

POLICY BRIEFS: **TEDI Symposium**

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POLICY BRIEFS

TEDI aims to draw from experiences on teacher education to make recommendations for policy and for support to families and civil society.

THREE POLICY BRIEFS:

Equipping teachers to educate learners with disabilities (DHET, DBE)
Empowering teachers with knowledge (HEIs and ITE)
Supporting teachers in differentiating instruction (CPTDP and short courses)

ONE FACT SHEET FOR PARENTS AND FAMILIES:

Family-professional partnerships:
Why they are needed for inclusive education to work in South Africa

POLICY BRIEF

1

EQUIPPING TEACHERS to educate learners with disabilities

EQUIPPING TEACHERS TO EDUCATE

- Outlines the policy frameworks guiding inclusive education practices and ITE programmes at HEI
- Highlights specific areas for development in current ITE regarding inclusive education and the accommodation of learners with disabilities
- Makes recommendations on possible policy responses to best contribute to the realisation of a functioning inclusive – education system

RECOMMENDATIONS

- **Revise the MRTEQ** policy to clarify formal ITE in terms of inclusive education and impairment –specific education
- Make provision for and **encourage the design process of impairment – specific** formal teacher education qualification across HEIs providing ITE
- **Seek funding** for incentives to encourage pre-service teachers to complete formal teacher qualifications in inclusive and impairment – specific specialised education

POLICY BRIEF

2

EMPOWERING TEACHERS

with knowledge and practical skills to differentiate instruction
for learners with specific barriers to learning

EMPOWERING TEACHERS WITH KNOWLEDGE (PB2)

THIS POLICY BRIEF INCLUDES:

- Outlines the imperatives that inclusive education policy framework has placed on HEIs to deliver formal ITE programmes that equip student teachers with the knowledge and skills required to work with learners with specific impairments
- Makes recommendations to HEIs on how to optimise their ITE curricula and CPAD offerings to meet pre-service and in-service teachers' needs for specialised and impairment –specific training on how to differentiate learning for learners with a diverse range of barriers to learning
- Identifies specific content topics and skills that HEIs should include in their ITE curricula, and in other accredited short courses for CPTD

TEDI RESEARCH

FINDINGS

DBE reports that qualified teachers lack specialised knowledge in many key areas of disability such as education for learners with visual, auditory or intellectual impairments.

TEDI RESEARCH

STUDY PARTICIPANTS:

- General lack of inclusive and special needs education programmes, and the depth of them at HEIs
- Apparent contestation among HEI programme convenors over how impairment-specific specialised methodologies can be facilitated effectively in busy curricula
- The adoption of a generalised approach to curriculum differentiation without sufficient attention to impairment-specific specialisations and instruction

Further research indicates that qualified teachers are not being empowered to realise MRTEQ goals is the entrenched attitude among teachers that children with disabilities are unable to learn to the same standard as children without disabilities

TEDI RESEARCH

TEDI ON HEI PROVISION OF INCLUSIVE AND SPECIAL NEEDS TRAINING:

- Teachers completing ITE will not be properly equipped
- Modules offered have an inclusive education focus rather than impairment specific focus
- CPAD qualifications is not impairment –specific and no formal accreditation for training through NGOs and DPOs
- Training needs of teachers managing learners with SPSSD (list)

POLICY BRIEF

3



SUPPORTING TEACHERS

in differentiating instruction for learners with severe to profound sensory and developmental disabilities

SUPPORTING TEACHERS IN DIFFERENTIATING INSTRUCTION (PB3)

THIS POLICY BRIEF INCLUDES:

- Highlights the obligations of inclusive education policy framework has put on provincial and district –level education department officials to equip teachers (through CPTD training) with the knowledge and skills required to work with learners with sensory and developmental disabilities
- Makes recommendations to provincial and district –level education department officials, and NGOs and DPOs, on how to collaboratively meet the requirements of teachers for specialised and impairment-specific training –to enable them to differentiate learning for learners with diverse range of barriers. Additionally, these recommendations show how such training fulfils teachers’ CPD requirements mandated by the SACE
- Identifies the specific content topics and skills that CPTD training providers should cover and impart to teachers in their training offerings

TEDI RESEARCH

STUDY PARTICIPANTS NOTED:

- HEIS lack disability-focused education programmes, insufficient attention to impairment-specific specialisation
- NGOS & DPOs – lack funding and not formally accredited
- Representatives from NGOs and DPOs expressed the need for greater partnerships with HEIs and department of education
- Deep-rooted attitudes of teachers
- Therefore, provincial and district-level education departments and CPTD providers need to compensate for lack of training through ITE programmes that help teachers to understand disability as a social justice issue and should provide high-quality, frequent training opportunities to equip in-service teachers

RECOMMENDATIONS

- Consider partnerships with NGOs and DPOs in order to provide more frequent and high-quality practical CPTD training opportunities (PARTNERSHIPS)
- Teachers with full qualifications or extensive experience in impairment-specific can support such CPTD. (CPTD FOR DEVELOPMENT)
- Register CPTD training offerings (short courses, workshops, online programmes) with SACE as part of the official CPTD management system to which teachers are required to adhere, in order to incentivise teachers to complete training in impairment-specific , specialised education (REGISTERED CPTD)
- Enter into discussions with SACE to consider the possibility of mandatory CPTD training in inclusive education practices and specialised, impairment specific teaching and learning methodologies (ENGAGEMENT WITH SACE)
- Consider and review their current CPTD offering (or potential capability to offer CPTD short courses) to qualified teachers working in schools on specialised, impairment – specific teaching and learning approaches and practical methodologies for learners with SPSSD (REVIEW OF CPTD)

FACT SHEET

FAMILY PROFESSIONAL PARTNERSHIPS:

Why they are needed for inclusive education to work in South Africa



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LEARNING TOGETHER DISABILITY INCLUSION IN EDUCATION

- Good family-professional partnerships in improving the academic performance of children with disabilities.
- As families become more involved with their child's learning and daily activities, they grow in confidence and share a common purpose to support their child.
- Teachers and professionals gain a holistic perspective and understanding of a child's home environment.
- Knowing these factors empowers teachers and professionals to come up with appropriate, proactive and beneficial learning solutions.

RECOMMENDATIONS

- Be mindful of the constraints on families' ability to contribute to the learning and support process.
- Draw up a contract with family members to outline how professionals and families will share responsibilities in the education of learners with disabilities.
- Offer training to family members on the importance of professional-family partnerships.
- Involve family members in the development of training for professionals to enhance the effectiveness of the training.
- Be aware of the cultural values and contexts of different families and do not judge “ways of being” that are unfamiliar to you.

THANK YOU.



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