified through social interaction involving symbolic communication with other people (Babbie, 2010).

All three schools of thought emphasise human interaction with phenomena in their daily lives and suggest a qualitative rather than quantitative approach to social research (Saunders, Lewis, & Thornhill, 2012). This study locates itself in this paradigm because the training for inclusive education consists of equipping in-service teachers with skills, knowledge, and attitudes to be able to function in an inclusive setup. The Interpretivism paradigm allows participants to engage and express their view on how they have been trained in continuous development programmes, what type of pedagogical skills, content has been dispersed to them, and how do they intend in applying them in their classrooms, or whether that content is relevant with their context (Saunders, Lewis, & Thornhill, 2012. Therefore, this paradigm is most suitable to use in this study because it will allow participants to freely narrate their perspective from their perspective.

3.3 QUALITATIVE APPROACH

Interpretivism leans towards qualitative research. Precise, systematic, and theoretical answers to complex human problems are not possible. They assert that every cultural and historical situation is different and unique and requires analyses of the uniquely defined, contexts in which it is embedded. Because of the specific social, political, economic, and cultural experiences underpinning each study. The findings cannot be generalised. However, they provide a greater clarity on how people make a meaning of phenomena in a specific context. Thus, aiding greater understanding of the human condition (Cresswell, 2013).

The qualitative research approach can be defined as an approach that enables the researchers to learn firsthand about the social world that is under investigation through participation in that world by focusing on the participant's views and opinions. For this study, I envisaged accessing an insightful and a deeper understanding of how the pedagogical content knowledge within a teachers' continuous professional in inclusive education aids the implementation in Limpopo Province. Therefore, a qualitative approach was chosen. Saunders, Lewis, & Thornhill, (2012) indicates that the qualitative research approach involves the methodological and a systematic study of a socially organised setting to formulate and solve a research problem, making sense of narrative data through a process of analysis.

Meriam, (1998) indicates that the qualitative approach is interested in how people interpret their competencies, how they construct their world and what meaning they attribute to their experiences. I was concerned with investigating the effectiveness of the content knowledge dispersed to in-service teachers during their training in the short course certificate in inclusive education. The certificate aims to improve competence in the implementation of Inclusive Education for teachers around the Limpopo province. Meriam (1998) points out that qualitative research may involve fieldwork and the researcher must physically go to the people, site, or institutions to collect data and observe the behaviour of the participants and all involved in the natural setting.

Qualitative research has been carried out in a real-life environment to understand the phenomenon in context (Collins, 2010). Through the application of a qualitative approach, I attempted to have a clear understanding of the impact of continuous professional development programmes. This was necessary for the context of this study where Education White Paper 6, stipulates the importance of schools being inclusive not only in infrastructure but in as well as curriculum content knowledge. This saw the need hence the in-service training of teachers through these professional development programmes such as the short course certificate in inclusive education offered by the University of Limpopo. Myers (2008) suggests that qualitative research should be strategically sound as well as sensitive to the changing context, meaning that requires flexibility. Therefore, the qualitative approach and its data, collection processes need to be sensitive to the social context in which it is collected (Myers, 2008).

Qualitative researchers recognise and acknowledge that they are part of the world they study, resulting from their understanding, they are systematically monitoring their influence, and their biasness, and that emotional response is part of their research responsibility (Kvale, 2009). As a result, the researcher made sense of the meaning gained from others around the world. Therefore, based on the problem statement and research question of the study. The researcher opted to choose the qualitative approach because the pedagogical content knowledge within the professional continuous programmes that in-service teachers on inclusive education were conducted in a natural setting.

Collins (2010) outlines some advantages of the qualitative approach as allowing flexibility and in-depth, analysis of data. Allowing the researcher to observe a variety of aspects of social situations, allowing the researcher to adjust the interview schedule in cases where the participants' responses require additional probes; and allowing the researcher to observe the participants' body language that relates to their verbal responses. Through these advantages, I was able to observe and obtain a full account of the participant's experiences of the studied phenomena. I was able to establish an atmosphere that allowed the participants to feel comfortable and free to express their views of the study. This approach is fundamental in getting deeper insight into how the content within the programme and how they equip in-service teachers with relevant pedagogy for inclusive education implementation. The table below illustrates how qualitative research is employed and its characteristics.

Table 2: A representation of the characteristics of the qualitative approach

Concepts	Descriptions
Quality	The emphasis is on the qualities of entities and on processes that drive the inquiry
Meaning	The emphasis is on the meanings that are not experimentally examined or measured
Reality	The researcher focuses on the socially constructed nature of reality from the participant's point of view
Relationships	The focus is on the intimate relationships between the researcher and what is studied and the situational constraints that shape the inquiry
Answers	The researcher seeks to answer questions that stress how social experience is created and given meaning
Value	The researcher emphasises the value-laden or bound nature of the inquiry
Natural setting	It is seen as the direct source of data where the researcher is a key instrument
Words	The data collected forms words rather than numbers
Process	It is concerned with a process as well as the product
Inductive	Data is analysed in an inductive and reconstructed into a picture that takes shape as parts of the data are collected

	and examined
Sense	How people make sense of their lives is a major research concern
Social phenomena	Qualitative research is a broad approach that studies social phenomena

3.4 RESEARCH DESIGN

In qualitative research, there are six common research designs namely: phenomenological, ethnographic, grounded theory, historical, case study, and action research. The phenomenological studies examine human experiences through the descriptions provided by the people involved. These experiences are called lived experiences (Donalek, 2004). Ethnographic studies involve the collection and analysis of data about cultural groups (Agar, 1986). Grounded theory is best defined as a research strategy whose purpose is to generate theory from data. 'Grounded' means that the theory will be generated based on data; the theory will therefore be grounded in data (Leininger, 1985).

Historical studies are concerned with the identification, location, evaluation, and the synthesis of data from the past. Historical research seeks not only to discover the events of the past but also to relate these past happenings to the present and to the future. Leininger (1985). Case studies are in-depth examinations of people or groups of people. This study utilised the case study design because the researcher is interested in the meaning of experiences to the subjects themselves, rather than in generalising results to other groups of people. Meriam (2009) defines a qualitative research design as the strategy that focuses on the understanding and interpretation of people involved in the study and their experiences, the manner in which they view the world and attach meaning to the experiences they discovered. She further indicates that a case study design is a strategy used by the researchers to explore an in-depth understanding of the phenomenon Case studies are not used to test hypotheses, but hypotheses may be generated from case studies (Younger, 1985).

Meriam (1998) and Yin (2003) define a case study as an examination of one set, a programme, a single subject, an institution, or one event that varies in complexity. A multiple case study is required if a study contains more than one single case. This study locates itself within the single case perspective as it investigates the effectiveness of the short course corticate programme which only 100 teachers from Limpopo province attended. Yin (2003) uses different terminologies to describe a variety of case studies, in the names of intrinsic, instrumental, or collective case studies. In a unique situation, one may prefer to use an intrinsic case study, and the researcher could be aware that the results may have limited transferability. In case, the intention is to gain an understanding of a particular situation. Then one may use an instrumental case study, as applied in this study. Thus, to accomplish something other than an understanding of a particular phenomenon.

A single case study design was utilised to investigate small and distinct groups that will participate in this study. This design is described as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when there are no clear boundaries between the phenomenon and the context (Gemma, 2018).

3.5 POPULATION AND SAMPLING

3.5.1 Population

Gemma (2018) defines population "as a set of elements that the research focuses on and to which obtained results should be generated". The population is furthermore described as the collection of objects, events, or individuals having some common characteristics that the researcher is interested in studying (Bitsch, 2005). These definitions describe the essential components, which form part of the research population, which I will focus on.

The population is defined as a total set from which the individuals or units of study are chosen (Bitsch, 2005). This set of individuals was regarded as a totality of persons, events, organisations, units, and case records with which the research problem is concerned. I selected a sample specifically from a set of individuals to participate in the study. This study population consisted of 100 schoolteachers within the Limpopo province, which registered for the short course certificate programme in Inclusive Education at the University of Limpopo; however, the sampling technique employed was purposive which excluded some of the population. The following section expounds on how the sampling technique was used.

3.5.2 Sampling

Sampling refers to the process of selecting the sample individuals for a particular study (Cresswell, 2013). A sample is also defined as a small portion of the total set of objects, events, or persons that together comprise the subject of the study (De Vos, Strydom, Fouche, and Delport, 2011). These definitions serve an important role for the researcher in understanding the process of sampling during the study. A sampling is the strategy of selecting a smaller section of the total population that will accurately represent the patterns of the wider target population (Haug, 2017). This selection improves the quality of data by focusing on a smaller group called a sample. The sample allowed me to make inferences about the larger population.

The study employed a non-probability sampling technique, namely purposive sampling. Purposive sampling was used to select participants. Purposive sampling, under non-probability sampling as outlined by De Vos, Strydom, Fouche, and Delport (2011) was utilised to select information-rich cases for in-depth study. This enabled me to gain an in-depth understanding of the cases to be studied without generalising. The researcher employed purposive sampling because only participants that took part in the short course certificate programme offered by the University of Limpopo were eligible for selection.

The cohort consisted of 100 teachers from the five districts (Capricorn, Vembe, Waterbeg, Sekhukhune and Mopani), the teachers were selected to be part of the cohort because of their in school experience with being involved with inclusive education. The teacher selection was based on them being their schools resource personnel to cascade training and information about inclusive. Resource personnel are teachers that have previously attended workshops, seminars or any other training related to inclusive education on behalf of their individual schools. Two (2) teachers from each circuit from the 100 population were selected to serve as the sample in the study. Ten (10) participants were interviewed for the study.

Coding the participants

For hiding the identities of the participating teachers taking part in this study, I used codes. The participants were labelled Participant 1 (P1) to Participant 10 (P10).

Inclusion criteria

This are characteristics deemed necessary for participants to possess to be the population of interest. The ten teachers were sampled are from different circuits in Limpopo if they were part of the cohort that was trained for the short course certificate in Inclusive Education. The researcher deemed this necessary to get perspectives, experiences and opinions about the nature and effectiveness of the programmes in preparing them for inclusive education in regard to the acquisition inclusive knowledge, skills and strategies.

Exclusion criteria

This are viewed as those characteristics that disqualifies participants from being part of a given study. The researcher required participants that receive training in the short course programme of professional development, thus excluding contemporaries. This was necessary in deriving data that comes from participants that were involved in the programme, this helped in accumulating data that can answer the research questions.

3.6 DATA COLLECTION

Data collection is the process of gathering information on the variable of interest, in an organized method that allows one to answer the specified research questions, test hypothesis and assess outcomes (Creswell, 2008/. The following methods were used in collecting data: Interviews and document analysis. Individuals' interview was considered a core method of data collection. The interviews followed a semi-structured pattern.

3.6.1 Interviews

Individuals' interview was considered a core method of data collection. It is emphasized that the purpose of interviews is to discover the views, experiences, believes and motivations of individuals on a specific matter. The interviews are reciprocal, that is, both the researcher and participant were engaged in a dialogue. Merriam (1998:71) is of the opinion that interviews are used in situations in which the researcher tries to ascertain what is in the mind of another person. According to Leininger (1985) the aim of qualitative interviews is to "see the world through the eyes of the participant" and to extract rich descriptive data that will assist in understanding the participants' construction of knowledge. In this study the description of the experiences of the participants regarding CPDT programmes needed to be ascertained

The study deployed a semi standardized or semi structured interviews offers a more flexible approach in the process of interviews. In most cases there's always a guide to an interview, but on this one it allows flexibility. In the interview both the interviewer and interviewee are conversing and thus having open ended questions (De Vos, Strydom, Fouche`& Delport, 2011)

Qualitative semi-structured interviews were conducted to gain a detailed representation of the participants' beliefs, perceptions, or accounts of a particular topic of study (De Vos, Strydom, Fouche & Delport, 2011). This type of interview allows flexibility while the researcher can follow up on particular interesting avenues that emerge in the interview. The interviews were conducted within an open framework, and it applied focused, conversational, two-way communication (Cresswell, 2008). Semi-structured interviews allow a great deal of freedom, thus allowing the interviewee to explore.

Semi-structured interviews also involve a set of preset questions, which initiated discussions (Rule & John, 2011). Further questions usually arise from the discussions, which allow more flexibility during data collection and create space for the interviewer to pursue more questions stimulated by the interview. Cohen and Crabtree (2008) characterise a semi-structured interview as an exchange where:

- The research participants and the researcher become involved in a formal conversation.
- The researcher or interviewer develops and uses an interview guide which consists of the questions that will be covered during the interview, structured in a particular order.
- The researcher or interviewer follows the guide but can follow a contemporary angle which may drift the guide.
- The interviewer and interviewee become equal partners.
- The interviewer knows the areas to cover with the interviewee which allows him or her to explore different thoughts and feelings; and
- The interviewee is brought back to the subject of discussion that emanates from prompt questions asked.

These characteristics are essential for the researcher to contemplate when conducting interviews to collect sufficient data relating to the study.

The interview guide or schedule was used as a strategy to provide the researcher with a set of predetermined questions that engaged the participant and designate the narrative terrain (Rule & John, 2011). The ten interviewed participants who were allowed to narrate their full experience and perceptions of the role and effects of continuous professional programmes on equipping them with the knowledge, strategies, and skills, as well as values needed to teach in an inclusive classroom (See Appendix A).

Table 3: A summary of the advantages of semi-structured interviews

Key concept	Advantage
Questions	The questions are prepared ahead of time which allows the interviewer or researcher to be prepared and competent during the interview
Freedom	The interviews allow participants the freedom to express their views in their terms
Data	The interviews provide reliable and comparable qualitative data
Communication	These interviews encourage two-way communication, where those interviewed are able to ask questions
Answers	The interviews confirm the known and provide the opportunity for learning and reasons for the answers obtained during the interviews
Sensitive	Interviews allow free discussions of sensitive issues about the study problem.

Interview procedure

The interviews were conducted in a one on one (face to face) setting. The participants were further reminded of their right to concern again. The participants also were briefed again on the purpose of the interview. The participants were alerted that for the purpose of transcription, the interviews will be recorded on an audio device and permission was granted. The participants were also assured that their names will be withdrawn, and pseudonyms will be used instead. The interview process protocol was observed.

The observing of interview protocol was important because it allowed the researcher ample time to observe and interpret the non-verbal actions which were evident through body language, maintained eye contact and facial expression which greatly improved understanding of the researcher. Thus, the face-to-face interview afforded the researcher yet another opportunity to probe and explore hidden, complex meanings and different perspectives. The interview process was relevant in the sense that the interviews sufficiently answered the research questions and provided fundamentals for future research.

3.6.2 Document Analysis

Document analysis are documents that are readily available as sources of data to be accessed by readers and researchers. Rule and John (2011), define document analysis as a collection of documents and other sources, which are relevant and valuable for information. Document analysis includes programmes such as articles, books, public documents, media reports, journals, and other recognised publications. The advantage of this data collection is that it enabled me to obtain language and direct wording of written texts. Meriam (1998) indicates that the limitation might urge me to search for more information in hard-to-find places, and some of these documents might be incomplete and might not be enough.

Gary (2009) defines documents as records of past events that are written or printed. They may be anecdotal notes, letters, diaries, tax records and receipts, maps, journals, newspapers, and official minutes. Merriam (2008) uses documents as an umbrella term to refer to a wide range of written, visual, and physical material relevant to the research study. Given the research questions of this study to investigate and explore the effectiveness of CPDT programmes in inclusive education implementation, there the researcher therefore interpreted the data from the existing documents to provide explanations of the past, and clarified the collective educational meaning that may be underlying current issues and practices which align with the goals and principles of inclusive education in South Africa

The documents used in this study included are training manuals that teachers receive from the programme (short course) such as notes, study guides, textbooks and slides if available. These documents were important in checking if the content within the programme is aligned and promoting the implementation strategies, goals and principles outline in policy documents. Other documents that were analysed were school policy, school mission and

vision, curriculum framework, departmental circulars and policy documents on inclusion: Education White Paper 6, The operational manual to the national strategy on screening, assessment and support, the National Screening Identification Assessment and Support (School Pack), Support Needs Assessment (Learner Pack), Guidelines to quality Education and support in special schools and special school resource centres, Teacher Education Resource Pack: Special Needs in the classroom and South African Schools` Act. The aim of checking for the above documents was that they served as guidelines for the implementation of inclusive education in South Africa and to check if content contained in the short course programme equips teachers with knowledge, skills, and strategies to implement the policy documents in their schools (Kvale, 2009). Furthermore, document analysis was intended to investigate the type of pedagogical content knowledge that teachers receive in their CPTD programmes for inclusive education implementation. The analysis of these documents may provide information that fills the gaps that are left open by interviews. Together with literature data, the leads from document analysis provided good material in assisting the researcher to prepare appropriate questions for the interviews. Patton (2002:294) espouses the use of information gained through document analysis as impetus for lines of inquiry that can be pursued through direct interviewing (Gary, 2009).

3.7 DATA ANALYSIS

In the application of qualitative approach, data has been collected and interpreted with the aim of drawing conclusions that finally reflects the interests, theories and ideas that will initiate the enquiry. Meriam (1998) cites that data collected can be analysed on a continuous basis throughout the study. Data will take the form of thematic content analysis. The transcriptions will be of great assistance in analysing the volume of data collected. Creswell (2008) adds that there are strategies that are used to check the relevance and the accuracy of the findings for qualitative data.

In qualitative research, data analysis involves the process of organising data into categories and identifying relationships among them (Merriam, 1998). Nonetheless, Data was analysed through thematic content analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data (Creswell, 2008). The goal of a thematic analysis is to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply

summarising the data; a good thematic analysis interprets and makes sense of it (Braun & Clarke, 2006).

Thematic content analysis consists of 6 steps namely: Familiarising yourself with your data, Generating initial codes, Searching for themes, Reviewing themes, Defining and naming themes and Producing the report. The steps will be expanded below to show they are utilized in a study'sdata analysis using Braun and Clarke (2006) guidelines steps:

Step 1: Familiarising yourself with your data

This step requires the researcher to be fully immersed and actively engaged in the data by firstly transcribing the interactions and then reading (and re-reading) the transcripts and/or listening to the recordings. Initial ideas should be noted down. It is important that the researcher has a comprehensive understanding of the content of the interaction and has familiarised him-/herself with all aspects of the data. This step provides the foundation for the subsequent analysis. The researcher began with separating the interview data collected from each participant and providing a pseudonym to each set of data.

Step 2: Generating initial codes

Once familiar with the data, the researcher must then start identifying preliminary codes, which are the features of the data that appear interesting and meaningful. These codes are more numerous and specific than themes but provide an indication of the context of the conversation. The researcher started identifying a pattern within the data to pre-code and pre-categorise the data.

Step 3: Searching for themes

The third step in the process is the start of the interpretive analysis of the collated codes. Relevant data extracts are sorted (combined or split) according to overarching themes. The researcher's thought process should allude to the relationship between codes, subthemes, and themes. The researcher established uniform codes and categories that are more recurring in the data transcribe.

