AN ECOSYSTEMIC PROGRAMME FOR STRATEGICALLY MANAGING INCLUSION IN SCHOOLS

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DECLARATION

I, Kalenga Chimbala Rosemary, declare that this document entitled, 'An ecosystemic programme for strategically managing inclusion in schools' represents my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references, and that I have not been previously submitted it to any other university for a degree'.

Kalenga Chimbala Rosemary

Durban

May 2010
DEDICATION

THIS STUDY IS DEDICATED TO MY HUSBAND, JOEL
AND MY CHILDREN, YVES CHANDA AND NGANDWE
ALEXIS

MY DEAREST PARENTS, LATE FATHER, ERNEST
KIMBALA OTAMELO AND MY MOTHER, AGNES
NGANDWE

MY BROTHERS AND SISTERS: MY LATE BROTHER,
LAURENT MUMBA, STEPHAN KIMBALA, VERONICA
KATEBULA, NGOMBE VALENTINE ODETTE,
JUSTINE MWEMWA AND AGNES NGANDWE
MAMBEPAM.
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ABSTRACT

The aims of this study were to investigate the nature of challenges that South African educators and Senior Management Teams and parents are facing in inclusive schools; and make suggestions to help the educators, parents and Senior Management Teams to develop the necessary capacity to effectively implement the inclusive education policy as propounded in White paper 6 through eco-systemic management strategies for inclusive schools.

The empirical research revealed that The Department of Education, Senior Management Teams, educators and parents experience the following challenges:

- Management of the implementation of White Paper 6 on inclusive education challenges.
- Ecological management challenges.
- Systemic management challenges.
- Methodological management challenges.
- Management challenges for curriculum transformation.
- Socio-economic management strategies.
- Management strategies for learners with physical challenges.

The majority of learners require intensive learning support. School management teams cannot offer any solution to the problems encountered by educators and the Department of Education cannot afford to provide more educators, especially qualified educators for learners with special educational needs. The educational managers at Education District Offices offer very little help or no help at all and schools rarely get assistance from Educational Psychologists while parents can also not afford the services of private educational psychologists.
Based on both the literature review and the empirical research findings, this research recommended that educators be continuously trained on the implementation of White paper 6, which is the core policy for the implementation of inclusion and inclusive education in South African schools. This will enable schools to have strong leaders in inclusive school settings. All schools should be provided with the services of educational psychologists and educators adequately trained regarding learners with special educational needs in order to provide sufficient support systems in psychotherapy, psychometric assessments, career counseling, learning support and so on. Parents should be educated on inclusive education so that they can participate effectively. Schools must be empowered to infuse White Paper 6 in their vision and mission statements and school development plans. There should be collaboration between schools, universities and non-governmental agencies that are oriented towards school development in order to assist parents, learners and community members in general to understand the ideals of inclusion in education. Professors at universities can assist with advocating the policies of inclusive education to communities and developing practical modules for their learners, which can help the educators to be effectively and efficiently trained in inclusive education.

School leadership and management should direct, motivate and harness all the resources in the school in the direction it is needed in order to implement policies effectively and efficiently. This requires leadership and management styles which are suitable to inclusive education. This study recommends the ecological, strategic, transformational, invitational, political, bureaucratic and collegial management models to be considered as strong pillars for inclusive educational leadership and management.

Senior leadership and management teams must be trained through workshops, seminars and conferences on the models suitable for inclusive education when they are appointed. Inclusive education is necessary for South African schools. We cannot turn a blind eye on the diverse learning needs of our learners in the diverse cultures of our rainbow nation.
# TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii

ACKNOWLEDGEMENTS ................................................................................................. iv

ABSTRACT .................................................................................................................. v

TABLE OF CONTENTS ................................................................................................. vii

LIST OF TABLES ........................................................................................................... xxii

LIST OF FIGURES ......................................................................................................... xxiii

CHAPTER ONE ............................................................................................................... 24

ORIENTATION .............................................................................................................. 24

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM .................. 24

1.2 AIMS OF THE STUDY ......................................................................................... 33

1.3 METHODOLOGY AND RESEARCH DESIGN .............................................. 34

1.3.1 Qualitative research ....................................................................................... 34

1.3.1.1 Literature review ....................................................................................... 35

1.3.1.2 Observation .............................................................................................. 35

1.3.1.3 Field notes ................................................................................................ 36

1.3.1.4 Interviews ................................................................................................ 36

1.3.1.5 Tape recording and transcribing .............................................................. 37

1.3.2 Population and sample ................................................................................... 37

1.3.3 Ethical measures ............................................................................................. 38

1.4 OUTLINE OF THE CHAPTERS ........................................................................ 41

1.5 CONCLUSION ....................................................................................................... 41
CHAPTER TWO ........................................................................................................... 42

