Overview of study unit
Specific outcomes

By the end of the unit, you will be able to:

• Explain the concept of an inclusive school community and how it contributes to providing quality inclusive education for all South African learners
• Examine the role of the CSTL framework and SIAS policy in promoting inclusive classrooms
• Explore how you could implement the SIAS policy in your classroom
• Critically analyse different ways for stakeholders to work together, including collaboration, consultation and involvement in various contexts
• Evaluate, using specific examples, ways to develop effective school-based, district-based, and community-based collaborative partnerships to support inclusion in your context
Worthwhile work:
1. Knowing we make the world a better place
2. Everyone works towards a shared goal
3. Values guide all plans, decisions and actions

Ken Blanchard and Sheldon Bowles, Gung Ho!
Inclusivity in physical education
The 17 Sustainable Development Goals (SDGs) are a universal call to action, providing the most ambitious and transformative framework to date for ending poverty, reducing inequalities, improving the lives of all global citizens and preserving and protecting the environment.
Sustainable Development Goal 4

SDG 4 promotes every child’s right to inclusive and equitable, quality education. The CSTL framework recognises that in order to achieve this the education system must acknowledge and seek to address the impact on learning of the issues raised in SDGs 1–5.

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
A Social- Ecological model

There is a recognition of the influence of direct (individual beliefs and attitudes) and indirect (socio-economic and public policy) factors on a child’s well-being and achievement at school.
Intersecting vulnerabilities

A range of vulnerabilities that can intersect and are almost always exacerbated by poverty, and how these impact on a child’s education.

- Insufficient schools
- Low quality teaching
- Lack of enabling school environment
- Low literate parents
- HIV/AIDS
- No identity documents
- Absent parents
- Grief and trauma
- Disability
- Violence
- Customary practices
- Gender stereotypes
- Rural home
- Child labour
- Natural disasters
- War
- Hunger

Low enrolment
High drop out
Poor performance

Poverty
The goal of the CSTL framework is to reduce vulnerability and increase wellbeing and resilience through supportive schools and collaborating with multi-sectoral stakeholders who can reduce risk factors.
The Department of Basic Education identified ten priority action areas necessary to respond to the needs of children in the country.
Components of an inclusive school

Every school must provide relevant quality education for a broad range of learning needs and should include the following minimum components:

- Inclusive centre of learning, care and support: Aims at quality, relevant education to meet diverse learner needs.
- Clean and orderly
- Collaborative approach to service delivery
- Additional support programmes and structures for teaching and learning
- Learners and educators feel safe and protected
- Good governance and leadership
- Conductive to learning (ethos and environment)
- Non-discriminatory access (rights-based)
- Has enabling policies, practices and curricula
Mrs Guma meeting with Misha and her parents
Mrs Guma observing her class
Mrs Guma progress report for Misha

**Enabling factors**
- Misha is cheerful and friendly with her peers during break.
- On the whole she achieves very well in maths.
- Her parents are attentive and supportive and the home situation seems happy.
- Misha continues to be happy and cooperative at home, except when doing homework.

**Challenges**
**Home Language/LOLT:**
- Persistent reading/phonics/listening difficulties seriously affecting performance:
  - Misha does not have phonetic knowledge at Grade 3 level. She’s still struggling to pick up small differences in sounds between similar sounding words. She can’t easily spot the odd word out in sound patterns.
  - Doesn’t seem to realise that I am asking the class a question rather than giving information—she looks rather blank.
  - Easily loses her place when reading aloud.
- Comprehension: She’s seldom able to pick out the main idea from spoken information (even if it is only one or two sentences).

**Other areas:**
- Difficulties described above also evident across other areas of work:
  - Some problems when teacher poses “story-sums” orally in maths (her maths performance is strong otherwise).
  - Short concentration span, easily distracted.
  - Short attention span means that she sometimes distracts her partner in class, chatting (though very quietly).
- Polite in meetings with parents, but looks anxious and withdraws noticeably when her difficulties are discussed.
- Anxious and irritable when doing homework.

**Classroom/school capacity**
I am planning to put in place an extra reading programme for Misha. If there’s no positive change by next term, I will need to consider more specialised assessment and possibly more specialised support than I can offer.

**Overall**
I feel that Misha may be experiencing some form of cognitive barrier because there seem to be some concentration and memory difficulties and issues of logical comprehension. However her strong ability in maths must also be taken into account.