Step 4: Reviewing themes

A deeper review of identified themes follows where the researcher needs to question whether to combine, refine, separate, or discard initial themes. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes. This is usually done over two phases, where the themes need to be checked in relation to the coded extracts (phase 1), and then for the overall data set (phase 2). A thematic 'map' can be generated from this step. The researcher developed a map of which codes and categories can form themes.

Step 5: Defining and naming themes

This step involves 'refining and defining' the themes and potential subthemes within the data. Ongoing analysis is required to further enhance the identified themes. The researcher needs to provide theme names and clear working definitions that capture the essence of each theme in a concise and punchy manner. At this point, a unified story of the data needs to emerge from the themes. The data themes provided meaning insights to become findings of the study.

Step 6: Producing the report

Finally, the researcher needs to transform his/her analysis into an interpretable piece of writing by using vivid and compelling extract examples that relate to the themes, research question, and literature. The report must relay the results of the analysis in a way that convinces the reader of the merit and validity of the analysis. It must go beyond a mere description of the themes and portray an analysis supported with empirical evidence that addresses the research question. The researcher made an interpretive analysis of the findings using established theoretical framework that underpinned the study

The steps outlined above consist of flexibility in terms of analysing qualitative data. Furthermore, it consists of strategies that qualitative data collection such as recording interviews, the most common is a voice recorder and field notes were used to employ the steps of thematic content analysis (Lincoln & Guba, 1985).

Thus, to make the data accessible for analysis, a voice recorder was used, with the permission of the participants, to record the individual interviews, without being obstructive or

distracting in any way. I In addition, it allowed all the interviews to be transcribed verbatim (Hossain, 2011). Babbie & Mouton (2011). Further supported the above by describing analysis as "breaking up" the information into manageable themes or categories, to understand all aspects of the data collected. After transcribing, the researcher organised the information, identified the emerging themes or categories, and logically interpreted the transcribed information to develop an overall description of the research phenomenon (Hossain, 2011)

Data was analysed through thematic content analysis, and emergent themes and codes from interviews and document analysis were developed. Thematic content analysis is a descriptive presentation of qualitative data. Qualitative data may take the form of interview transcripts collected from research participants or other identified documents that reflect on the phenomena being investigated (Creswell, 2008). Thematic content analysis portrays the thematic content of interview transcripts (or other texts) by identifying common themes in the texts provided for analysis. The recorded interviews were transcribed and analysed to identify the segments make meanings, analyse them into categories, repeat the process and combine the categories that emerge into themes (Creswell, 2008).

The data from document analysis were analysed by comparing the curriculum content to that of the White Paper 6 and other policy documents. This was done to check the content, if it is aligned with what is envisaged by the policy document. The checking of documents sheds light on how the curriculum pedagogical content knowledge equips in-service teachers for inclusive education implementation. The key factor in document analysis was to investigate how the PCK in these programmes aligns with the context of schools in the Limpopo province. Context, I refer to the knowledge and skills being relevant to schools in Limpopo, in terms of teaching, learning, and assessment inclusively. The PCK is drawing positive results out of diverse learners and is teachers who have been trained able to use those skills, knowledge, and strategies in a real classroom.

3.8 QUALITY CRITERIA

The researcher made a great effort to comply with the principles of trustworthiness throughout the study. Trustworthiness of data addresses issues in connection with dependability, transferability, and conformability. Quality criterion is the method of ensuring the quality of being extremely thorough and careful in qualitative research without sacrificing relevance. Trustworthiness is defined as the extent to which the findings give a true reflection of the data collected (Babbie & Mouton, 2011). The findings of the research were real experiences, thoughts, and opinions about the type of pedagogical content knowledge in-service teachers receive from CPTD programmes in the province. In the next sections, the three criteria to ensure trustworthiness and their relevance in the research project are discussed in detail.

3.8.1 Dependability

Dependability refers to whether a person gets the same answers by using instruments to measure something more than once (Greeff, 2002). Dependability of data is the extent to which the same findings could be repeated if the same research instruments were used with the same participants under the same conditions (Creswell 2018). The Investigating the content knowledge in teachers' continuous professional development programmes for the implementation of inclusive education in Limpopo province to achieve dependability. I followed all the processes that were transparent, communicable, and coherent to arrange the data in a format that could be followed and accepted by other researchers.

3.8.2 Transferability

Transferability refers to the degree to which research results can be applied to a context apart from where they were gained or within different subjects. Transferability can be used in determining the extent to which findings can be applied in other contexts or with other respondents, and the similarity between sending and receiving contexts (Cresswell, 2018). In contrast to the quantitative research techniques, the burden of proof shifts from the researcher to the person who wants to apply the research results.

I opted to give a detailed description of the research situation and the context so that people who read the research study can ascertain the extent of the results. So that they can check if they are reliable or valid, to be used by other researchers in their own situations (Guba,2001).

Lincoln & Guba (2015). Defines reliability as the extent to which the results are consistent over a period and the accurate representation of the total entire population under study.

Myers (2008) claims that the findings are reliable when other researchers reveal the same results under the same methodology. The results are reliable. Babbie & Mouton (2001) similarly adds that it is a question of whether a particular technique when applied repeatedly will yield the same results on the same project for a potential user through a thick description and purposeful sampling. The validity of an instrument is seen when the instrument measures exactly what it is intended to measure. According to (Lincoln & Guba, 2015), the results and the findings of research are internally valid when the researcher can draw meaningful interference that measure exactly what they are intended to measure. The findings are internally valid in this regard.

3.8.3 Conformability

The conformability deals with the issues of biasness and prejudice of the researcher. Data, interpretations, and findings are anchored in individual and context, apart from the research Lincoln & Guba (2015) stipulated that a researcher can maximise neutrality by using a team of researchers that have experience in qualitative research methods, rather than a single researcher. Thus, to establish trustworthiness, a team of two experienced researchers in qualitative research was employed to confirm the results that were reflected in the data.

I tried to show accuracy in describing and interpreting the participant's competencies. Credibility relates to the internal validity, where the aim of the study demonstrated to ensure that the study was conducted in a way that is accurate and correctly described. During the process of collecting data, the researcher kept a record of all the necessary issues, and that could affect the study in any way, such as the character, feelings, and emotions of the participants. I ensured that the personal views, feelings, and attitudes of participants were taken into consideration and determined largely how they would have an impact on the whole study.

3.9 ETHICAL CONSIDERATION

When conducting a study, professional and ethical practices are of great importance, with the rights of individuals taking priority and preference (De Vos, Strydom, Fouche, and Delport (2011). The study adhered to the following ethical considerations:

3.9.1 Informed consent

The researcher gave a clarification of the nature and reasons for conducting this study to the participants. The permissions were sought from participants, whereby in-service teachers were briefed about the nature and purpose of this study. I ensured autonomy by informing the participants that they can remove themselves from the study at any time (Creswell, 2018). (See Appendix A)

3.9.2 Permission

For research to be conducted, authorisation was attained from the Research Ethics Committee (TREC) of the University of Limpopo in South Africa and the Department of Education in Limpopo for this study. The ethical clearance certificate ensured that the study has followed the procedures to ensure the safety of the participants in the study. (See Appendix D)

3.9.3 Voluntary participation

Participants were told that their participation is valued and voluntary. There shall be no stipend for their participation, and they may reserve the right to participate to any extent to which they wish to participate, without any form of penalty. This means that the participants were informed that they are at liberty to remove themselves from participation at any moment.

3.9.4 Privacy, anonymity, and confidentiality

According to De Vos, Strydom, Fouche, and Delport (2011), privacy, anonymity and confidentiality encompass the sensitivity of information. Some details may be viewed as confidential or sensitive under certain circumstances and others may be considered as less sensitive and confidential. Any study involving the participation of people should be treated concerning the participants' rights and privacy. In this study, participants were informed that only the researcher and his supervisor would have access to the information. Data collected was treated as confidential and their identity were protected by replacing their names with pseudonyms.

3.10 CONCLUSION

In this chapter, I discussed the aim of the study and described the research design and methodology that was used to undertake the study. The research paradigm, research design, data collection methods, site and participant selection criteria and data analysis strategies were fully explained. Quality criteria were explained and finally, the ethical considerations were presented. Chapter four will discuss the data analysis process and present the data collected.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1 INTRODUCTION

In the previous chapter, the research methodology was discussed. The purpose of this chapter is to present the data which was collected through interviews and document analysis. The interviews provided a valuable amount of data, to be presented verbatim in this chapter, so that the voices of the participants can be heard, leading to an in-depth understanding of their competence in the content knowledge in-service teachers receive during their continuous professional development training in Inclusive Education. The data, which was collected through interviews with the participants, was transcribed and is presented here in this chapter. Through data analysis, four (4) main themes emerged, which will also be discussed. The chapter is structured as follows, introduction presentation of themes, and conclusion.

The findings are presented according to the main themes discussed in the report's analysis stage. The presentations of the themes deduced are highlighted to illuminate how the findings are structured in this section. Subsequently, in the introduction, each theme will be presented and discussed concerning the findings. The themes discussed are:

- Teachers' opinions about CTPD programmes
- In-service teachers' experiences with the short course programme offered by UL.
- Content knowledge within the programme
- Quality facilitators

4.2. THEME A: TEACHERS' OPINIONS ABOUT CTPD PROGRAMMES

The findings from the in-depth interviews revealed that the teachers perceived continuous teacher professional development programmes as being needful in their implementation of inclusive education. Teachers highlighted that they were passionate and eager to accommodate or embrace learner diversity, thus they needed constant training through short course programmes and other consistent and constant means to keep them informed. The teachers' responses revealed their concern about including learner diversity in their schools and were willing to make inclusive education fully implemented to catch up with the requirements of the present education system, which upholds inclusion, and nurtures the learners' strengths. However, they needed adequate knowledge, skills, and attitudes to do that. The following verbal quotes from the interview transcripts reflect the teachers' perceptions or opinions:

P1 "*we are aware of the policy that requires schools to be full-service schools, but we need to be trained to be able to offer our best to all learners, therefore, professional training for us in-service teachers are important in that regard".*

P3 "*We often hear in meetings about education white paper 6 and how it encourages schools to be inclusive. For schools to be inclusive teachers need training, especially us who are new to this concept of inclusive education*".

Literature has shown that teachers hold positive attitudes toward inclusive education and continuous professional development programmes associated with inclusive education. (Nel,2009; Kgatule, 2013 & Florian, 2011). In-service teachers believe that inclusive education is a critical aspect of improving educational access to all learners (Engelbranch, 1988). Teachers having a positive attitude towards inclusive education is a positive indicator that with proper training teachers are willing to adapt their teaching to be able to teach diverse teachers.

P4 *"Continuous workshops or training in this inclusive education need to happen frequently so that we as teachers can adjust and align how teaching to it so that learners can benefit."*

P10 "In *my District, we have had one or two workshops that speak about the importance of inclusive education in schools, but we need to be equipped with various skills to implement it so continuous professional development is a need."*

The above views support the findings of researchers such as Nel (2011), and Singh, (2011). And Smit, Preston and Hay (2020), reported that teachers in South Africa hold positive attitudes toward inclusive education implementation. This literature further alludes that teachers understand the need and aims of schools to service diverse learners in terms of teaching, learning and assessment in schools close to them to avoid them travelling long distances searching for special schools. Teachers highlighted that their attitudes were positive towards realising inclusive education in schools as it contributes to community building and support. However, teachers purport that there is still a great need to train and equip them relevant inclusive education knowledge and skills, especially teachers that have been in service for a long time.

Teacher P7 had this to say: "*Inclusive education is a good initiative in our schools so that learners do not need to travel far to access education, so they need to train us for it*".

The view above shows that teachers' opinions about inclusive education implementation are optimistic. However, a lot still needs to be done to initiate them into inclusive education. Many teachers that undergo their initial training development in inclusive education still hold the view that inclusive education is special schools brought closer to home (Singh, 2011). The need for continuous professional development training of these teachers is pivotal in shifting their mindset that inclusive schools or full-service schools are beyond the accommodation of physically impaired learners.

P9 "*Continuous professional development programmes for us teachers aim to tell us that inclusive education is the future of schooling in our country as it wants us, teachers, to be able to teach different students in one*".

The response from the participants gives a positive indication that teachers are in need and ready to receive training through professional development programmes that equip them with relevant knowledge, skills, and attitudes to be able to implement inclusive education. This key positive indicator shows that teachers require programmes like short course programmes so that they are trained and skilled to function at their optimum in an inclusive classroom.

4.3 THEME B: IN-SERVICE TEACHERS' EXPERIENCES WITH THE SHORT COURSE PROGRAMME OFFERED BY THE UNIVERSITY OF LIMPOPO

In-service teachers had the opportunity to undergo six months, short learning programme offered by the University of Limpopo in association with SETA. The programme structure was made up of five (5) modules, attended for 3 days (block sessions) once a month, for six months. The University aimed to equip the teachers in Limpopo Province with skills and knowledge about how to implement inclusive education in their schools and classrooms.

The five modules were Foundations and Legislative Framework of Inclusive Education, Inclusive Curriculum, Inclusive Pedagogy Assessment in Inclusive Education and Experiential Learning for Inclusive Education. The short course certificate had four (4) learning outcomes namely: Interpreting concepts, theories, policies, guidelines, and principles of inclusive education about educational challenges encountered in their classrooms. Identify learning barriers to inclusive education. Employ inclusive pedagogical and assessment strategies to address and mitigate learning barriers and value and understand learner diversity and disparities within the classroom and beyond.

The essence of these learning outcomes is to understand concepts critical to inclusive education, such as social justice, redress, equity, democracy, and human rights, follow steps for identification of learning barriers (SIAS policy) and select and use appropriate tools to identify learning barriers. To be able to plan their lessons using inclusive strategies, select teaching strategies to include learners with diverse learners and apply inclusive pedagogical strategies to address and mitigate.

Furthermore, the outcomes emphasise the adaptation of assessment strategies to address diverse learners, differentiate curriculum, instruction, and assessment to accommodate learners experiencing barriers to learning, and create rights-based, and gender-sensitive classroom learning environments. These outcomes are mainly derived from draft policy documents that speak about diversity in our schools as embodied in the Education White Paper 6. The content of short courses was expected to address these outcomes and equip in-service teachers with the relevant knowledge and skills.

The short course has proven to be a welcomed model to CPTD as compared to the workshop model by teachers who took part in the programme. The in-service teachers that undertook the 6-month course viewed it as impactful because the programme was compact and rigorous with the relevant content that they needed to become inclusive teachers. The teachers felt that the programme helped them to become more inclusive in their approach to teaching. One teacher (P1) expressed this as follows:

"The *short course helped me a lot because it exposed me to various content and types that are within the teaching inclusively, I was enlightened with the short course"*.

Another [P3] expressed this as follows:

> *The way they structured these sessions was impressive because it was a 3days session, whereby we were taught the whole day, and the facilitators from the university of Limpopo called them block sessions. These block sessions helped me understand the importance of teachers being able to teach inclusively and we were able to engage with the facilitators consistently*".

The short course programme consisted of in-service teachers being off-site for 3 days. Most importantly, as expressed above, they were taught by university-appointed facilitators. Teachers often complained that once-off workshops or seminars did not improve or change their pedagogy in the classrooms (Maebana, 2021). The block sessions also allowed in-service teachers, the time to grasp the content delivered. The short course structure also allowed teachers to engage more with their facilitators regarding the content knowledge within the modules.

P4 *"The short course is more necessary over workshops; I've attended workshops before that aimed at professional development, but they were not as informative and interactive as these 3 days sessions we had monthly*".

P6 " *As a teacher of many years in the system. The current structure of the short course impressed me. The knowledge we received in the programme we attend was coherent, relevant, and easy to understand as well as use in our teaching back at our schools"*.

Teachers reported to have been positively impacted by this model of training, the sessions seemed to provide clarity and knowledge on what inclusive education is and why is it important in the South African schooling systems and provided pedagogical insights on how to implement inclusive education. Teachers felt that the structure and the rigour of the course showed that indeed the province is serious about transforming schools to be inclusive. The transformation of schools is in line with the Department's vision of promoting social justice and equal access to education (DoE, 2001).

P9 "*The short course model they used makes me feel confident now as a teacher to teach inclusively. As the sessions we attended were full of life and practical demonstration of how this knowledge we gained can be used practically in class*".

P10 "*This short course I attended equipped me with the knowledge that I can use to differentiate between special schools and inclusive schools"*.

The short course structure that the teachers went through was a six-month course, which carried 30 credits (See Appendix E). This means that the content within the course was pitched at a higher level. Thus, the in-service teachers felt that they were serviced in terms of being given knowledge and skills. The block sessions as highlighted above mean that in-service teachers were booked out for 3 days. The teachers' positive attitudes towards this model of CTPD show that indeed they have been trained and the knowledge acquired they will try to use in their teachings.

4.4 THEME C: CONTENT KNOWLEDGE WITHIN THE PROGRAMME

The content knowledge within programme was constituted using modules. The five modules were: foundations and Legislative Framework of Inclusive Education, Inclusive Curriculum, Inclusive Pedagogy Assessment in Inclusive Education and Experiential. In this section, the modules were discussed individually on how they equipped teachers with relevant knowledge, skills and strategies to implement inclusive education and each module will be presented as a Sub theme.

4.4.1 Module 1: foundations and legislative framework of inclusive education.

The implementation of inclusive in schools relies heavily on policies, which form the basis for inclusive education. One of the mainstays of such policies is the Education White Paper 6, 2001. The Education White Paper 6 outlines the key aims to promote equal access to education for diverse learners. The policy is a response to many years of exclusion of children who experience barriers to learning, whether physical, cognitive, social, et cetera. The policy advocates for social justice that will see the marginalization of students who experience barriers to learning. The policy further promotes equality in schools by encouraging diverse learners to attend in a single schooling environment or ordinary schools.

Therefore, for this policy to translate into practice, teachers need to understand what it is all about and what it aims to achieve. It is often said that policy documents in South Africa are good on paper but fail in practice because the people who are supposed to implement them cannot understand them (Engelbregh, 2001). The gap between theory and practice is ever widening because teachers are not thoroughly taken into consideration when policy documents are conceptualised (Sepadi, 2018). Teachers are given these policy documents. However, they are not usually orientated to understand them properly. As they are often developed through a top-up-bottom-down approach (Nel, 2011). This type of approach often means that teachers are not involved in the process of policy formulation, even though they are the ones that are to implement them.

The designers of a short course, under discussion here seem to have identified this gap and when made the means for teachers to be taken on board with inclusive education policies that guide its implementation. For example, the module that focused on orientating teachers on policies was the Legislative and Policy framework in inclusive education. The module looks at several policies, such as White Paper 6, Screening, Identifying, Assessment and Support Policy (SIAS), and Guidelines for Inclusive Teaching, and learning. These three policies form the bedrock of inclusive education in the South African schooling sphere. These policy documents emphasised the importance of inclusive education implementation in the context of South Africa. After the teachers had gone through the course, they had the following to say:

P1 *"we are now aware of the policy that requires schools to be full-service schools, but we need to be trained to be able to offer our best to all learners".*

P4 "It also highlighted how to effectively implement those policies such as the White paper and SIAS'.