THE MEANING OF INCLUSIVE EDUCATION ...................................................... 42

2.1 INTRODUCTION .......................................................................................... 42

2.2 UNIVERSAL DECLARATION OF HUMAN RIGHTS ........................................ 48

2.2.1 Meet the Basic Learning Needs ............................................................... 50

2.2.1.1 Expand the vision and renew the commitment .................................. 51

2.2.1.2 Universal access and promotion of equity ........................................ 51

2.2.1.3 Focus on learning ........................................................................... 51

2.2.1.4 Broaden the means and scope for basic education ........................... 52

2.2.1.5 Enhance the environment for learning ............................................. 52

2.2.1.6 Strengthen partnerships .................................................................. 53

2.2.1.7 Develop a supportive policy in specific context ............................... 53

2.2.1.8 Mobilize resources ........................................................................ 53

2.2.1.9 Strengthen international solidarity ............................................... 54

2.3 ACCESS AND QUALITY OF EDUCATION ............................................... 54

2.4 ISSUES OF COST AND INCLUSION ....................................................... 55

2.5 THE SALAMANCA CONFERENCE ............................................................. 58

2.5.1 The main goals of the Salamanca Conference ...................................... 58

2.5.2 The concept ‘special education needs’ ................................................... 58

2.5.3 Regional seminars organized by UNESCO .......................................... 59

2.6 TRENDS OF DIFFERENCES BETWEEN LEARNERS ......................... 61

2.6.1 All learners can learn ........................................................................... 61

viii
2.6.2 Learners cannot all learn in a prescribed way

2.6.3 Unmotivated learners do not exist

2.6.4 Educators should render assistance to learners, they should not give up on them

2.6.5 Learners' success has to do more with the way they are taught than with innate ability

2.6.6 'Style wars' can be won

2.6.7 The chaos in the field of learner differences can be organized

2.6.8 Multiple intelligences

2.6.9 Personality types

2.6.10 Miracles reside within the learners

2.6.11 Learner-centred teaching is not an easy answer, but it is an effective way to learn

2.6.12 Learner-centred teaching can resolve style conflicts

2.6.13 Learner-centred teaching can increase success rates and lower attributions

2.6.14 Tools for teaching the entire class

2.6.15 Educators can teach all types of learners

2.6.16 Learners' profiles, used in teaching the entire class, describe the way learners learn

2.6.17 Parents can understand their learners

2.6.18 Learners can understand themselves

2.7 DEFINING THE CONCEPT OF INCLUSION
2.7.1 Mainstreaming ................................................................. 78
2.7.2 Integration ..................................................................... 78
2.7.3 The history of inclusion and inclusive practices in education ...................................................................... 79
  2.7.3.1 Psycho-medical problems ........................................ 79
  2.7.3.2 Social exclusion ........................................................ 80
  2.7.3.3 Underachievement ...................................................... 81
  2.7.3.4 Curricular approaches ............................................. 81
2.8 CONSTRUCTIVISM ............................................................. 83
  2.8.1 Cognitive constructivism ............................................... 83
  2.8.2 Social constructivism ...................................................... 83
  2.8.2.1 Cultural context ........................................................ 86
2.9 SOCIAL MEANING THROUGH SHARED UNDERSTANDING OF THE COMMUNITY ........................................... 88
2.10 THE ECO-SYSTEMIC PERSPECTIVE ON INCLUSIVE EDUCATION ................................................................. 88
  2.10.1 Ecological theory ....................................................... 90
  2.10.2 The systems theory ...................................................... 92
2.11 BRONFENBRENNER ENVIRONMENTAL STRUCTURE OF THE SOCIAL ECOLOGICAL SYSTEMS MODEL ......................... 95
  2.11.1 The Micro system ...................................................... 96
  2.11.2 The Meso system ...................................................... 96
  2.11.3 The Exo system ...................................................... 97
2.11.4 The Macro system ................................................................. 97
2.11.5 The Chrono system ................................................................. 97
2.12 CURRICULUM TRANSFORMATION IN SOUTH AFRICA ........ 98
2.13 THE SCHOOL AS A PART OF A SOCIETY ............................... 98
2.14 PARENTAL INVOLVEMENT IN THE SCHOOL ......................... 102
2.14.1 Parental involvement: an ecological approach .................... 103
  2.14.1.1 The School Planning Management Team .......................... 103
  2.14.1.2 Mental health team ....................................................... 104
  2.14.1.3 Parent programme ....................................................... 104
2.14.2 Characteristics of families with successful learners at school .................................................................................. 109
2.14.3 Trends of differences between parents with learners who succeed in education ................................................................. 110
  2.14.3.1 Differences by grade ..................................................... 111
  2.14.3.2 Differences by parental education .................................. 111
  2.14.3.3 Differences in poverty level .......................................... 111
  2.14.3.4 Differences in parents language .................................... 111
2.15 INSTITUTION BASED SUPPORT TEAM .................................. 112
  2.15.1 Definition of Institutional Level Support Teams (ILST) ....... 112
  2.15.2 Policy contribution to Institutional-Level Support Teams .... 112
  2.15.3 The role of the Institutional Level Support Team (ILST) ...... 113
  2.15.4 The members of the Institutional-Level Support Team ....... 114
2.15.5 District-Based Support Teams support to Institutional-Level Support Teams ......................................................... 115