Moreover, in the expressions above, it is evident that the teachers benefited from the course. They have learnt policies that are fundamental in implementing inclusive education. The policies emphasised the rights of citizens of the country concerning equal access to education.

The views of the teachers give evidence that learning indeed took place about policy understanding. The theory used in this study places this type of learning in the Mode1 of according to Luckett's (1995) four modes of learning theory. Mode 1 focuses on laying the foundation of the competence of teachers. Foundation (Mode 1) cover the knowledge teachers are taught about the aims, values and goals embedded in the policy documents. It appears to have competency in the different types of policies and what they are meant to achieve. The teachers achieved that competence, as they were able to comprehend and narrate the importance of understanding policy documents.

The teaching of policy documents and frameworks on inclusive education assists in the changing of attitudes in-service teachers (Lomofsky & Lazarus, 2001). Therefore, for any change to be effective, the teacher should have a positive attitude towards the change, especially in education reform (Francis & Muthukrishna, 2004). Positive attitudes are often influenced via a better understanding of what the change is and its significance on the change. What the change brings in this regard was the implementation of inclusive education (Maher, 2007). The programme can teach and explain the importance of these policies and how they can help teachers. Teaching about these policies was a strategic move as teachers must understand inclusive education better. Teachers being able to comprehend why and how policies were developed and their history of how these policies and frameworks were developed, will help in the establishment of inclusive.

P3 *"The understanding of what the facilitator of the policies module was important. That module taught me why the implementation of the white paper is so important in ensuring access to education by all different students who experience different learning barriers".*

P6 "The module about policies made me see why we need inclusive education in our schools. the goals that mentioned in there are achievable if we can be trained well."

Exclamations from the above teachers highlighted in Mode 1(Foundational competence) of the theoretical framework were achieved. The teachers learnt that the fundamentals of implementing inclusive education lie in understanding policies that are the bedrock of inclusive education. The acquisition of foundational competencies suggests that the module had a positive impact on teachers about what is the importance of policies that are put in place to govern inclusive education.

An understanding of policies gives teachers the vigour to want to implement inclusive education because they would understand better, why inclusive education is needed and what it aims to achieve in the schools. The understanding the teachers gained from the short course about various policies within the context of the SA forms the appropriate foundation for pedagogical and inclusive practices in their teaching. One teacher (P4) had the following to say:

Having been struggling with working with diverse students for some time, it felt like a relief to be taught about how to pace my teaching and how to use policy documents like SIAS. I used to stress about filling the SNA forms, but now I navigate them with ease."

Concerning this Mode 1 acquisition, the teaching involved explicitly inducting in-service teachers into literacy within the various policy documents. Thus, enabling them to learn, probe, question, or even express themselves in writing. As well as meeting the assessment requirements of the module to acquire a foundation. In this part, writing requires them to use policy documents as a reference to various activities, and assignments, and test how policies are important in changing the practices of teachers in the implementation of inclusive education in the province. The testimonies from in-service teachers show that indeed the module achieved strengthening and imparting the foundation knowledge to in-service teachers about policies within inclusive education, which will form a base for pedagogical change in their classrooms.

The policies that the teachers were taken through exposed them to the goals and aims of inclusive education, and it exposed them to frameworks and structures that enable inclusive education. The positive impact of this type of knowledge and information on the teachers saw them develop a positive view of the essence of inclusive education in schools. Positive

attitudes are a good indicator of pedagogical changes and adaptions to new trends in education by teachers in their classrooms (Forlin, 2010).

4.4.2 Module 2 & 3: Inclusive curriculum and pedagogy

Due to their overlapping and close links to each other in practice, inclusive curriculum and pedagogy are presented as a single sub theme. An inclusive curriculum takes into consideration and caters for the diverse needs, previous experiences, interests, and personal characteristics of all learners. It attempts to ensure that all students are part of the shared learning experiences of the classroom and that equal opportunities to learn are provided to all learners regardless of their differences (UNESCO, 2004). UNESCO defines inclusive education as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (UNESCO 2009).

The above declarations were proclaimed in the Salamanca Conference of 1994 to ensure that education becomes inclusive. The Salamanca Statement made provisions that the school curriculum should be flexible enough to cater for students with diverse needs, especially those who experience barriers to learning. For the curriculum to be flexible, teachers need training that will allow them to diversify their pedagogy. This task means that teachers who are used to the traditional way of teaching need to be retrained and reskilled to achieve this goal.

The reskilling and retraining of teachers became a pivotal trend after these declarations. The world took the direction of using continuous professional development programmes to reskill and retrain teachers in using different pedagogical skills to implement the curriculum. The need for schools to be diverse in delivering the curriculum content bore the term inclusive curriculum. This term became synonymous with inclusive teaching as they both emphasised a variety of teaching strategies for delivering curriculum content.

With inclusive education and inclusive curriculum becoming more and more relevant, the designers of the Short Course programme saw that it is important to integrate the modules of an inclusive curriculum and inclusive pedagogy. The inclusive curriculum is what is to be taught in diverse classrooms and inclusive pedagogy refers to how it will be taught in the classrooms (Forlin, 2013). These modules were taught separately. However, their close links meant that they seldom cut across each other in terms of what is being taught because curriculum and pedagogy are intertwined.

These modules' objectives were to train in-service teachers on how to use curriculum differentiation in the context of their schools. How to use curriculum differentiation in pacing their lessons, how to use curriculum differentiation in setting and sequencing their teaching strategies and pedagogy in an inclusive classroom and how to use curriculum differentiation in arranging varied assessments for the diverse learners they encounter in their classroom. Curriculum differentiation refers to the process of modifying or adapting the curriculum according to the different ability levels of the learners in the classroom (Walton, 2011).

Teachers can use a strategy to provide meaningful learning experiences for all learners through varied pedagogical strategies. Differentiation takes account of learner differences and matches curriculum content, teaching, and assessment methods to learning styles and learner needs and characteristics. It may focus on input, a task, the outcome, output, response, resources, or support (UNESCO, 2005). The modules were seemingly able to deliver content knowledge and skills to the teachers to be able to use differentiation in their classrooms, one teacher said:

P1 "The *short course helped me a lot because it exposed me to various content and types of strategies that are within the teaching inclusively, I was enlightened with the short course.*"

P1 further expressed that.
"Being able to learn about how inclusive education is practiced in real-world, uplifted my confidence the knowledge was explained in the manner that the facilitators were giving a real-life example of how to transform the curriculum to be inclusive"

P5 "to *see how inclusive teaching strategies can be applied in our own classrooms really opened my eyes that indeed this implementation can be done*"?

The content within the short course programme contained rich knowledge that addressed how teachers should use different strategies to evoke participation from diverse learners. The expression of these teachers shows that the Foundational Competence (Mode 1) gave teachers the confidence to engage with the content offered to use it in adjusting their pedagogy. The adjusting of their pedagogy means that teachers tapped into mode 2 of the theoretical framework, the practical knowledge. Mode 2 (Practical knowledge) means teachers can use the content they received in the short course to change their teaching styles from traditional to inclusive practices.

The attainment of Mode 2 by in-service teachers is a good indicator that teachers were ready and positive about implementing inclusive education. Mode 3, also being personal competence highlights the teachers' belief in the practicality of inclusive education being a reality. The use of various teaching strategies allows room for teachers to incorporate their ideas into teaching diverse learners. The tapping of personal ideas into teaching lessons indicates that teachers are capable and are willing to implement curricular and pedagogical ways to achieve inclusive education (Mode 3; Personal Competence).

P3: The materials given in the programme play a great deal as a source of reference and help whenever I need information about inclusive curriculum thus, I use it to help me structure my teaching to be inclusive"
P3 Expressions were further corresponding with the sentiments of another teacher saying.

P5: The other modules which spoke about inclusive teaching and assessment opened my eyes in terms of how to structure my teaching in a classroom that has different learners, my confidence is high and slowly but surely my teaching has adapted strategies taught.

During the interviews, participants deliberated on how the content was relevant and related to the implementation of inclusive education. This view implies that the content within the continuous professional development of teachers for implementation was first and foremost, focused on addressing the specific needs of teachers which is relevant knowledge, skills, and attitudes to be able to function effectively in schools which the modules seem to have addressed.

P6*" The modules they taught us, made me feel confident now as a teacher" to teach inclusively as the sessions we attended were full of live and practical demonstration of how this knowledge we gained can be used practically in class".*

Another teacher further expressed satisfaction with what they were taught by saying:

P7 "The inclusive curriculum module taught me how to use differentiation when structuring and planning my lessons for my learners so that they can all understand also using a varied method of pedagogy to meet learner needs".

The modules that the teacher in the above quotations is alluding are the inclusive curriculum and pedagogy. They are pivotal to teachers being able to start practicing inclusion. Teachers being able to grasp content, knowledge and skills is a positive indication that indeed learning has taken place according to how the theoretical framework in this study stipulates. The expressions that teachers show indicate that knowledge acquisition flew across the modes, through the acquisition of knowledge (mode 1 and mode 2) and the use of knowledge in their everyday teaching (mode 3 and mode 4) shows that the short course model has an impact on how teachers are already adapting their teaching and learning to be inclusive.

4.4.3 Module 4: Assessment in inclusive education

Assessment refers to the way teachers and other people involved in a pupil's education systematically collect and use information about that pupil's level of achievement and/or development in different areas of their educational experience (academic, behaviour and social) (Watkins, 2007). The central purposes of assessment are stated as providing information on learner achievement and progress and improving the process of learning and teaching (Department of Education 1998).

With traditional assessment methods, lacking the service of diverse learners' teachers need to adopt inclusive assessment practices. Inclusive assessment refers to an approach to assessment in mainstream settings where policy and practice are designed to promote the learning of all pupils as far as possible. The overall goal of inclusive assessment is that all assessment policies and procedures should support and enhance the successful inclusion

and participation of all diverse learners. This became a key issue in training in-service teachers to be able to use inclusive assessment in their classrooms. Hence, it became important to train them in that regard, there was a gap that designers of the short course programme identified which was the lack of training in inclusive assessment of in-service teachers.

The designers of the short course programme identified the gap in which there was a need to include an inclusive assessment module in the training. The identified gap became a key issue in the short course had to address. The module focused on equipping in-service teachers with knowledge and skills on how to access an inclusive classroom. Inclusive assessment plays an important role in assessing diverse students using various methods that meet their different learning barriers. Inclusive assessment became a key component of their training. The module can deliver content knowledge and skills to the teachers to be able to use differentiation in their classrooms, one teacher said:

P3 "*When we were taught about assessment in inclusive education such as transparency and validity. I was impressed by the lecturer's presentation on principles of inclusive assessment and how he aligned them to the classroom practices*".

P3 further elaborated that:
 "The *facilitator taught us that in keeping line with principles of inclusive assessment. We can use tools like checklist and rubrics to assist in assessing learners' work*".

The principles of inclusive assessment are the foundation of learner progress. Teachers must be taken through these principles. Principles set how teachers are to structure assessment that is fair and valid to diverse learners. The principles of assessment further emphasise that assessment should not be rigid but flexible for students to express to what extent they have learned the content within the curriculum. Inclusive assessment means that diverse students are assessed in varied ways to establish whether the content was comprehended.

The use of principles to govern inclusive assessment attained by teachers shows that indeed learning has taken place concerning inclusive assessment practices. The teacher above has displayed the attained of mode 3 of the framework (Personal competence and experiential

knowledge). The teacher is equipped with knowledge that will allow them to use checklists or rubrics that they can develop themselves to show transparency and prepare learners for that assessment. The teacher will use the knowledge gained from the short course to develop assessment criteria that are fair and attainable to the diverse learners who are found in the classroom. Some teachers shared their sentiments on the inclusive assessment by saying.

P5 " *I was interested in how we are going to assess different learners at the same time in my classroom, the lecturer explained what inclusive assessment is easily and how to use different means to assess different learners such as using multiple types of assessments for one activity* "

The short course programme equipped teachers with various strategies such as differentiated diagnostic assessment, which used different sets of elements (oral, visual, kinetics and audio sets). As a precursor to determining the cognitive abilities of diverse learners. Teachers are taught such skills so that they align and develop their teaching, learning and assessment in a manner that gives diverse learners the chance to succeed, such strategies align with principles of assessment. Furthermore, Teachers highlighted a positive response from learners when they do work in pairs or groups (Modipane, 2021). The positive attitudes shown by learners' in-group assessments are a good indicator that diverse classrooms can utilise these strategies to facilitate learning while encouraging respect for diversity.

P7 "*Tradition we have always used group or pair work in our classrooms, this training taught me how to take it a step further by teaching me concepts such as nongender groupings, polarised grouping, which we can use when doing group or pair assessment in our inclusive classrooms*".

Teachers have traditionally used group work in their classrooms for many years, however, it was not structured to be used in an inclusive classroom. The teachers in the short course learned about the restructuring of the use of group work. The attained of such knowledge indicates that the teachers reached mode 4 of learning (Epistemic knowledge). Teachers will use epistemic knowledge to guide the development of group work assessment activities as well as use theories of knowledge acquisition to pair or construct different groups in the classroom or any other assessment in their classroom. Teachers will be able to reflect on their compositions of groups as to how they encourage learning amongst diverse learners that

must work together in such assessment activities keeping in line with the aims of the curriculum.

Inclusive education aims at producing a society that does not discriminate according to gender, age, race, physical appearance, etc. the encouragement of group or pair assessment as a strategy aids the mission of acceptance and respect amongst learners. It thrives on the notion that we may be different but if we work together to achieve a certain aim we can look past our differences. When learners work together and pass that certain activity it breaks misconceptions about differences in individuals such as physically challenged students cannot do cognitive-inclined activities (Nel, 2011).

One of the key principles of inclusive education is encouraged social transformation, which is also a principle of the Curriculum Policy Statement (CAPS); Social transformation: ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of the population.

P7 "*I was initiated into what inclusive education is, but my challenge has been how to assess my diverse learner in one classroom. I am happy that the training has given me knowledge on how to do that and that will help my learners to get on well as we are a pilot school in inclusive education*".

The attainment of mode 3 (personal competence) and mode 4 (epistemic knowledge) indicates that teachers indeed have acquired knowledge, skills, and attitudes through this short course, and they can use that knowledge in their lessons to be inclusive teachers. Teacher plays a pivotal role in aiding inclusive implementation in schools. The key processes of any educational institution are teaching, learning, and assessment. Assessment in its function is to check if learners have comprehended lessons, secondly: to check areas, which learners struggle with within that particular subject or topic, and thirdly: which is the most fundamental for progression from one level to the next. Teachers should use this knowledge and skills to apply inclusive practices after undergoing these continuous professional development programmes.

4.5 THEME D: QUALITY FACILITATORS IN THE PROGRAMME

In addition to five themes, this study found that according to the South African CPTD Task Team, the quality of teacher professional practices is at the root of the quality of schooling (DoE, 2008). The development of these practices is a continuing process for the duration of the career of a committed professional teacher. CBD is therefore an essential component of a comprehensive education system of high quality as envisaged in the National Policy Framework for Teacher Education and Development (NPFTED) (2007). While SACE manages the CPTD system, supported by DoE, the work of professional development engages individual teachers, school management teams, district offices and higher education institutions. Hence it is important to have knowledgeable and quality facilitators imparting content to the in-service teachers during this programme.

In trying to assess the standard of their facilitation, it was necessary to first clarify whether their facilitation was the South African Qualifications Authority (SAQA) accredited. The facilitators provide CPTD programmes. Their qualifications must be SAQA accredited. Therefore, it was a need to find out if the facilitators in the sampled area had SAQA accredited qualifications whose responses are addressed in the table below. These facilitators are the ones in the submission proposal to be the ones delivering content to the in-service teachers registered in the short course. Keeping in line with ethical clearance guidelines no names were mentioned, but only their qualification.

Table 4: Qualifications of module facilitators in the short course certificate

Module Name	Qualification of the facilitator
Legislative frameworks & policy	Master of Education
Inclusive curriculum	PhD in Education
Inclusive pedagogy	Master of Education
Inclusive assessment	Master of Education

P2" *For me what made the programme bearable is how the facilitators were concise in their teaching, although the materials and notes they gave us were a lot and it was overwhelming at times. The facilitators kept on encouraging us that this is a journey and if we devote ourselves to self-learning even beyond the programme we will gradually become inclusive teachers*".

P2 Furthermore, the facilitators elaborated that they were encouraged to keep the materials they were given safely. This is to refresh their memory about certain aspects of inclusive education.

"The *facilitators kept on telling us we need to keep the notes and the teaching material safe as well as the policy documents were given by the department in what they called a mini-library so we can engage in self-study and self-reflection and they taught us way in which to carry out self-reflection of our inclusive practices*".

For any type of training to be successful, it relies greatly on the abilities of the people offering training, which are the facilitators (Makofane, 2021). Any initiative that is envisaged by the DoE in upskilling or reskilling teachers needs facilitators that are experts who are competent in that field (Figueiras & Arcavi, 2014). Experts bring in quality insights on the subject matter in which teachers are trained and expect to bring in experiences and content knowledge that relates best to that particular field.

P3" *I was very impressed with the level of competence displayed by the facilitators from the University of Limpopo. They were articulating inclusive education with confidence and that gave us confidence as well that their teachings were of value. They gave us much information that we still even use today as we try to implement inclusive education even though when we were being trained. It seemed like the content taught was a lot but today I am grateful to have attended the short course*".

P4 *"The quality of knowledge and depth displayed by the facilitators was impressive; one can simply tell that these people engage with inclusive education in their daily duties. The way they were teaching was friendly and they were patient with us and gave us clarity where we didn't understand. I enjoyed their classes and I'm confident that I will start teaching my learners inclusively".*

Inclusive education is a phenomenon that is sensitive in nature, this is because it seeks to break barriers that previously disadvantaged many learners that face various learning barriers. Therefore, having expert facilitators training in-service teachers is paramount because skilled experts can train teachers by providing contextualised content. Experts' contextualising content knowledge within the training means that teachers can synthesise and comprehend the knowledge (Schulman, 1998). Teachers being able to synthesise and comprehend knowledge results in teachers being able to use that knowledge to adapt their teaching strategies or methods to be inclusive.

P5 "*The facilitators displayed competence and vast knowledge about inclusive education, I was impressed by how they used everyday classroom scenarios to put context to what they were teaching, it was easy to follow their lesson regardless of how much content they taught us* ".

The use of qualified experts in the short course programme ensures that teachers get valuable information about how to structure their teaching, learning and assessment with principles of inclusive education. Experts can present content in a manner that is structured, coherent and consistent, which sees teachers being able to adopt new strategies to guide their transition to inclusive teaching through these CPDT training.

The success of any CPTD of in-service teachers towards any change or progressive implementation of new trends or strategies in their teaching depends largely on the quality of the people teaching them. Their knowledge depth and facilitation skills are the foundation of a programme. Which is to capacitate teaching in inclusive practices to be able to effectively teach and assess diverse learners in a single learning environment. It is of paramount importance to also check and validate facilitator qualifications so that there is security that in-service teachers are taught by qualified professionals.

4.6 CONCLUSION

This chapter presented findings from the data collection. Thus, themes were discussed. The six findings namely were; Teachers' opinions about CTPD programmes, In-service teachers' experiences with the short course programme offered by UL, content knowledge within the

programme and quality facilitators in the programme. The following chapter discusses the findings and conclusion as well as recommendations.

CHAPTER 5: DISCUSSION AND CONCLUSIONS

5.1   INTRODUCTION

The previous chapter focused on the findings from the data collected through interviews and document analysis. This chapter focuses on the discussion of those findings as well as the recommendations for further research. The chapter is structured as follows: Firstly, the summary of the findings is given. Secondly, the discussion of the themes is presented. Thirdly, the conclusion and recommendations are presented.

5.2   SUMMARY OF THE FINDING

This study aimed to investigate the effectiveness of the knowledge that teachers receive from professional learning and development programmes. The study followed a qualitative research approach in which a case study research design was adopted. The study yielded four main findings, which are: Teachers' opinions about CPDT programmes, In-service teachers' experiences with the short course programme offered by UL, content knowledge within the Short Learning Programme (SLP) and the quality facilitators in the programme.

5.3 DISCUSSION OF INDIVIDUAL FINDINGS

5.3.1 Teachers' opinions about CPDT programmes

The study found that the teachers acknowledged that continuous teachers' professional development programmes are a need for them to effectively implement inclusive education. The study found that teachers held positive attitudes toward being participants in these programmes as they seek to increase their proficiency in implementing inclusive education. The in-service teachers' responses were key indicators that they were ready to be inclusive teachers if they are offered consistent and comprehensive continuous learning and development programmes. There is a need for in-service teachers to hold positive attitudes

toward this training as they will be active participants and active change agents in school (Kleickmann, Trobst, Jonen, Vehmeyer, & Moller, 2016).

Teachers in the study have highlighted the importance of ongoing professional development for teacher self-efficacy. Furthermore, they have spoken highly of the purpose of engaging in continuous professional development for inclusive education implementation. The teacher raised their voice to say the training programmes should be consistent and equip them with knowledge, skills, and strategies. So, that they can become inclusive teachers (Hew & Brush, 2007). This is demonstrated by one teacher when said:

> "Continuous workshops or training in this inclusive education need to happen frequently so that we as teachers we can adjust and align how teaching to it so that learners can benefit" P4.

There is a causal link between consistent CPD and increased self-efficacy in teachers after undergoing quality training in inclusive education. A study was done by Bourke (2010) in Australia showed that teachers showed competence in adapting their teaching, learning, and assessment to be more inclusive after undergoing a CPD programme that lasted for almost a year. Teachers often voice out that the current modes of CPDT that the DBE uses are inadequate. The DBE largely relies on off-site workshops to train in-service teachers (Makofane, 2021)

It is well documented in South Africa that infrequent off-site workshops have not had an impact on improving teacher pedagogy for inclusive education (Ashley, 2009; Hallahan, Kaufman & Pullen, 2012: Wilderman & Nomdo, 2017). The use of workshops that are often away from schools and out of context with the classroom practices needed for inclusive education have resulted in teachers having a negative attitude towards this type of CPD (Stofile & Green, 2006). Teachers in this study allude to a similar perception when coming to infrequent offsite workshops as one teacher (P10) said:

> "In my District, we have had one or two workshops that speak about the importance of inclusive education in schools, but we need to be equipped with various skills to implement it. So, a consistent continuous professional development is a need" (P10)

It is important to consider such concerns as teachers are the key members of change in schools. When they are not satisfied with the kind of training offered for inclusive education, it can breed negative attitudes towards it. Cayley (2017) in her study regarding why teachers are not positive about inclusive education found that in-service teachers complain about not being offered quality CPD programmes that will equip them with knowledge, skills, and strategies to function in an inclusive classroom. Teachers complained that the CPD programme (Seminar/workshop) did not offer content that is applicable in a real-life context. This lack of comprehensive training programmes for teachers added to teachers having a negative attitude to implementing inclusive education (Randel, Apthorp, Beesley, & Wang, 2016; Gallagher, Cayley, 2017; Gallagher, Woodworth & Arshan, 2017).

Researchers such as Slabbert (2013), Mittler (2017) and Acedo (2018) alluded that for in-service teachers to develop positive attitudes towards inclusive education and its implementation, they must be trained for it. Teachers tend to resist change when they feel that they are not properly trained for it (Slabbert, 2013). Teachers realise that inclusive education is a need in South Africa. They are keen to help make it a success as they already even know the key policy that governs inclusive education. This is seen when a teacher (P1) said:

"We are aware of the white paper 6 policy that requires schools to be full-service schools, but we need to be trained to be able to offer our best to all learners, therefore professional training for us in-service teachers are important in that regard". (P1)

The policy informs practices, and teachers are aware of the impending change that should take place across the South African schooling sphere. Teachers are aware of the policy that governs inclusive education. Thus, its requirements are a positive indicator that indeed teachers are ready for change (Peters, 2012). Peters also added that the recognizing of key policies such as the EWP6 by teachers makes them aware of the curriculum, pedagogical, assessment changes and adaptions that ought to happen. They should be reskilled and retrained for it for such changes to occur.

The overall in-service teachers understand the aim of inclusive education and what it wants to achieve. Most importantly, the teachers are dissatisfied with the model that the DBE has used over the years to capacitate them. Most teachers agree that they need to be trained and skilled in inclusive practices. Therefore, for that to happen they need consistent and quality

CPDT programmes. Seminars and workshops have not had the desired outcomes on upskilling and reskilling teachers in the implementation of inclusive education and teachers have continuously voiced that complaint.

The study further coincided with other researchers that teachers are not happy with the model that the DoE utilised (Nel, 2013; Maebana, 2017 & Makofane 2021). Therefore, the DoE through collaboration with other stakeholders such as Universities started to consider other models of CPDT programmes such as short course certificates. The DBE together with their other governmental structures (SETA) collaborated with universities to try a more comprehensive and compact model of training teachers, which the in-service teachers in this study were participants. The views and perceptions of this model are elaborated in the next theme of this study

5.3.2 In-service teachers' experiences with the short course programme offered by UL (Certificate in Inclusive Education)

This section is presenting a discussion of the teachers' experiences in the short course programme.   The teachers in the five districts in the Limpopo Province were taken through a short course certificate in inclusive education. The short course certificate was a collaboration between UL, DBE and SETA, this programme sought to offer an alternative model to the continuous professional development of teachers. Teachers complained that traditional models such as workshops or seminars did not adequately equip them with relevant knowledge, skills, and values to implement inclusive education (Prinsloo, 2011; Nel, 2012).

The concerns and complaints about workshops and seminars and inadequate training of teachers for inclusive implementation are taken into consideration (Phorabatho, 2013). Phorabatho (2013) in his study done in the Northwest province about CPTD programmes notes that the short course model became a key alternative model to be utilised in teacher training. Despite the challenges to the new curriculum changes post-apartheid era, new curriculum changes relied on in-service teachers being workshopped to be ready to implement those changes (Craft, 1996; Mizell, 2010; Nyembezi, 2010). Craft (1996) eminent that in-service teachers had to be retrained to be able to implement the new curriculum changes brought on by the attainment of democracy in the SA. Nyembezi (2010) and Mizell (2010) support the above statement in their studies that many new education trends and

changes are needed. They need training through CPDT. DoE relies primarily on workshops to facilitate this change, which resulted in adequate and poor implementation teachers noted that it was due to poor training for using the workshop and seminar models (Craft, 1996; Earley & Bubb, 2004; Gulston, 2010). The DoE began to look at other models of in-service teachers' continuous professional development such as short course learning programmes. Gulston (2010) alludes that short course programmes consist of teachers engaging in learning from experts over a medium period (less than 1 year). Short course models offer teachers the opportunity to learn and acquire new knowledge and skills while also attaining CPD points for their professional benefit (Mizell, 2010).

The overall purpose of the programme as outlined in the designers' proposal was to improve in-service teachers with knowledge, skills, and values for inclusive education. Teachers took the programme from five (5) circuits in Limpopo Province (Sekhukhune, Waterberg, Mopani, Capricorn, and Vhembe). The training comprised 3 days of block- sessions at the University of Limpopo Edu Park campus. The short course programme was eagerly received well by teachers. This is because they were unhappy with the one-off workshops. Teacher (P3) evidently said that:

> "The way they structured these sessions was impressive because it was a 3-day session. Whereby we were taught the whole day. The facilitators called them block sessions. These block sessions really helped us understand the importance of teachers being able to teach inclusively" (P3).

Teachers complained about the lack of enough time in CPD training, such as a day workshop being documented by researchers (Lessing & De Witt 2007; Jita & Ndladlane, 2009). The 3-days block sessions where teachers are engaged in teaching and learning about inclusive education practices show that the designers took into consideration that teachers needed more time during CPD training. Teachers being afforded more time with facilitators and the content brought about a positive modification in their self-efficacy (Pfitzner-Eden. 2016). Research shows that a person's self-efficacy is a contributing factor to success at a given task, teachers being equipped with relevant knowledge and skills that they can utilise in a real classroom improves their pedagogical skills to successfully function in an inclusive environment (Rakap, & Kaczmarek, 2010; Rakap, Parlak-Rakap, & Aydin, 2016).

The certificate in the Inclusive Education programme that the teachers participated in had a positive impact on teachers' self-efficacy. This is regarding implementing inclusive education. Teachers spoke about how this model of training has had an impact on how they view inclusive education. Furthermore, they are realising the importance of implementing it through what they have learnt in the programme as opposed to when they were engaged in workshops. Researchers such as Maebana (2019) and Makofane (2021) recently did studies in Limpopo about how teachers perceive workshops as a means of training teachers, their studies concluded that teachers were not satisfied with the structure, content, and delivery of workshops. The studies also discovered that teachers are willing to try alternative methods of CPD. These findings from these studies were similar to what the researcher found in this study, teacher (P1) said:

> "The short course really is necessary over workshops; I've attended workshops before that aimed at professional development, but they were not informative and interactive as these 3 days sessions we had monthly" (P1).

Teachers especially in-service do not get regular training in inclusive education (Roberts, 2016). Hence, Roberts (2016) reported that teachers only get minimum training in a year, their formal schedule year stipulates that teachers have 80 hours towards CPD each year. He further argues that in the 80 hours. They are shared between other aspects of their duties such as administrative and managerial duties, leaving little to no time for their pedagogical training (Employment of Educators Act, in Brunton & Associates, 2003; Roberts, 2010.

In-service teachers are expected to be the ones to play key roles in implementing inclusive education. Thus, they need a dedicated CPD programme that focuses on upskilling and reskilling them so that they can implement it. Which is the purpose of this certificate programme (Kennedy, 2014). In-service teachers being able to engage in CDP programmes that respond to their needs of being upskilled and reskilled is pivotal. A CPD programme should be contextualised to suit or cater for teachers so that these teachers will be eager to learn and reciprocate those lessons in their classrooms. The study found that teachers are satisfied with the type of CDP they received from UL. Teachers (P6) supported this by saying the training…

"As teachers of many years in the system, the current structure of the short course really impressed me. The knowledge we received in the programme, was coherent, relevant, easy to understand and apply practically in our teaching back at our schools. (P6)

This is a key indication that teachers are welcoming towards being upskilled and up trained in inclusive education, studies were done by Mdikana, Ntshaganse & Mayekiso (2009), Dalton, Mckenzie & Kahonde, (2012) and Dumitru (2013). In South Africa, not necessarily only about CPDT in inclusive education but CPD, in general, found that teachers are not keen on participating or fully engaging in CPD programmes. These studies alluded that teachers are seemingly disinterested because the CPD programmes they attend lack comprehensive content matter, which would improve their classroom practice. The study on the contrary based on the short course programme structure, content, and the quality of facilitators, found that teachers were content with this CPD programme, and it was effective. The teacher (P4) alluded to their satisfaction by saying:

"The short course model they used I feel confident now as a teacher to teach inclusively as the sessions we attended were full of live and practical demonstration of how this knowledge we gained can be used practically in class" (P4).

Nonetheless, for professional development to be effective. It should be structured professionally so that learning within the programme results in changes in teacher practices and improvements in learners learning environments (Tournaki, 2016). Teachers need a comprehensive CPDT if inclusive education is to be a success, teachers need to be able to create conducive environments that stimulate learning and participation in the diverse learners they will be teaching (Wildeman & Nomdo, 2017). The teachers in this study noted the key aspect of upskilling and retraining in inclusive education is contextualised learning content that will prepare them to plan, teach and assess learners using inclusive practices. The next theme focuses on the content that teachers received in the short course programme.

5.2.3 Content knowledge within the programme

Content knowledge refers to the body of knowledge, facts, theories, principles, ideas, and vocabulary, which teachers must master to be effective (Ebby & Oettinger, 2013). The aim of CPDT programmes is to equip in-service teachers with relevant knowledge and skills to keep up with current trends in education. In this particular case, it is about equipping teachers with the requisite knowledge and skills for the implementation of inclusive education schools in Limpopo Province. The key purpose is to capacitate teachers to be able to function in an inclusive environment. The training is different from the one they received when they were still at college or university.

Content knowledge within the short course programme that teachers participated in was organised in the form of five (5) modules, namely: Foundations and Legislative Framework of Inclusive Education; Inclusive Curriculum; Inclusive Pedagogy; Assessment in Inclusive Education and Portfolio of Evidence. The different modules had distinct purposes to fulfil. The purpose of this short course programme in CPDT is to upskill in-service teachers with knowledge, skills, and values for inclusive education.

The key learning outcomes (exit level outcomes) as outlined in the programme handbook were a) interpret concepts, theories, policies, guidelines, and principles of inclusive education in relation to educational challenges encountered in their line of duty, b) identify teaching and learning barriers to inclusive education, c) value and understand learner diversity, and d) demonstrate assertiveness and serve as proactive agents of transformation and social justice. These modules are discussed individually on how they reskilled and upskilled teachers in the implementation of inclusive education.

Module 1: foundations and legislative framework of inclusive education

The content within the modules was paced and sequenced in a manner that in-service teachers were first taught about various policies and frameworks that govern inclusive education, this knowledge, and skills about frameworks were rooted in the module called "Foundations and Legislative Framework of Inclusive Education". The module focused on policies and frameworks because policy informs practice. The understanding policies that

govern or encourage inclusive education in South Africa are the EWP6, SIAS, CAPS, GRLCCA, etc. Which the module focused on, and teachers were able to comprehend what are the policies and why are they important. The scope of this policy is broad as it attempts to address the diverse needs of all learners who experience barriers to learning.

The policy calls for a significant conceptual shift that is based on the following premises: all children, youth and adults have the potential to learn, given the necessary support and the system's inability to recognise and accommodate the diverse range of learning needs the results in a breakdown of learning. The teachers seemed to have comprehended what they learned about different policies in inclusive education as one teacher (P1) said:

"We are now aware of the policies that require schools to be full-service schools, but we need to be trained to be able to offer our best to all learners"(P1)

Teachers were exposed to the aims and purpose of Education White Paper 6, which is the bedrock of inclusive education in South Africa. The policy further outlined key strategies to establish an inclusive schooling system that in-service should help implement or be part of such as qualitative improvement of special schools for the learners that they serve and their phased conversion to resource centres (Dalton, Mckenzie & Kahonde, 2012). These resource centres should provide professional support to neighbourhood schools and be integrated into District‑ Based Support Teams (Dalton, Mckenzie & Kahonde, 2012).

Overhauling the process of identifying, assessing and enrolling learners in special schools and replacing this with the process that acknowledges the central role played by educators, lecturers, and parents (Mbengwa, 2010). Mbengwa (2010) further cited strategies by saying that the mobilisation of children and young people of school age with disabilities who are out of school. Designation and phased conversion of approximately 500 out of 20,000, mainstream primary schools to full-service schools. General orientation and the introduction of management, governing bodies, and professional staff within mainstream education to the inclusive model. Targeted an early identification of the range of diverse learning needs and intervention in the Foundation Phase.

Establishing District-based support teams to provide a coordinated professional support service. The service should draw on expertise in further and higher education and local

communities and target special schools and specialised settings, designated full-service and other primary schools and educational institutions. The launch of a national advocacy and information programme is in support of the inclusion model. The programme should focus on the roles, responsibilities and rights of all learning institutions, parents, and local communities. It should highlight the focal programmes and report on their progress (DoE, 2001).

Teachers being able to interpret and understand why the policy is important is the key foundation to the implementation (Walton, 2011). It is important for teachers to comprehend the purposes and aims of policies such as inclusive education. Consequently, they will be implemented successfully (Walton, 2011). In the past, teachers were not taken through new policies in education. The purpose of the introduction was not known. As a result, the teachers were rigid toward implementing the policy (Walton & Nel 2012). This assertion is backed by a report on the challenges that teachers faced in implementing the national curriculum statement (NCS). The teachers alluded to that amongst other challenges. The key one was that they did not fully comprehend what the policy statement is about (DoE, 2011). Therefore, the lessons from that report highlighted a gap in CPDT. Those policies and frameworks were not given proper attention and not fully taught to teachers. Hence, in this short learning programme it was addressed. This was seen when a teacher (P3) said:

"The understanding of what the facilitator of the policies module was important. That module taught us why the implementation of the white paper is so important in ensuring access to education by all different students who experience different learning barriers"(p3).

There is a correlation between positive attitudes and policy understanding that exist in teachers. This positive correlation is a key driver for teachers to be able to start partaking and showing interest in implementing the policies (Pretorius E, Jackson M-J, Murray & Spaull, 2016). Donald and Lolwana (2009); Gargiulo and Kilgo (2011) & Smit, Preston & Hay (2020) reignite that the initial stage of teacher education for inclusive education is the understanding of why the policies must be implemented by in-service teachers. In-service teachers' attitudes become more positive when they understand and are taken through why policies are important. Teachers engage in CPDT programmes when the foundation is rooted in understanding the goals and the aims of why they are participating and why their participation will bring change (Gargiulo & Kilgo, 2011).

Teachers in the study were taken through various content that put into context what the policy is on inclusive education (EWP6, 2001) and what other policies and frameworks work together to realise an inclusive education system. The teachers learnt and showed evidence of learning what frameworks and policies govern inclusive education by saying to the teacher (P4) that:

"Having been struggling with working with diverse students for some time, it felt like a relief to be taught about how to pace my teaching and how to use policy documents like SIAS. I used to stress about filling the SNA forms, but now I navigate them with ease" (P4).

The theoretical framework that underpins this study argues that learning takes place in four modes. Mode 1 speaks of foundational competence after undertaking a learning course. Teachers have achieved this foundational competence because they are able to comprehend the aims and policies that require them to become inclusive educators. Teachers have achieved foundational competency because they are positive about learning more about how to implement inclusive education. The foundational competence shown by teachers in the study is seen when teachers are now eager to engage more with the knowledge that makes inclusive education implementation possible.

The narratives from the teachers show that teachers when they are given foundational knowledge of why changes are happening they are likely to accept them. The teachers build off this foundational knowledge such as new understanding frameworks and policies for new changes such as inclusive education (Hanraets, Hulsebosch, & de Laat, 2011). Hanraets, Hulsebosch, & de Laat (2011) further elaborated that learning policies and frameworks give teachers the opportunity to engage and probe why and how these new developments came about. The background information is key for teachers to be positive about acquiring new skills and knowledge to implement those new envisaged changes the teachers in the study have acquired.

Moreover, teachers in the study understand why these different policies are important. Thus, they aim to bring access to education to diverse learners in their communities. The second step is to empower teachers with the knowledge, skills, and strategies to teach and assess those learners. The upskilling and reskilling of in-service teachers in the study for classroom

teaching, learning and assessment was done using the other modules in the short learning programme namely: inclusive curriculum, inclusive pedagogy, and inclusive assessment, which will be discussed in the sections below.

Module 2 & 3: inclusive curriculum and pedagogy

The previous subtheme discussed the module on Legislation and Frameworks that undergirded the programme. The module focused on policies that govern inclusive education internationally and locally. The conclusion and attainment of competence in the legislative and policy framework module meant that teachers were ready to move to the next modules in their programme. These two modules (inclusive curriculum and inclusive pedagogy) were offered separately. The modules were offered individually. However, due to their close links and alignment in terms of teaching, learning, and assessment. I will discuss them conjointly here as one.

The inclusive curriculum here refers to the body of knowledge that learners learn at schools, and how it is organised. Inclusive pedagogy refers to how the body of knowledge is taught and assessed in schools to accommodate diverse learners (Florian, 2009). An inclusive curriculum takes into consideration and caters to the diverse needs, previous experiences, interests, and personal characteristics of all learners (Florian, 200). An inclusive curriculum attempts to ensure that all learners are part of the shared learning experiences of the classroom and that equal opportunities are provided regardless of learner differences (Kgatule, 2013).

For a curriculum to be inclusive, it must have three key components: flexibility, consistency, and collaboration. The flexibility of a curriculum refers to the ability to respond to a diverse and changing learner body and the individual needs and preferences of learners (Jordan & Silverman, 2009). For a curriculum to be flexible, it must consider Being student-centred, rather than content-centred, accommodating student preferences and needs when designing and selecting activities and tasks (Jordan & Silverman, 2009). A curriculum must be consistent in being able to deliver relevant content to diverse learners (Mahlo,2013). Mahlo (2013) stated that to achieve consistency a curriculum needs to be revised continuously in response to the formal and informal feedback you receive from learners. Collaboration means

all stakeholders who are interested in improving the quality of education diverse learners receive working together effectively to establish such environments (DoE, 2001).

These three aspects of an inclusive curriculum are key in ensuring that the body of knowledge is adequate for the process of learning to occur in a diverse classroom. For any curriculum to be successfully implemented, it rests largely on the pedagogy that is utilised to deliver it (Nel, Engelbrecht, Nel & Tlale, 2014). Therefore, it is important to align an inclusive curriculum with inclusive pedagogy for a successful implementation. It is important to align the curriculum to the relevant pedagogy to achieve the goals and aims of the EPW6 policy. Aligning the curriculum with pedagogy can be achieved by using a bottom-up approach to curriculum reform. Teachers are at the centre of implementation engaging with them through training and consultations on what really transpires in the classroom can yield positive results in implementing inclusive education.

Teachers need to be empowered pedagogically. Moreover, that empowerment should be guided by what they need to implement inclusive education. Furthermore, pedagogy is about how teachers teach and how learners learn and is a fundamental ingredient in any successful inclusive approach (Engelbrecht & Green, 2007). Without effective pedagogy we have no operative method of education, and, without purposeful and effective inclusive pedagogy, we have no basis for meaningful inclusion (Engelbrecht & Green, 2007). Inclusive pedagogy requires teachers to be professionally skilled, judgmental, adaptable, flexible, and willing to grow as professionals hence it is important for programmes such as this short course to equip teachers with relevant knowledge, skills, and strategies to function in an ever-changing schooling environment.

Inclusive curriculum and pedagogy aim to make a diverse learning environment by providing teaching and learning that respond adequately to all diverse learners (Florian, 2010). The facilitators of the short course saw the importance of these by offering in-service teachers the modules in an inclusive curriculum and inclusive pedagogy. These modules' objectives are to train in-service teachers on how to use curriculum differentiation in the context of their schools. How to use curriculum differentiation in pacing their lessons, how to use curriculum differentiation in setting and sequencing their teaching strategies and pedagogy in an inclusive classroom, and how to use curriculum differentiation in arranging varied assessments for the diverse learners they encounter in their classroom (adopted from the

programme booklet). Teachers in the short course expressed their pleasure of being equipped with the knowledge, skills, and values of the module by the teacher (P1) saying:

"The short course helped us a lot because it exposed us to various content and types of strategies that are within the teaching inclusively, I was really enlightened with the short course" (P1)

The core aim of EWP6 is to transform the basic education sector into an inclusive schooling environment hence is it important for teachers to deliver lessons inclusively (Doe, 2001). An inclusive lesson is lessons that are inclusive in terms of knowledge pacing and sequencing that can be learnt by different learners in a single learning environment through diverse methodologies that meet the learning styles of diverse learners (Slee, 2011). Teachers being able to use strategies such as curriculum differentiation, which they learned in the module, is a key aspect of implementing inclusive education. Curriculum differentiation refers to the process of modifying or adapting the curriculum according to the different ability levels of the learners in the classroom (Walton, 2011). Differentiation takes account of learner differences and matches curriculum content, teaching, and assessment methods to learning styles and learner needs and characteristics. It may focus on the input, task, outcome, output, response, resources, or support (UNESCO, 2004).

Teachers expressed that the differentiation of the curriculum they were taught equipped them with the confidence to understand how inclusive curriculum and pedagogy transpire in a real classroom context. This view is seen when the teacher (P1) further expresses that:

"Being able to learn about how inclusive education is practiced in real world, uplifted my confidence the knowledge was explained in the manner that the facilitators were giving a real-life example of how to transform the curriculum to be inclusive" (P1).

Teachers' attainment of strategies and pedagogies such as differentiation shows that teachers attained the Mode2 of the theoretical framework that underpins this study. Mode 2 of the learning theory is called practical knowledge. The expression of the teachers highlighted that the knowledge and skills they received in the modules enabled them to utilise them in their everyday teaching. Teachers using knowledge and skills that they acquired to improve their pedagogy has a positive influence on the diverse learners' learning experience

(Mastropieri & Scruggs, 2007). Teachers varying their pedagogy to influence learner performance has a positive impact on aiding inclusive education implementation (Mastropieri & Scruggs, 2007). Scheuermann and Webber, (2002) alluded that, teachers need to adapt. Thus, to align their delivery of lessons using inclusive strategies to effect inclusive education. In-service teachers in the programme gave indications that they are ready to use the knowledge and skills learnt to use them practically in their classroom showing the achievement of attaining Mode 2 of the theoretical framework.

Teachers have many years of practical experience in schools; however, their strategies are rather traditional hence it was important for teachers to go through CPDT that reskills and upskills them in terms of inclusive practices and pedagogy. Teachers showed competence and readiness to practice what they have learned by a teacher (P6) saying:

"The modules which spoke about inclusive teaching and pedagogy really opened our eyes in terms of how to structure my teaching in a classroom that has different learners, my confidence is high and slowly but surely my teaching has adapted the strategies taught" (P6).

Teachers in South Africa often complained that inclusive education is a good initiative for basic education, however, they were concerned about how it will be implemented in classrooms (Masogo, 2008). Masogo (2013) continued by saying that the teachers found the training for inclusive education does not address their primary concern of how it will be implemented in practice. The teaching of practical pedagogies to in-service teachers that deliver an inclusive curriculum to diverse learners gives a strong indication that teachers are ready to be agents of change. Teachers being the agents of change means that teachers through this CPDT programme have been equipped with relevant knowledge, and skills to adapt and upgrade themselves to be able to function optimally in an inclusive classroom (Voltz, 2016). In-service, teachers have learned and acquired new pedagogical knowledge and skills to start delivering inclusive lessons in their schools. This means that they are able to use mode 2 and mode 3 of the theory to effect change and adopt inclusive practices. This is evident when teachers said that the modules of inclusive curriculum and pedagogy equipped with knowledge, skills, and strategies, one teacher (P7) said:

"The inclusive curriculum module taught me how to use differentiation when structuring and planning my lessons for my learners so that they can all understand also using a varied method of pedagogy to meet learner needs"(P7)

Most importantly, change should be implemented by teachers who teach learners daily. Furthermore, for teachers to bring about significant change and implement inclusive education. They should be trained for it (Florian, 2011). The teachers that teach these learners ought to be trained in inclusive education from their perspective and needs so they can bring change (Florian, 2011). Therefore, for change to occur it needs teachers to be engaged in CPDT programmes that are equipped with relevant knowledge, skills and strategies needed for implementation. Change can occur when teachers are satisfied with the CPDT they have received (Ono & Ferreira, 2010).

Teachers are responsible for inclusive education implementation by means of being able to offer inclusive lessons and using inclusive practices that are informed by inclusive pedagogies in order for learners to have an effective learning experience. The short course programme was able to meet that goal of equipping teachers with the necessary knowledge that can bring change and offer inclusive education effectively. Teacher (P6) expressed his or her satisfaction with the content she received in an inclusive curriculum and pedagogy by saying:

"The modules they taught me, made me feel confident now as a teacher to teach inclusively as the sessions we attended were full of live and practical demonstration of how this knowledge we gained can be used practically in class"

In addition, some teachers in the programme felt confident to start using what they have learned in their classroom, such as the inclusive curriculum. It is important that teachers use an inclusive curriculum because an inclusive curriculum anticipates the varied needs of learners. As it aims to ensure that all learners have equal access to educational opportunities (Norwich, 2013). Teachers now understand that they need to be able to respond to a diverse and changing learner body and the individual needs and preferences of learners (Hargreaves, 2013). Teachers indicated that they were starting to be able to ensure any student can fully participate and benefit from the course experience to realise their potential by using inclusive

pedagogies to deliver the inclusive curriculum as some schools in the Limpopo province are pilot schools for inclusive education implementation.

Teachers need to be able to use inclusive pedagogy in their classrooms, through this CPDT programme. Nevertheless, teachers can now adapt their teaching methods. Teachers in the programme are now able to take into consideration learners' cognitive levels, learning styles, abilities, and interests when they plan how to teach their lessons (Spratt & Florian, 2015). Inclusive pedagogy at its core is learner-centred and equity-focused, creating an overarching learning environment in which learners feel equally invited and included (Spratt & Florian, 2015). Likewise, teachers need to understand the significance of this knowledge and be able to apply it in their classrooms.

Module 4: Assessment in inclusive education

The previous subtheme discussed inclusive curriculum and inclusive pedagogy modules close conjointly because of their interrelatedness. This section discusses the last theory-based module in the short course programme that was offered by the University of Limpopo in collaboration with SETA to in-service teachers. The module is called inclusive assessment. The modules aimed to equip the candidates with knowledge and skills on how to access an inclusive classroom. More specifically, the candidates were introduced to assessment as a tool or a means for learning. Rather than focusing on summative assessment, the candidates were introduced to how assessment as a means of teaching, learning and assessment should be aligned. In addition, how assessment could be a precursor for teaching (adopted from the programme design manual).

According to Bernstein (1975), there are three messages in any education system, curriculum, pedagogy, and assessment. For an education, system to succeed these three messages should be aligned with one another. They should not be seen as separate but integrated. Therefore, it is important to view these aspects as pillars toward achieving the goals of an education system. In the previous theme, the interrelatedness was established, however, it is important to give an assessment of its view. Assessment can be referred to as the last step in the education process after teaching and learning have taken place (Engelbrecht, Nel, Smit & Van Deventer, 2016).

Assessment in education's role is to check if learners have comprehended lessons, and to check areas in which learners struggle within that subject or topic. Which are the most fundamental for progression from one level to the next (Meyer, Rose & Gordon, 2014). With the key responsibilities of assessment outlined, teachers had concerns about how the assessment will take place in an inclusive classroom (Meyer, Rose & Gordon, 2014). Meyer, Rose & Gordon 2014) further outlined that traditional methods of assessment will not work in inclusive classrooms. The above statement was alluded to in other research studies done by (Dalton, Mckenzie & Kahonde, 2012) and (Adewumi & Cina, 2019) in South Africa that traditional assessment methods are not applicable in an inclusive classroom. The researchers highlighted that having learners with different learning barriers and learning needs and assessing them traditionally is a form of exclusion in itself.

Traditional assessment methods such as Aptitude achievement discrepancy and Cognitive skills assessment are exclusionary because they do not allow all learners to exercise their full potential in regards (Meyer, Rose & Gordon, 2014). Noting such shortcomings with traditional modes of assessment, inclusive assessment needed to be explored in order to aid the implementation of inclusive education. Inclusive assessment refers to an approach to assessment in mainstream settings where policy and practice are designed to promote the learning of all pupils as far as possible (Sousa & Tomlinson, 2011). The overall goal of inclusive assessment is that all assessment policies and procedures should support and enhance the successful inclusion and participation of all diverse learners (Florian & Beaton, 2017).

Teachers needed to get equipped with knowledge and skills to assess diverse learners inclusively in their classrooms. Likewise, teachers can implement inclusive assessment in their schools, which means they are also able to evaluate their inclusive pedagogy and curriculum against a set of objectives. Inclusive assessment is about more than evaluating students. It is the ongoing activities that allow learners and teachers to understand learners' progress (Sousa & Tomlinson, 2011). The inclusive assessment utilises multiple and varied methods of learner performance. Learners' learning is enhanced by exercises or assignments that promote self-assessment and self-awareness (Florian & Beaton, 2017).

The advantages above about why it is important for teachers to be able to assess inclusive played critical in the design of the short course programme to include an inclusive

assessment module in the training. Teachers were taken through the module with the content focusing on aspects such as screening, identification, assessment, and support. How to assess in a differentiated manner and how to support learners who cannot use pen and paper examinations etc. (Adopted from the program design manual). Teachers were able to comprehend the content taught as one teacher (P3) said:

''Learning about assessment in an inclusive education such as transparency and validity. I was impressed by the lecturer's presentation on principles of inclusive assessment and how he aligned them to the classroom practices'' (P3).

For teachers to be able to deliver the inclusive assessment. They first must understand the basic principles of inclusive assessment. The basic principles were developed to address students with diverse learning needs. These principles inform assessment development, assessment revisions, and decision-making processes for learner development and progress (Bourke, 2015). The principles encourage that teachers be grounded in the belief that assessments can be designed, implemented, evaluated, and improved over time to ensure that they support reliable and valid interpretations for all learners (Bourke, 2015). Teachers utilising the principles as a foundation in their assessment activities is evident that they take into consideration the various diverse learners that exist in their class. Furthermore, the teaching of inclusive assessment principled encouraged teachers to think outside the box and align their assessment to models that ensure that learners are aware of what is required of them during an assessment. Teachers are able to practice the principle of validity by providing clear objectives that learners need to attain in activities. Seemingly, the teachers understood this principle by the teacher (P3) reiterating that saying further saying:

"The facilitator taught us that in keeping line with principles of inclusive assessment we can use tools like checklist and rubrics to assist in assessing learners' work" (P3).

Principles are important because they are the foundation that guides implementations and echoes their implementation. Teachers needed to comprehend these principles, as they will engage with them when planning varied assessment activities. Therefore, inclusive assessment principles guide' teachers to design, implementing and evaluate learners' performances using different methods that will allow all the learners in the classroom to participate (Bourke, & Mentis, 2014). The teacher's acquirement of the foundations of

inclusive assessment is a positive indicator that they will move from traditional ways of assessing to inclusive ways.

In addition, teachers in the short course programme indicated that the module introduced them to strategies of multilayer assessment. Multilayer assessment refers to using the same activity but in different formats. This simply means the activity given, ought to be suitable for all learning styles of diverse learners in your classroom (oral, visual, kinetics and audio sets). Teachers acquired this knowledge, skill, and strategy of multiple layer assessment. This was supported when a teacher (P5) said:"

> ''I was interested in how we are going to assess different learners at the same time in my classroom, the lecturer explained what inclusive assessment in an easy way is and how to use different means to assess different learners such as using multiple types of assessments for one activity" (P5).

The acquisition of new knowledge, skills and strategies that require teachers to use their personal competence and experiential knowledge to create multilayer assessments. Their rubrics are located in Mode 3 of the theoretical framework. Since the participants in this programme were in-service teachers, they were able to use their field experience to adopt new inclusive assessment practices and adapt/infuse their old traditional modes of assessment to be more suitable for an inclusive classroom. Mode 3 acquisition provides teachers with the opportunity to use their experience to design and evaluate learners using their personal knowledge that is aligned with inclusive practices.

Teachers in the programme highlighted that in their personal experience with diverse learners. The use of group/ pair work showed a significant improvement in learner performance and collaboration. Teachers noted this statement above in light of one of the critical modes of inclusive assessment is the use of group/team/pair work. Teachers were taught how to construct and develop group/team/pair activities that are inclusive. Teachers were further taught how to structure and compose those groups/teams/pairs so that each member contributes and participates adequately in the assessment activity given. Teachers in the programme said this in relation to being taught and acquiring new knowledge and skills about group/team/pair work:

"Tradition we have always used group or pair work in our classrooms, this training taught me how to take it a step further by teaching me concepts such as non-gender groupings, and polarised grouping, which we can use when doing group or pair assessment in our inclusive classrooms," said teacher (P7).

Teachers have traditionally used group work in their classrooms for many years. Yet, it lacked the structure to be used in an inclusive classroom. The teachers in the short course learned about the restructuring of the use of group work. The attained of such knowledge indicates that teachers reached mode 4 of learning (Epistemic knowledge). Teachers will use epistemic knowledge to guide the development of group work assessment activities as well as use theories of knowledge acquisition to pair or construct different groups in the classroom or any other assessment in their classroom. Teachers will be able to reflect on their compositions of groups as to how they encourage learning amongst diverse learners that must work together in such assessment activities keeping in line with the aims of the curriculum. One of the advantages that group/team/pair work achieves is aiding the respect and understanding of diversity amongst learners, which sees learners adopting interpersonal skills, which they can use beyond the class (Modipane, 2021). The next theme focuses on the quality of facilitators in the program as teachers highlighted that they were the foci in their comprehending and utilisation of knowledge, skills and strategies that were offered in the CPDT programme they undertook.

5.2.4 The quality of facilitators

The facilitators are people who construct, organise, and execute a mandate to achieve objectives (Perry & Bevins, 2019). This definition is suitable for this study because it aligns with the core aims of why teachers engage in CPD programmes, which is to equip the teachers with, that is new knowledge, skills, and attitudes to meet the needs of an ever-changing school environment (SACE, 2003). Teachers in this study indicated that they had positively gained from the facilitators in terms of upskilling them with knowledge and skills about inclusive education policies, frameworks, curriculum, pedagogy, and assessment.

Literature (Eloff & Kgwete, 2007; Majoko & Phasha, 2018 Makofane, 2021) has documented complaints and concerns of teachers on the lack of quality facilitators in CPD programmes initiated by the DoE. Eloff & Kgwete (2007) argue that educators lose motivation for attending

inclusive education training or workshops because facilitators of workshops make no impact on their teaching skills and knowledge, and they add no value to their knowledge about inclusive education. Majoko and Phasha (2018) support the statement by adding that teachers complain that the knowledge the facilitators dispense is out of context with the realities that are happening in schools, thus, rendering the training redundant. Makofane (2021) says that teachers want and need training in inclusive education. Despite this, they do not feel confident that the facilitators in previous training offered them knowledge, skills, and strategies they can use in their rural schools.

Poor or inadequate facilitator, knowledge, and competence results in failure to build capacity in teachers for inclusive education implementation (Higgens, Cordingley, Greany & Coe, 2015). Higgens et al. note that the objective of CPD is to equip, reskill and upskill teachers for the implementation. So, failure to achieve that objective will render the training redundant and wasteful expenditure. Thus, with this knowledge in sight, the designers of the short course programme so the importance of utilising experts in inclusive education as facilitators. The designers utilitised experts that have proven records of accomplishment in issues that advance inclusive education.

The experts comprised highly qualified individuals such as professors, and doctors, in the field of inclusive education, amongst others. This seems to have benefitted the teachers in the programme as they gave positive reviews about the quality of the facilitation they received from the experts. One teacher said:

"For me what made the programme effective is how the facilitators were concise and clear in their teaching. As well as their reading materials or notes that were reader friendly. The facilitators kept on encouraging us that this is a journey and if we devote ourselves to self-learning even beyond the programme we will gradually become inclusive teachers" (P2).

A key highlight in using experts to impart, construct and evaluate teachers during CPD is that experts offer new perspectives, knowledge strategies, and skills that are research-based. Furthermore, to introduce a new horizon in the field of inclusive education for teachers to use (McDiarmid, 2008). Experts in this study refer to lecturers who work at the University of Limpopo and they are engaged in research that promotes and develop inclusive practices not only for pre-service teachers but for in-service teachers.

The effectiveness of experts as facilitators encouraged a pedagogical shift for teachers to adopt inclusive practices in their teaching, learning and assessment (Kretchmar, Nyambe, Robinson, Sadeck & Zeichner, 2012). Experts were able to conduct training sessions that are objective orientated, contextualised to cater for the audience and their environment, and quality delivery that is free from ambiguities, and content-rich subject matter. Therefore, engaging in discussions, and appropriate activities to foster knowledge, skills acquisition, monitoring progress and feedback (Herbert & Rainford, 2014). Experts bring a variety of advantages in training that are client-centred because they understand the goal and how to achieve it. The effectiveness of the programme was aided by the high competence of the facilitators. This is supported when a teacher (P3) who was a participant in the programme said:

"I was very impressed with the level of competence displayed by the facilitators from the University of Limpopo. They were articulating inclusive education with confidence and that gave us confidence as well that their teachings were of value. They gave us much information about teaching and assessing inclusively that we still even use today. As we try to implement inclusive education even though when we were being trained it seemed like the content taught but today I am grateful to have attended the short course" (P3).

Teachers as adults are able to learn and acquire new skills and knowledge. Nevertheless, their learning should be supported by personnel who are qualified in that field and can utilise adult learning theory in their training (Knowles, 1984). Adult learning theory is rooted in andragogy, as opposed to pedagogy, the practice of teaching children (Kearsley, 2010). Andragogy identified certain characteristics within adult learners. These characteristics are the preference for self-directed learning, the ability to draw on life experience to assist with learning, a willingness to learn when transitioning into new roles, a focus on immediately applying new knowledge to real-life situations and problems and a tendency to be internally motivated (Kearsley, 2010). It is important for experts to consider these characteristics when they develop material and deliver knowledge to adults such as in-service teachers that took part in the programme.

Experts are important in upskilling and reskilling teachers because they can use theories such as andragogy to train teachers. Teachers need to be in an environment that makes them feel

stimulated to learn because experts are there to offer support and use their perceived lived experiences to contextualise their training so it can evoke participation. The experts that were facilitating the sessions seem to have been able to use the adult learning theory effectiveness as teachers felt that after the programme felt that they have gained new knowledge, strategies, skills, confidence, and values to implement inclusive education in their individual schools and classroom. Teachers highlighted that they feel ready to adapt and adjust their pedagogy to be inclusive so that all their diverse learners can have the opportunity to learn. This is evident when a teacher (P4) said:

"The quality of knowledge and depth displayed by the facilitators was impressive; one can simply tell that these people engage with inclusive education in their daily duties. The way they were teaching was friendly. They were patient with us and gave us clarity where we did not understand. I really enjoyed their classes and I'm confident that I will start teaching my learners inclusively" (P4).

Facilitators are a critical component in the success of programmes that aim to equip, reskill, and upskill any workforce for new or improved implementations. It is important that they can design, structure, implement as well as monitor that training achieves their objectives and leaves a constructive change in institutions that tasks them with providing a critical service of continuous professional development.

5.3   IMPLICATION OF THE RESULTS

The study revealed that teachers need consistent and coherent CPDT programmes to capacitate them with knowledge, skills, and strategies to implement inclusive education in terms of content, pedagogy, and assessment. The study revealed the widespread concerns that teachers do not deem workshops as an effective mode of training for their reskilling and upskilling in implementing inclusive education. Teachers noted that workshops lack in terms of providing relevant content knowledge in implementing inclusive education. Teachers further alluded to the fact that workshops are disintegrated, inconsistent and often provided by unqualified facilitators.

The study furthermore revealed that teachers are widely satisfied with short learning programmes as a means of training them for inclusive education. Teachers need and want to partake in CPD programmes that equip them with knowledge, skills, and strategies to function

in an inclusive environment. Teachers expressed that the nature (consistent structure and relevant content) of the SLP that they undertook equipped them with relevance to them because it provided theoretical knowledge in terms of inclusive policies, inclusive curriculum, inclusive pedagogy, and inclusive assessment. The findings highlight that teachers were equipped with theoretical knowledge that aligns with the context of their school environments. The findings further allude that teachers were equipped with skills and tools to practice the theory they were taught in their own classroom. The theory and practice gap has been a contented argument, with teachers claiming that what they are taught, and cannot replicate in practice. In addition, hearing teachers being able to use what they learnt to improve their lesson preparation, lesson delivery and assessment is an indication that the gap is being closed.

The findings further imply that collaborative efforts between DoE, universities and other governmental and non-governmental institutions should be encouraged and strengthened. As it was able to equip teachers with content knowledge and skills for inclusive education implementation. The SLP that teachers in the Limpopo province participated in was a collaboration between UL, DoE, and SETA. The nature of the collaboration saw DoE conduct a needs analysis and realise the shortage of knowledge and skills in the province to implement inclusive education. After the needs analysis, DoE engaged with SETA to seek funding to conduct a programme to upskill and reskill these teachers with SETA funding the programme. DoE and SETA agreed that this training should be rigorous and consistent; hence they mandated the University of Limpopo, school to design and facilitate the program using qualified personnel from the university that is at the fore of inclusive education. This collaboration has yielded positive results that teachers have shown competence not only to complete the program but to adopt and adapt their teaching, learning and assessment to be inclusive. If this type of SLP can be implemented across the country with collaboration between DoE, Universities and governmental/non-institutions, the progress of inclusive education in the country will be fast-tracked because teachers will be upskilled and reskilled with relevant knowledge and strategies for implementing inclusive education from leading scholars in the field.

5.4 RECOMMENDATIONS

This section is devoted to the elucidation of the recommendations in accordance with the main research question of the study.

5.4.3 Encourage the adoption of SPL as the primary CPDT model

The teachers in the study showed significant improvement in terms of how they understand and engage in inclusive education in their classrooms. Teachers gave evidence of acquiring and utilising those acquired knowledge and skills from the SLP in their pedagogy. The study recommends that with this evidence SPL programmes be utilised as a primary model of equipping teachers with new knowledge, skills, and strategies to implement changes in their schools. SLP programmes can be used to train teachers across all aspects of their careers and duties as they have been shown to capacitate teachers.

5.4.4 Consistent teacher support

Predominantly, to achieve a functional inclusive schooling system. A holistic understanding from all stakeholders is required. As much as the key aspects of inclusive schooling rely heavily on teachers being able to effectively function in terms of teaching, learning and assessment. The teachers should be supported in terms of resources and specialised personnel to assist them in implanting inclusive education. Teachers should also be supported by means of further learning opportunities formally or informally. So, that they can constantly improve their pedagogy to continue offering inclusive education in their schools.

5.4.5 Pilot this SPL to other provinces

Inclusive education implementation is a national wide goal. To my knowledge, this type of rigorous, well-structured, and consistent training in inclusive education is only done in the province of Limpopo. If the programme can be piloted in other neighbouring provinces to deliver the same quality in terms of equipping teachers with the knowledge, skills, and strategies to effectively function in an inclusive environment then there will be significant progress in the plight to make the SA school's full-service schools.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

This study was based on the case of one province. Hence, the findings from this study cannot be generalised. Findings from this study could be used to conduct future large-scale research that could then be generalised to a bigger population. Further research could be done to investigate the type of content knowledge that is embedded in CPDT programmes that aim to capacitate teachers to be able to implement inclusive education.

5.6 CONCLUSION

This chapter focused on the discussion of the six findings, namely: Teachers' opinions about CTPD programmes, In-service teachers' experiences with the short course programme offered by UL, content knowledge within the programme, inclusive curriculum and pedagogy assessment in inclusive education, and quality facilitators in the programme. The chapter further outlined the implications of the results and concluded by giving recommendations.

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APPENDIXES

APPENDIX A: CONCERN FORM

I…………………………………………………………… consent to being interviewed by Medwin Sepadi for the purpose of his research study on continuous professional development programmes as a means for capacity building for the implementation of inclusive education in Limpopo province. I recognize that: Participation in this interview is unpaid and voluntary. That I may decline to answer any questions. I may prefer not to. I may withdraw from the study at any time. No information or data that may identify me will be included in the research report, and my responses will remain confidential.

Signed…………………………………………..Date…………………………………

APPENDIX B :LETTER OF PERMISSION

The Director

Department of Education

Limpopo Province

Dear Sir/Madam

Application to conduct research for academic purposes

I hereby request to apply for permission to conduct research with teachers in Limpopo. I am a PhD student (Inclusive education) at the University of Limpopo. I am a lecturer at the University of Limpopo. The title is investigating the content knowledge in teachers' continuous professional development programmes for the implementation of inclusive education in Limpopo province

The purpose of the study is to describe and elucidate the nature of professional development support offered to teachers in implementing inclusive education.

Hoping for a positive response.

Regards

Medwin Sepadi or medwinsepadi@gmail.com

APPENDIX: C INTERVIEW QUESTIONS.

1. What is your view about continuous professional development programmes for teachers in general? Have you attended any

2. What do you think of the type of method that was used in the training you have attended such as workshops/seminars?

3. Concerning the training, you received from UL, the short course certificate in Inclusive Education, what was your overall general experience with the course?

4. Which areas did the short course programme focus on?

5. What is the type of knowledge you received from the short course (4 modules)?

6. Describe the content you received in the first module and how it equipped in terms of Inclusive Education (Legislation and Policy frameworks).

7. Describe how the knowledge within an inclusive curriculum improved your understanding of Inclusive Education.

8. Describe how the module inclusive pedagogy equipped you with knowledge and skills you can use in your own classroom.

9. In terms of inclusive assessment, what would you say you learnt in that module that you can adapt to your teaching.?

10. Did you find the short course beneficial, if yes? Elaborate on the reason

11. Any other comment you like to make in regard to the short course programme you participated in?

APPENDIX D: ETHICAL CLEARANCE

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APPENDIX E: STRUCTURE OF THE CPDT PROGRAMME

SHORT COURSE: CERTIFICATE IN INCLUSIVE EDUCATION (CIE)

1. Motivation for the programme

The School of Education would like to introduce a Short Learning Programme (SLP) entitled Certificate in Inclusive Education. This is to be offered a in block format over a six-month period to practicing teachers from schools in the Limpopo Province.

At the University of Limpopo, inclusive education was introduced fifteen years ago, firstly, as part of the Bachelor of Education Honours (Learners with Special Needs), and secondly as part of the Bachelor of Education (Senior and Intermediate Phase). This has been in a form of a single module within these programmes.

Due to the need in Limpopo Province and the request by the Department of Education (appendix 1), the University of Limpopo proposes to meet this need through the short course route. Concomitant to this request, UL has secured a funding from ETDP SETA to train 100 FET teachers in 2018 to the tune of R1 000 000 (appendix 2).

This request for a short course comes from the Department of Education Limpopo Province, which intends to institutionalize inclusive education in all its schools. The plan is to continuously roll it out to all teachers in the province, with UL taking a cohort of 100 students at a time. Therefore, the request for the approval of this short course on inclusive education should be seen in this context.

The intention to offer this course is line with the mission and vision of the University of Limpopo: To be a leading African university focused on the developmental needs of its communities and epitomising academic excellence and innovativeness. One of such needs is to address issues of poor education quality education, especially to children who were in the past marginalized and excluded from the mainstream education. The University, by offering this short course on inclusive education hopes to enlighten and equip in-service teachers in the Limpopo Province with skills and knowledge about how to educate learners who are experiencing barriers to learning and development. The proposed SLP has no overlap with any other SLP currently offered at the University of Limpopo.

2.   The programme

Qualification: Certificate in Inclusive Education

Faculty: Humanities

School: Education

Department: Education Studies

NQF Level: The programme is pitched at an equivalent level to NQF level 6 descriptors

Exit level Outcomes (ELO)

At the end of the programme participants (Inclusive Education teachers) are expected to:

Exit Level Outcome	Associated assessment criteria Upon completion of the programme, the student is expected to be able to:
ELO1: Interpret concepts, theories, policies, guidelines and principles of inclusive education in relation to educational challenges encountered in their line of duty.	a) Identify healthy pedagogy which is inclusive review the global and local history and development of inclusive education as a response to exclusionary or discriminatory practices b) Explain concepts critical to inclusive education c) Apply comprehensive theoretical foundations for inclusive pedagogy
ELO 2: Identify learning barriers to inclusive education	a) Follow the protocol for the identification of learning barriers, b) Select and use appropriate tools to identify learning barriers. c) Implement the strategy to screen, identify, assess and support learners experiencing barriers to learning and development, d) Develop an Individualised Education Programme to support learners with special education needs

ELO 3: Employ inclusive pedagogical and assessment strategies to address and mitigate against learning barriers	a) Plan the lessons using inclusive teaching and learning strategies b) Apply comprehensive inclusive pedagogical strategies to mitigate learning problems c) Adapt and adjust assessment strategies for diverse learners.
ELO 4: Value and understand learner diversity and disparities within the classroom and beyond	a) Understand the complexities, multiplicities nature and intersectionality of diversity in the classroom and beyond. b) Describe nuances which underpin how hierarchies and institutionalised discriminatory practices impact on teaching and learning. c) Create rights-based and gender sensitive teaching and learning environments

Table 1: Exit level outcomes

3. Rationale

Twenty years have passed since the promulgation of White Paper No. 6, which proclaims that the South African education system should accommodate all learners regardless of their diverse learning needs. Research indicates that little progress has been made in this regard (Florian, & Black-Hawkins, 2011; Engelbrecht, 2016; Walton, 2011). Several factors have been alluded to this lack of palpable progress. Top on the list is that teachers seem to be reluctant, or not ready, to make their classrooms inclusive. This reluctance is attributed to lack of knowledge and skills on how to teach in inclusive classrooms. Most practicing teachers have had no opportunity to be introduced to inclusive education when they were at college or university, since inclusive education was only introduced in 2001.

4. Purpose of the programme

The purpose of this SLP is to upskill in-service teachers with knowledge, skills and values for inclusive education. This deficit makes it difficult to roll-out inclusive education fully in schools. Thus, it is envisaged that at the end of the SLP the competent participant will be able to: a) interpret concepts, theories, policies, guidelines and principles of inclusive education in relation to educational challenges encountered in their line of duty, b) identify teaching and

learning barriers to inclusive education, c) value and understand learner diversity, and d) demonstrate assertiveness and serve as proactive agents of transformation and social justice.

The Certificate in Inclusive Education (CIE), like many other similar SLPs, targets individuals who have moved into the world of work but wish to come back to where they can grow their skills to remain relevant to their changing environments. CIE though unique is comparable to SLP in other universities. For example, the University of Johannesburg has a SLP called Learning Support in Inclusive Schools. The course has 30 credits. It runs for one term and is offered through six Saturday's workshops. The course has got no individual modules. It carries credits towards an equivalent module in the ADE Remedial Education programme. The UL proposed short course, in contrast, is a 60-credit course offered in five modules that includes a large portion of experiential learning, whereby students will be able to test the theories learned on the on aspects of Inclusive Education and reflect on those practices that work best in certain instances, and those that pose challenges. Other universities like UNISA and Northwest University do not have a structured SLP comparable to the proposed programme. They address this need through modules included in their diplomas and degrees. Only UJ has a similar programme and is only comparable in terms of credits bearing; ours being 60 credits.

5. Programme Structure
The proposed programme is composed of five modules. These are: Foundations and Legislative Framework of Inclusive Education; Inclusive Curriculum; Inclusive Pedagogy; Assessment in Inclusive Education and Portfolio of Evidence.

	Module Name	NQF level	Credits	Notional Hours
1	Foundations and Legislative Framework of Inclusive Education	6	08	80
2	Inclusive Curriculum	6	12	120
3	Inclusive Pedagogy	6	12	120
4	Assessment in Inclusive Education	6	12	120
5	Experiential Learning for Inclusive Education	6	16	160

	Total	60	600

Table 2: Structure of the Programme

5.1 Module Descriptions

Foundations and Legislative Framework of Inclusive Education

The module **Foundations and Legislative Framework of Inclusive Education** is intended to provide background knowledge or information, rationale and the legal framework within which inclusive education is premised. In this module, theories, concepts, policies, principles and guidelines are expounded upon to reflect on the significance of inclusive education. Due to changes in the national curriculum, especially the Integrated Strategic Planning Framework for Teacher Education Development in South Africa (2011-2025) and National Development Plan (NDP) (2030), regarding quality teachers, inclusive education becomes the central focus for running schools effectively. There is therefore the need to promote systems to safeguard children's (equal) rights in school attendance. Such training needs to be situated in a historical context, hence this module: Screening, Identification, Assessment and Support (SIAS) strategy. More specifically, the module will assist teachers to facilitate the implementation of SIAS through screening and giving support where it is required.

Besides the above, the module will cover the Legislative Framework and Policies for Inclusive Education serves to familiarise students with both international and national frameworks. A legal framework consists of laws and legally binding regulations.

Why is a legislative framework important to support the inclusive education agenda? When considering the many barriers that confront the implementation of inclusive education in schools it becomes clear that its success needs political support to improve its chances of success in becoming part of the school curriculum. Leaving its implementation to the wishes and whims of teachers or school administrators may be risky. Thus policies and palpable support are needed to make it implementation possible, at least for a start.

A legislative framework will, inter alia develop and regulate standards required for all schools, and teachers in particular to adhere to. Therefore, this module aims at exploring frameworks and policies that provide such an anchor for schools to implement inclusive education. More specifically these legal frameworks and policies will be reviewed to establish how they provide a scaffold for the inclusive education agenda, globally and locally.

It is envisaged that the inter alia, legal frameworks such as the South African Constitution, White Paper No. 6, Guidelines to Ensure Quality and Support in Special Schools and Special

School Resource Centre, SIAS, and other related ones will be reviewed and interpreted in a classroom context. More specifically, the duties, rights and responsibilities of teachers (including children with disabilities in their regular classrooms) are examined from a legislative perspective. Case studies which have challenged regular class placements with children with disabilities will be reviewed.

Inclusive Curriculum

Besides the knowledge of the historical context of inclusive education, research (Walton, 2011; Engelbrecht, 2010) indicates that teachers struggle with how to teach in inclusive classrooms. Specifically, how to handle children with diverse additional learning support needs. As already alluded to in the introduction, most teachers were not exposed to inclusive pedagogies during their training, hence the need for reskilling in this area.

Inclusive Pedagogy

This module on Inclusive Pedagogy is intended to address this need. Teachers will be orientated on the what, the how, when and why to teach and assess in an inclusive manner. Teachers will be taken through on how to develop assessment instruments and tools and the implementation of inclusive education within inclusive classrooms. In addition, teachers will be taken through strategies of how to teach in a differentiated classroom (planning and presenting a lesson that accommodates all learners) in order to strengthen their confidence in handling a full-service school and or an inclusive classroom. Also, the programme will initiate teachers enrolled on elementary skills and knowledge on how to select materials or develop materials within an inclusive environment.

Like any other discipline, inclusive education as a fledgling discipline has its terminology that is akin to itself. One such a terminology in inclusive education is SIAS. This could be called the ABC for any teaching in an inclusive environment. Its basic goal is to equip teachers with the basic skills of screening, identifying and supporting learners using appropriate assessment tools for those experiencing learning barriers.

Assessment in Inclusive Education

According to Bernstein (1975) there are three messages in any education system, curriculum, pedagogy and assessment. For an education system to succeed these three messages should be aligned with one another. They should not be seen as separate but integrated.

Since assessment is one of the integral parts of curriculum, this module seeks to equip the candidates with knowledge and skills on how to access in an inclusive classroom. More specifically, the candidates will be introduced to assessment as a tool or a means for learning. Rather than focusing on summative assessment, the candidates will be introduced to how assessment as a means of teaching, learning and assessment should be aligned. And how assessment could be a precursor for teaching.

The module will cover areas such as screening, identification, assessment and support. How to assess in a differentiated manner, and how to support learners who cannot use pen and paper examinations, among others.

Experiential Learning for Inclusive Education

This will afford students the practical experience (experiential learning) on how to go about applying knowledge and skills they have acquired in their own schools. The module will run parallel with other modules whereby it will afford students a platform to apply theory into practice in an integrated manner.

The module will be assessed in alignment with the University Assessment Policy procedures of the minimum of 40% admission into the examination assessment. The formative assessment will count for 60% towards the final mark. A subminimum of 40% in the exam will be required.

Students will do their practical work at their places of work where they will be supported by the University staff. To ensure that schools have the necessary to provide this support we will use only full-service schools where inclusive education is being implemented. Agreements will be signed with the Limpopo Department of Education for the purpose of experiential learning and School Support.

The Work Integrated Learning (WIL) will be coordinated by MSJ Mboweni who will compile a system of support and monitoring through a Reflective Journal. This module will be coordinated by Mr. Mboweni who has a vast experience in coordinating WIL at both under and postgraduate levels.

6. Infra-structure and associated resources

Infra-structure and associated resources are available to support the offering of the programme. The UL facilities (lecture halls and computer laboratories) will be used as the site for programme delivery.

7. Admission requirements and articulation

Admission to the programme will be in alignment with the University's Admission policy. Applicants must have the minimum teachers' qualification such as the former teachers' certificate/diploma (Primary Teachers Certificate (PTC) and Secondary Teachers Diploma) or any other teachers' qualification recognised by the Department of Basic Education. Applicants must be working within an appropriate school environment where they will be able to apply strategies learned in experiential learning.

Articulation within the Programme

Student must register for all the modules. They will only be given a certificate once all modules have been completed and passed as per the University rules. In cases where students have not managed to pass all modules, they will be provided with support and a supplementary assessment offered. Outstanding cases can only be resolved over a period of not exceeding six months.

8. Teaching and learning approaches/activities

In line with the University of Limpopo teaching and learning policy, as well as the School of Education's conceptual framework and teaching and learning policy the CIE will be guided by four principles, which are:

- Democratic participation
- Student centeredness
- Inclusivity and
- Care

The four principles are intended to maximise teaching and learning by putting the student at the centre. They are also meant to ensure that students learn from each other where all have equal chances in terms of participation in the teaching and learning process.

Types of Activities to Ensure NQF Level 6 Knowledge, Skills and Competencies

Type of Activity	Domain addressed
Participants are given basic concepts on what inclusive education is. This is done by reading, analysing and commenting on journal articles dealing with this area. One article will deal with the process of creating knowledge from a critical paradigm. Another will address the theoretical basis of understanding inclusivity. Besides the exposure to the basic concepts on inclusive education, the students will be expected to have an experiential knowledge of an inclusive classroom.	To immerse participants in the detailed knowledge of the main areas of inclusive education so that they can understand terrain of the evolvement of inclusive education internationally and locally. Participants will be exposed to policy documents on inclusive education. Also, the participants will be exposed to theoretical assumptions and frameworks that underpin inclusive education. The school support will immerse the participants on practical skills such identification of learners with special needs.
Participants are given different types of classroom scenarios to analyse with the view to observe different strategies that may be used to accommodate learners with varied learning styles and pace.	Method and procedure, in respect of the participants to demonstrate the ability to evaluate, select and apply varied methods of teaching to accommodate all learners.
Each module will fall in line with the School of Education's conceptual framework to be critical students and be able to construct knowledge. Here participants will be required to read newspaper articles related to inclusivity and write a commentary based on their classrooms	Participants are trained at the higher level of Blooms' taxonomy of analysis and application. They should be able to identify a problem, collect data to answer the research question around it and a write a scientific report.
Participants will also be involved in classroom presentation where different groups discuss a particular topic and then choose their leader to present before their fellow students	Participants are to develop presentation and communication skills.

Table 3: NQF level 6 competencies

9. Programme delivery

The modules will be taught concurrently over a period of a week, for three block contact sessions, as reflected in table 4 below. The foundational content, which is covered in Foundations and Legislative Framework of Inclusive Education, will only be taught in the first contact session as it seeks to lay a foundation for the rest of the modules. In addition, the module accounts for only 8 credits. Since the other modules carry 12 credits, they will take longer. To cover the 80 hours, between blocks, students will be engaged in several learning activities through self-study. For example, participants will be given assignments in a form of projects to work on off site, with the support of the facilitators.

The structure of the time table for contact session will be as follows:

Day	Module	Times
Monday	Foundations and Legislative Framework of Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Tuesday	Foundations and Legislative Framework of Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Wednesday	Inclusive Pedagogy	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Thursday	Assessment in Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Friday	Inclusive Curriculum	08:30-12:30 -Morning Session 12:30-13:00- Lunch

Table 4: Contact Session 1: March School Holidays

Day	Module	Times
Monday	Inclusive Curriculum	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Tuesday	Inclusive Pedagogy	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Wednesday	Assessment in Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Thursday	Experiential Learning for Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session (recapping of foundations and legislative framework of inclusive education)
Friday	Summative Assessment	08:30-12:30 -Morning Session 12:30-13:00- Lunch 14:00-17:00- Experiential Learning for Inclusive Education

Table 5: Contact Session 2: June School Holidays

Day	Module	Times
Monday	Inclusive Curriculum	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Tuesday	Inclusive Pedagogy	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Wednesday	Assessment in Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Thursday	Experiential Learning for Inclusive Education	08:30-12:30 -Morning Session 12:30-13:00- Lunch 13:00-16:00- Afternoon session
Friday	Examination	08:30-12:30 -Morning Session 12:30-13:00- Lunch 14:00-17:00- Afternoon session
Saturday	Experiential Learning for Inclusive Education (Finalize the portfolio of evidence)	08:30-12:30 -Morning Session 12:30-13:00- Lunch

Table 6: Contact Session 3: September School Holidays

Tables 4-6 present an overview of how contact time and assessment will be spread in the programme.

The table below presents a summary of the distribution of the teaching and learning times planned for the programme:

Teaching and Learning Activity	Learning Time (%)
Lectures (face to face, limited interaction or technological mediated learning)	50
Tutorials: individual groups of 30 or less	10
Practical workplace experience (experiential, work/work-based learning)	25
Independent self-study of standard texts, and references	10
Assessment	5
Total	**100**

Table 7: Teaching and learning activities distribution

10. Strategies for student support

The different module coordinators will make use media (print and electronic) to support the participants. This will be in a form of starting face group or WhatsApp group discussion or on the Blackboard platform. In addition, it is planned that we will make use of the three identified part-time lecturers experienced in inclusive education to visit the participants at the workstation to lend support. The lecturers will be allocated students to visit at their workstations for support.

11. Assessment strategies

Assessment strategies under this programme will be guided by the Assessment Policy of the School of Education. Each module will give two assessment tasks (preferable a test and an assignment), which will be built into a semester mark. The Foundations and Legislative Framework of Inclusive Education summative assessment will be written in June and the other four modules will be summative assessed in September. The programme will be guided by examination rules and procedures of the University.

12. Module Evaluation and Feedback

At the end of every module's student will complete evaluation forms where they express their opinion with regard to the module, its impact on their development as teachers, and on the

manner in which it was as presented. This will be used to continually improve the SLP in terms of quality output.

13.   Recruitment and enrolment figures

The prospective participants in the programme will be recruited from Limpopo. The University will through the marketing section recruit candidates to the programme. Also, the School of Education will advertise the SLP during teaching practice sections and wherever they conduct workshops for teachers (both primary and secondary teachers). Cohorts of 100 participants will be enrolled at a time. Cohorts will be teaching phase specific, for example, the first cohort of 100 participants will cater for the FET phase only.

14.   Staff requirements with respect to current workloads

The programme uses the staff in the School of Education with relevant knowledge, competencies and expertise in inclusive education. They cope well with their current workloads, which includes the supervision of the postgraduate students. Staff that have made a commitment to participate in the facilitation of the SLP modules understand that this participation is additional work to their normal allocated duties and workloads and acknowledge that neither the SLP nor the PQM approved programmes in education will be compromised by this commitment.   However, in order to ensure relevant knowledge and competencies in all areas of the SLP, and to assist with learner support and assessment, the School of Education will recruit two part-time staff who will be paid from the funds budgeted for in the programme to fill in the gaps. The two part-time staff have been identified in Table 8. They are attached to UNISA in the division of Inclusive Education. Professor Mahlo has extensive knowledge in the field and has contributed significantly to the field through journal articles, book chapter and supervision. On the other hand, Ms Mahlalela contributed to the development of the module Inclusive Curriculum when she was still attached to UL. She was also responsible for teaching the inclusive education module to the third level students (HEDA032) last year. The three part-time lecturers will receive training regarding the policies of the University such as teaching and assessment policies.

Staff	Qualifications	Competences	Academic Affiliation: Full Time or Part Time
Prof M.J Themane	PhD	Involved in the development of standards for inclusive education (national task team). Involved in collaboration with the University of Western Kentucky on inclusive education	Full time
Ms. M.C Modipane	MEd	Involved in national research project on schools as enabling environments	Full time
Dr J.M Mamabolo	PhD	Involved in national research project on schools as enabling environments	Full time
Mr. M.S. J Mboweni	MEd	Teaches Inclusive Education at third year level in the BEd (SP & FET Phase) at UL	Full time
Mr. M.D Sepadi	BEd (Honours)	His master's degree study has focused on inclusive education. Awaiting examination results	Temporary (UL)
Mr. M.E Maebana	MEd	His master's work is on inclusive education	Temporary (UL)
External Staff			
Prof F.D Mahlo	PhD	Prof Mahlo has a deep understanding of inclusive education as a new field of study as she has been teaching and researching on it in the past ten years. She is thus highly regarded by her peers in the field.	Part-Time (UNISA)
Dr M. K Malahlela	MEd	Dr Malahlela is an emerging scholar, who has demonstrated her profound knowledge of the field. She currently teaches in the Department of Inclusive Education	Part-Time (UNISA)

Table 8: Staff to present the programme

15.   Financial requirements

The programme is subjected to the University Private Work Policy. The finances are controlled and audited by the University finance section. The financial implications of this SPL will from time to time be discussed with the University Finance Director to avoid any financial burden to the University. Thus, in all instances whenever this SLP is offered, it will be self-sustaining. The financial   implications of this SPL were discussed fully with the Director of Finance and a detailed budget was agreed upon (appendix 3).

16. Description of modules

Name of the Module	Module Code	Facilitator	Content	Module outcomes
Foundations and Legislative Frameworks of Inclusive Education	HSHC01A	Prof MJ Themane	Evolution of Inclusive Education, Models and Theories of Inclusivity, Inclusive Education Policies, and Principles of Inclusive Education	At the end of the module students will be expected to: LO1: Analyse inclusive education concepts and policies LO2: Apply strategies and policies of inclusive education in a school context. LO3: Accommodate all learners irrespective of their diverse needs
Inclusive Curriculum	HSHC01B	Prof FD Mahlo & Dr MK Malahlela	The interpretations of the inclusive curriculum. The context of a learner in an inclusive education. The context of a school in an inclusive education. Principles of Inclusive Education and Barriers to learning and development.	At the end of the module students will be expected to: LO1: Interpret the concept inclusive curriculum LO2: Differentiate the contexts of a learner in an inclusive classroom LO3: Identify and address barriers to learning progress in an inclusive classroom LO4: Suggest appropriate learner support and referral as and when applicable of a school in an inclusive education
Inclusive Pedagogy	HSHC01C	Ms MC Modipane	Differentiating teaching strategies in inclusive education. Material selection and development. Planning and presentation of lesson plans. Principles of inclusive education. Inclusive education Teaching Skills	At the end of the module students will be expected to: LO1: Identify teaching and learning strategies for inclusive education LO2: Select teaching and learning materials required for inclusive practices LO3: Design lesson plans taking the context into consideration
Assessment in Inclusive Education	HSHC01D	Dr. JM Mamabolo	What is assessment? Differences between assessment and evaluation. Theories and models of assessment. Assessing learners with additional needs	At the end of the module students will be expected to: LO1: Distinguish different theories and strategies that underpin assessment of learners in a diverse class LO2: Plan differentiated assessment opportunities for learners with additional needs

Experiential Learning for Inclusive Education	HSHC01E	Mr. MSJ Mboweni, Mr. M.D Sepadi and Mr. M.E Maebana	Barriers to learning and development. Diverse approaches to needs of learners. The Strategy on Screening, Identification, Assessment and Support (SIAS) and Inclusive Strategies for diverse learning styles. Portfolio of Evidence and Reflective Journal	At the end of this module students should be able to LO1: identify barriers to learning and development within a classroom context LO2: Apply different models\ approaches of teaching and learning to accommodate the needs of diverse learners LO3: Apply different assessment strategies in inclusive classrooms

Table 9: Comprehensive Detail of Modules

APPLICATION FOR NEW SHORT COURSES FOR INTERNAL ACCREDITATION

Please refer to the following University of Limpopo Policies and Documents when applying for short course accreditation:

Short Course Policy

Private Work Policy

University of Limpopo General Rules

Institutional Planning Definitions. Codes and Calculations

These Forms must be accompanied with a motivation using the Guidelines for the motivation of new programmes and review

SECTION A: Short Course Detail		
A1	Proposed title of Short Course	**Certificate in Inclusive Education**
A2	Internal Abbreviation of title.	Cert (Inclusive Education)
A3	NQF exit level	**6**
A4	Total credits for short course as well as number of credits at each NQF level.	NQF 5:0
		NQF 6:60
		NQF 7: 0
		NQF 8: 0
		NQF 9:0
		NQF 10:0
A5	Qualifier 1 for short course (state the field of specialisation).	**Inclusive Education**
A6	Qualifier 2 for short course (If an optional 2nd qualifier is used state the field of specialisation).	**Inclusive Education**
A7	Indicate in which second or third order CESM categories (a) Qualifier 1's field of specialisation falls, and (b) Qualifier 2's field of specialisation fall.	Qualifier 1: 071006
		Qualifier 2: 071006
A8	Indicate what % of the curriculum for the amended Short Course falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	Qualifier 1: **N/A**
		Qualifier 2: **N/A**
A9	Indicate what % of the curriculum for the FINAL YEAR of the amended Short Course falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	Qualifier 1: **N/A**
		Qualifier 2: **N/A**
A10	Indicate what the institute's minimum admission requirements for the short course will be.	Teachers' certificate/diploma or Bachelor's degree or equivalent and 5 years teaching experience.
A11	If RPL is being used for admission please provide RPL arrangements made to facilitate the process	Admission to the qualification may also be achieved through the recognition of relevant prior learning and experience as per the University RPL policy, which outlines the structure and processes that must be followed to recognise prior learning of a student when the need arises. Appropriate assessment tasks and tools are designed to assess individual candidates against the module/course outcomes on a case by case basis.

SECTION B-C: PQM INFORMATION REQUIRED

BC1	Explain how the short course relates to the university's vision, mission and thrust area and how it relates to the strategic plan with relation to focus areas and planning.	Cert (Inclusive Education) is a programme that emerged as a response to the request by the Limpopo Department of Education. The request was that the University should train educators in Inclusive Education. Cert (Inclusive Education) was developed in order to strengthen the role of educators in Limpopo equipping them to improve teaching and learning in their schools. The response to render service to Limpopo teachers through Cert (Inclusive Education) is in line with the University's UL 2020 vision and mission as it focuses on the development needs of our communities, through high quality education and training. The programme thus integrates community engagement with quality education, two areas of the strategic plan for 2020.
BC2	Explain how the short course allows for progression into an existing University of Limpopo approved qualification, or whether credits can be given towards modules within a qualification on completion of the assessed short course. Please specify details.	The credits accrued from this SPL will not be carried over to other programmes
BC3	Explain how the short course fills a market need.	The short course fills a market need in that the SA society struggles to promote inclusivity and equality. There is a need to transform schools to reflect these values. For the schools to succeed there is a need for teachers to be ready and willing to continuously learn, evaluate and apply knowledge, skills and competencies in inclusive education into their classroom experiences. Teacher Education is not yet attuned to this need, hence this short course
BC4	Describe what the delivery mode of the short course will be. Provide as much detail as possible on the mode of delivery, including time periods, hours and dates if applicable.	The short course will be delivered on a block release basis, where the recipients will come to the University campus during periods in which they are not engaged in teaching, such as the school holidays. Students will attend for a week in each of the March, June and September school holidays. The periods per each module are worked out of the credit of each module and do include independent study as indicated in section E and F. Students will also be visited in classes to monitor the practice of theory gained during learning and teaching.
BC5	Indicate on what campuses or sites of delivery the amended Short Course will be offered.	Turfloop Campus
BC6	Proposed activation date of short Course	June 2018
BC7	Proposed deactivation date of short course (According to the short course policy a short course is approved for a period of 12 months unless otherwise approved by senate)	July 2019
BC8	Is there an agreement between an external body and the University of Limpopo to present the course? Please include all details, as well as reference to agreement documentation.	The Limpopo Department of Education has sent a request for this course. The letter of request is in the Registrar's office
BC9	Will the short course provide third stream income to the University? Please provide details	Yes. It is funded by the ETDP-SETA
BC10	Indicate all arrangements made with Finance regarding payments of fees by students, third stream income and the private work policy.	All arrangements are made with finance regarding payments of fees by students and participation in the programme by lecturers will be within the third stream and the university private policy. A budget is attached to this submission.

SECTION D: ADDITIONAL ITS INFORMATION REQUIRED

D1	The code of the short course programme First letter S; Second letter Faculty (H, M, C, S); Third letter: Alphabetical order of course registration: a,b,c,…; Numerals 01 Eg SCA01	SHC01
D2	Major Field of Study of Short Course by second or third order CESM category:	071006

D3	The minimum time of the proposed new programme	Preparation	Total	Experiential		Formal	Research
		3	0,5	0		0.5	0
D4	The National Field and Subfield of Learning Codes of the proposed new programme	**Field (Code)**			**Subfield (Code)**		
		05			0501		

SECTION E: CURRICULUM INFORMATION REQUIRED

School:	Education			Faculty:		Humanities	
Campus of registration:	Turfloop			Last Revision date:		N/A	
Total SAQA Credits for Short Course:		60		Is this a fixed Curriculum:			Yes
Implementation Year:		2018					
Short Course Coordinator:		Prof M J Themane		Email	Mahlapahlapana.themane@ul.ac.za	Ext:	2928

PROPOSED Short Course PROGRAMME

Module Code	Module Name	Offering Period[1]	SAQA Credit	Learning Activities (Hrs)					
				Contact Hours (Broken down in section F)	Assignment	Work-integrated learning	Self-Study	Assessment	Total Time
	The following _____5_____ module/s are **COMPULSORY**								
HSHC01A	Foundations and Legislative Frameworks in Inclusive Education	B	08	16	15	00	45	04	80
HSHC01B	Inclusive Curriculum	B	12	45	26	00	45	04	120
HSHC01C	Inclusive Pedagogy	B	12	45	26	00	45	04	120
HSHC01D	Assessment in Inclusive Education	B	12	45	26	00	45	04	120
HSHC01E	Experiential Learning for Inclusive Education	B	16	16	00	135	00	9	160
TOTAL CREDITS/Time FOR Short Course			**60**	**167**	**93**	**135**	**180**	**25**	**600**

1= B=Block
   S=Semester
   Y=year
Please add or remove rows as required

SECTION F: MODULAR INFORMATION REQUIRED		
Department: Education Studies	**School:**	**Education**
Last Revision date:	**First Year Offered (New):** 2018	

Module linked to following Short Course/s / Qualifications: (codes)	SHC01					
Module Coordinator:	**Prof M J Themane**	**Email:**	**Mahlapahlapana.themane@ul.ac.za**	**Ext:**		**2928**
Lecturer	**Prof M J Themane**					

Module Code: (4 alphabetic & 3 numeric)	HSHC01A
Module Name:	**Foundations and Legislative Framework of Inclusive Education**
Module Content:	Evolution of Inclusive Education, Models and Theories of Inclusivity, Inclusive Education Policies, and Principles of Inclusive Education
Learning Outcomes:	At the end of the module students will be expected to: LO 1: Analyse inclusive education concepts and policies LO 2: Apply strategies and policies of inclusive education in a school context. LO 3: Accommodate all learners irrespective of their diverse needs
Reference Material: (incl: Textbooks and other teaching and learning material)	Guidelines for Inclusive Teaching and Learning

Module and Delivery Information:	**SAQA Credits**	**CESM Code (3rd Order)**		**Contact/ /Blended**	
	08	071006		Blended	
	Site:	**Full/Part Time/Block** (Provide brief explanation)			
	Turfloop	The programme will be offered in a blended learning style. Contact hours for the module will be two full days in the first teaching block March. Thereafter, participants will work on assignments off site with the support of facilitators. Final assessment will take place during the June session			

Contact Notional Hours: (This is more specific than that in section E)	**Lecture**	**Tutorials**	**Seminars**	**Group Activities**	**Assessment**	**Other (specify)**
	8			6	2	N/A

Pre-requisite modules for this module:	None

Co-requisites modules for module:		

Assessment Criteria	**LO 1: Analyse inclusive education concepts and policies** AC1: Descriptive definitions of inclusive education concepts are accurate and well explained. AC2: Policies relating to inclusive education in the South African Education context are summarised and differentiated in accordance with purpose. AC3: Legislative frameworks and policies applicable in a South African context are compared and differentiated with those applied in particular international examples. AC4: The applicability and practicality of the concepts and policies on inclusive education in a familiar context are evaluated. **LO 2: Apply strategies and policies of inclusive education in a school context.** AC1: The rationale of using inclusive education strategies to provide for an inclusive learning environment for students requiring support is adequately described AC2: Appropriate strategies, models and guidelines are selected for a particular defined context and the reason for the selection in justified. AC3: Policies relevant to a particular context are identified and discussed on their appropriateness, or otherwise, to advance the human rights of all learners for equal education. **LO 3: Accommodate all learners irrespective of their diverse needs** AC1: Argument provided on how South African legislation ensures that all learners have a right to equal education is reflective and insightful. AC2: Complexities, multiplicities, nature and intersectionality of diversity in the classroom are clearly articulated AC3: Discriminatory practices which impact on teaching and learning of all learners are identified and mitigated against.	

Assessment Methods:	• Assignments • Class tests • Oral presentations

Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		50%
	Final mark =	% Formative Assess Mark	60%
		% Summative Assess Mark	40%
	Min Final Assessment mark to pass (%)		50%

Summative Assessment Paper:		**Assessment 1**	**Assessment 2**	**Assessment 3**	**Assessment 4**
	Assessment type	Examination			
	Duration (hrs)	3 hours			
	Sub minimum	40%			
	% Contribution to final summative mark:	100%			

SECTION F: MODULAR INFORMATION REQUIRED				
Department: Education Studies			**School:** Education	
Last Revision date:		**First Year Offered (New):** 2018		
Module linked to following Short Course/s / Qualifications: (codes)	SHC01			
Module Coordinator:	MSJ Mboweni	**Email:**	hopi.mboweni@ul.ac.za	**Ext: 2419**
Lecturer	MSJ Mboweni	FD Mahlo	M. K Malahlela	

Module Code: (4 alphabetic & 3 numeric)	**HSHC01B**	
Module Name:	**Inclusive Curriculum**	
Module Content:	The interpretations of the inclusive curriculum. The context of a learner in an inclusive education. The context of a school in an inclusive education. Principles of inclusive education and barriers to learning and development.	
Learning Outcomes:	At the end of the module students will be expected to: LO 1: Interpret the concept inclusive curriculum LO 2: Differentiate the contexts of a learner in an inclusive classroom LO 3: Identify and address barriers to learning progress in an inclusive classroom LO 4: Suggest appropriate learner support and referral as and when applicable	
Reference Material: (incl: Textbooks and other teaching and learning material)	1. Guidelines for Inclusive Teaching and Learning 2. Policy on Screening, Identification, Assessment and Support 3. Guidelines for Responding to Learner Diversity in the Classroom CAPS	

Module and Delivery Information:	**SAQA Credits**	**CESM Code (3rd Order)**		**Contact/ /Blended**
	12	071006		Blended
	Site:	**Full/Part Time/Block** (Provide brief explanation)		
	Turfloop	The programme will be offered in a blended learning style. The module will be offered over three teaching blocks, whereby one full day in each of the three teaching blocks in March, June and September will be dedicated to this module. Thereafter, participants will work on assignments off site with the support of facilitators. Final assessment will take place during the last contact session in September.		

Contact Notional Hours: (This is more specific than that in section E)	**Lecture**	**Tutorials**	**Seminars**	**Group Activities**	**Assessment**	**Other (specify)**
	16			26	3	N/A

Pre-requisite modules for this module:	None
Co-requisites modules for module:	None
Assessment Criteria:	**LO 1: Interpret the concept inclusive curriculum** AC 1: Discuss the multiplicities of the concept inclusive curriculum AC 2: Debate discourses of inclusive curriculum **LO 2: Differentiate the contexts of a learner in an inclusive classroom** AC 1: Describe the various contexts of diversities within a classroom AC 2: Reflect on the possible consequences of a diverse classroom and their effect on learning

	LO 3: Identify and address barriers to learning progress in an inclusive classroom
	AC 1: Outline the various forms of barriers to learning progress in an inclusive classroom. AC 2: Describe the use of appropriate instruments to identify barriers to learning. AC 3: Discuss ways and means to address certain barriers to learning. **LO 4: Suggest appropriate learner support and referral as and when applicable** AC 1: Discuss various support systems to assist learners with diverse needs. AC 2: Select appropriate support measures for a specific case study and substantiate the choice (of the selection). AC 3: Suggest possible alternative referrals for leaners requiring support

Assessment Methods:	• Assignments • Oral presentations • Tests		
Assessment Weighting:	Min Formative Assessment mark for exam admission (%) 40%		
	Final mark =	% Formative Assess Mark 60%	
		% Summative Assess Mark: 40%	
	Min Final Assessment mark to pass (%) 50%		

Summative Assessment Paper:		**Assessment 1**	**Assessment 2**	**Assessment 3**
	Assessment type	Examination		
	Duration (hrs)	3 hours		
	Sub minimum	40%		
	% Contribution to final summative mark:	100%		

Department: Education Studies		School of Education	

Last Revision date: N/A		First Year Offered (New):	2018		
Module linked to following Short Course/s / Qualifications: (codes)		SHC01			
Module Coordinator:	M C Modipane	Email:	Mpho. Modipane @ul.ac.za	Ext:	3131
Lecturer	M C Modipane				

Module Code: (4 alphabetic & 3 numeric)	HSHC01C					
Module Name:	**Inclusive Pedagogy**					
Module Content:	Differentiating teaching strategies in inclusive education. Material selection and development. Planning and presentation of lesson plans. Principles of inclusive education. Inclusive education Teaching Skills					
Learning Outcomes:	At the end of the module students will be expected to: LO 1: Identify teaching and learning strategies for inclusive education LO 2: Select teaching and learning materials required for inclusive practices LO 3: Design lesson plans taking the context into consideration					
Reference Material: (incl: Textbooks and other teaching and learning material)	1. Guideline for Inclusive Teaching and Learning 2. Guidelines for Responding to Learner Diversity in the Classroom CAPS					
Module and Delivery Information:	SAQA Credits		CESM Code (3rd Order)			Contact/ /Blended
	12		071006			Blended
	Site:		**Full/Part Time/Block** (Provide brief explanation)			
	Turfloop		The module will be offered over three teaching blocks, whereby one full day in each of the three teaching blocks in March, June and September will be dedicated to this module. Thereafter, participants will work on assignments off site with the support of facilitators. Final assessment will take place during the last contact session in September.			

Contact Notional Hours: (This is more specific than that in section E)	Lecture	Tutorials	Seminars	Group Activities	Assessment	Other (specify)
	16			26	3	N/A

Pre-requisite modules for this module:	N/A
Co-requisites modules for module:	N/A

Assessment:	Assessment Criteria:	For this module students will be assessed on: **LO 1**: **Identify teaching and learning strategies for inclusive education** AC 1: Discuss teaching and learning strategies for inclusive education. AC 2: Differentiate between different teaching and learning strategies in inclusive education. AC 3: Select appropriate teaching strategies for specific case studies. **LO 2: Select teaching and learning materials required for inclusive practices** AC 1: Description of relevant teaching and learning materials required for inclusive practices. AC 2: Select appropriate teaching and learning materials aligned with specific case studies. **LO 3: Design lesson plans taking the context into consideration** AC 1: Alignment of the topic and the objectives of the lesson are clearly articulated

		AC 2: Selection of appropriate teaching and learning materials ensures inclusivity AC 3: Teacher and leaner activities are accurately aligned with the objectives of the lesson and are inclusive			
Assessment Methods:		- Assignments - Oral presentations - Tests			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		**Assessment 1**	**Assessment 2**	**Assessment 3**	**Assessment 4**
	Assessment type	Examination			
	Duration (hrs)	3Hours			
	Sub minimum	40%			
	% Contribution to final summative mark:	100%			

SECTION F: MODULAR INFORMATION REQUIRED

Department:	Education Studies		School of Education	

Last Revision date:	N/A	First Year Offered (New):	2018

Module linked to following Short Course/s / Qualifications: (codes)	SHC01				

Module Coordinator:	Dr. J. M. Mamabolo	Email:	joel.mamabolo@ul.ac.za	Ext:	3558

Lecturer	Dr. J. M. Mamabolo				

Module Code: (4 alphabetic & 3 numeric)	HSHC01D

Module Name:	**Assessment in Inclusive Education**

Module Content:	What is assessment? Differences between assessment and evaluation. Theories and models of assessment. Assessing learners with additional needs

Learning Outcomes:	At the end of the module students will be expected to: LO 1: Distinguish different theories and strategies that underpin assessment of learners in a diverse class LO 2: Plan differentiated assessment opportunities for learners with additional needs

Reference Material: (incl: Textbooks and other teaching and learning material)	Guideline for Inclusive Teaching and Learning

Module and Delivery Information:	SAQA Credits	CESM Code (3rd Order)		Contact/ /Blended
	12	071006		Blended
	Site:	**Full/Part Time/ Block** (Provide brief explanation)		
	Turfloop	The module will be offered over three teaching blocks, whereby one full day in each of the three teaching blocks in March, June and September will be dedicated to this module. Thereafter, participants will work on assignments off site with the support of facilitators. Final assessment will take place during the last contact session in September.		

Contact Notional Hours: (This is more specific than that in section E)	Lecture	Tutorials	Seminars	Group Activities	Assessment	Other (specify)
	16			26	3	N/A

Pre-requisite modules for this module:	N/A

Co-requisites modules for module:	N/A

Assessment:	Assessment Criteria:	For this module students will be assessed on: **LO 1: Distinguish different theories and strategies that underpin assessment of learners in a diverse class** AC 1: Identify theories of assessment in diverse classrooms AC 2: Differentiate assessment within the general and inclusive contexts AC 3: Discuss the importance of aligning teaching and learning with assessment strategies in inclusive contexts **LO 2: Plan differentiated assessment opportunities for learners with additional needs** AC 1: Relevant assessment activities are designed to cater for diversity in the classroom. AC 2: Appropriate rubrics are produced for learners with additional needs.

		AC 3: Apply different methods to support learners with additional needs.			
Assessment Methods:		- Assignments - Oral presentations - Tests			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		**Assessment 1**	**Assessment 2**	**Assessment 3**	**Assessment 4**
	Assessment type	Examination			
	Duration (hrs)	3Hours			
	Sub minimum	40%			
	% Contribution to final summative mark:	100%			

Department:	Education Studies				School:		Education	
Last Revision date:			First Year Offered (New):		2018			
Module linked to following Short Course/s / Qualifications: (codes)	SHC01E							
Module Coordinator:		Mr. M.S.J Mboweni	Email:	Hopi.mboweni@ul.ac.za			Ext:	2419
Lecturer		Mr. M.S.J Mboweni	M.D Sepadi	M.E Maebana				

Module Code: (4 alphabetic & 3 numeric)	HSHC01E
Module Name:	Experiential Learning for Inclusive Education
Module Content:	Barriers to learning and development. Diverse approaches to needs of learners. The Strategy on Screening, Identification, Assessment and Support (SIAS). Inclusive Strategies for diverse learning styles and Portfolio of Evidence and Reflective Journal
Learning Outcomes:	At the end of this module students should be able to LO 1: identify barriers to learning and development within a classroom context LO 2: Apply different models\ approaches of teaching and learning to accommodate the needs of diverse learners LO 3: Apply different assessment strategies in inclusive classrooms

Reference Material:
a)   Consultative Paper No. 1 on Special Education: Building an Inclusive Education and Training System, First Steps, August 30, 1999
b)   Curriculum 2005 Assessment Guidelines for Inclusion, May 2002
c)   Donald, D., Lazarus, S., & Moolla, N (2014). Educational Psychology in Social Context. 5th Edition
d)   Education White Paper No. 5 on Special Schools
e)   Education White Paper No. 6. July 2001
f)   Maguvhe, O., & Magano, M. D. (2015). Disability in Context: A socio-educational perspective in South Africa
g)   White Paper on e-Education, Department of Education, September 2004

Module and Delivery Information:	SAQA Credits	CESM Code (3rd Order)		Contact/ /Blended
	16	071006		**Blended**
	Site:	**Full/Part Time/Block** (Provide brief explanation)		
	Turfloop	There are two days of contact allocated for teaching of the module, one in June block to orientate students, and one in Septembers for feedback and class discussions. Another day in September is allocated to allow participants to work and reflect on their portfolio of evidence. The learning within the module takes place primarily at the participants place of work in a school context. Participants will apply theories learned in the Block modules into their inclusive teaching practice and will		

		Lecture	Tutorials	Seminars	Group Activities	Assessment	Other (specify)
					compile a portfolio of evidence. Participants will be supported through visits by academic staff, email and telephonically.		
Contact Notional Hours: (This is more specific than that in section E)		10			6	5	

Pre-requisite modules for this module:	NONE
Co-requisites modules for module:	NONE

	Assessment Criteria:	**LO 1: Identify barriers to learning and development within a classroom context** AC 1: Use appropriate screening methods to correctly identify various learning barriers in learners. AC 2: Assess the nature or extent of learners learning barriers AC 3: Advise on possible remedial actions for learners with learning barriers **LO 2: Apply different models\ approaches of teaching and learning to accommodate the needs of diverse learners** AC 1: Select, adapt and utilize different teaching and learning models\approaches to teach diverse learners. AC 2: Analyse the efficacy of models or approaches used in their individual classrooms. AC 3: Develop individual supporting materials deduced from the inclusive education policy. **LO 3: Apply different assessment strategies in inclusive classrooms** AC 1: Select appropriate assessment strategies to ensure fair inclusive practices. AC 2: Construct assessment instruments suitable for diverse learners. AC 3: Appraise the assessment strategies used and suggest alternatives for improvements.
Assessment:	**Assessment Methods:**	Tests, Case Studies, Classroom-based PoE and Reflective Journal.

	Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40
		Final mark =	% Formative Assess Mark	60
			% Summative Assess Mark	40
		Min Final Assessment mark to pass (%)		50

	Summative Assessment Paper:		**Assessment 1**	**Assessment 2**	**Assessment 3**	**Assessment 4**
		Assessment type	Practical			
		Duration (hrs)	N/A			
		Sub minimum	40			
		% Contribution to final summative mark:	100			