2.16 CONCLUSION........................................................................................................ 116

CHAPTER THREE ...................................................................................................... 117

STRATEGIC LEADERSHIP AND MANAGEMENT IN INCLUSIVE SETTING............ 117

3.1 INTRODUCTION.................................................................................................. 117

3.1.1 Strategy ........................................................................................................ 117

3.1.2 Leadership and management ..................................................................... 118

3.1.3 Leaders and leadership style .................................................................... 119

3.1.4 Defining the concepts of leaders, managers and the functions of managers ........................................................................................................................................ 121

3.2 THE STRATEGIC LEADERSHIP MODEL .................................................. 122

3.2.1 Direction setting ....................................................................................... 123

3.2.2 Strategies translating into action-strategy development and organizational processes .................................................. 126

3.2.2.1 Articulation of the strategy ................................................................ 126

3.2.3 People and organizational alignment to the strategy ......................... 128

3.2.3.1 Strategic conversations ..................................................................... 129

3.2.3.2 Strategic participation ...................................................................... 129

3.2.3.3 Strategic motivation ......................................................................... 130

3.2.3.4 Strategic capabilities development .................................................. 131

3.3 CHARACTERISTICS OF A STRATEGIC LEADER ................................. 131
3.3.1 Leaders who are restless or dissatisfied with the present situation..................................................................................... 132

3.3.2 Leaders who prioritise their strategic thinking and learning...................................................................................... 132

3.3.3 Leaders who create mental models to frame their understanding and practice..................................................... 133

3.3.4 Leaders who have professional and powerful personal networks.................................................................................... 133

3.3.4.1 People wisdom................................................................ . ... . ...... 134

3.3.4.2 Wisdom in context.. ... .................................................... ........ . .... 134

3.3.4.3 Procedural wisdom ............................................................. ..... 134

3.4 THE ECOLOGICAL LEADERSHIP MODEL ......................... 135

3.5 THE MORAL COMMUNITY LEADER MODEL ...................... 137

3.6 THE ETHICAL DIALECTICIAN MODEL ................................. 138

3.7 THE TRANSFORMATIONAL LEADERSHIP MODEL ............... 140

3.7.1 Developing people.......................................................................................................................... 141

3.7.2 Redesigning the organization ................................................. 141

3.8 INVITATIONAL LEADERSHIP .......................................... 142

3.8.1 Foundations ........................................................................ 143

3.8.2 Assumptions ....................................................................... 144

3.9 EDUCATIONAL MANAGEMENT ........................................ 144

3.9.1 Collegial model ..................................................................... 145

3.9.1.1 Authority of expertise .......................................................... 146
3.9.1.2 Common set of values ............................................................... 146
3.9.1.3 The size of decision-making groups ........................................... 147
3.9.1.4 Consensus ................................................................................. 147
3.9.2 Bureaucratic model .................................................................. 147
3.9.2.1 Hierarchical authority structure .................................................. 148
3.9.2.2 Goal orientation of the organization .......................................... 148
3.9.2.3 Division of labour ..................................................................... 149
3.9.2.4 Rules and regulations ................................................................. 149
3.9.2.5 Impersonal relationships ............................................................ 149
3.9.2.6 Merit ........................................................................................... 149
3.9.3 The application of the bureaucracy management module to education .............................................................................. 149

3.10 CONCLUSION ............................................................................. 150

CHAPTER FOUR ......................................................................................... 151
RESEARCH DESIGN AND METHODOLOGY ............................................ 151
4.1 INTRODUCTION............................................................................. 151
4.2 AIMS OF THE RESEARCH DESIGN .............................................. 151
4.3 QUALITATIVE RESEARCH ............................................................ 152
4.4 PHENOMENOLOGY ....................................................................... 153
4.4.1 Empirical phenomenological research ........................................ 155
4.5 DATA COLLECTION ....................................................................... 155
4.6 AIMS OF THE INTERVIEW ............................................................ 155
4.7 CONSTRUCTION OF THE INTERVIEW SCHEDULE ...................... 156
4.7.1 Modus operandi of interview ............................................... 157
4.7.2 Thematising ...................................................................... 158
4.8 DECODING OF THE DATA .................................................. 159
4.9 DATA ANALYSIS AND INTERPRETATION ............................ 160
4.10 ETHICAL MEASURES ......................................................... 160
4.11 CONCLUSION .................................................................... 161

CHAPTER FIVE ........................................................................ 162

DATA ANALYSIS ..................................................................... 162

5.1 INTRODUCTION .................................................................. 162

5.1.1 Themes, categories and sub-categories .............................. 163

5.1.1.1 Management of the implementation of White Paper 6 on
Inclusive Education challenges .............................................. 165

5.1.1.1.1 Category: Lack of direction and scope regarding inclusivity .... 165

5.1.1.2 Ecological management challenges ............................. 168

5.1.1.2.1 Category: Lack of managerial skills for addressing
environmental issues of schools ............................................ 168

5.1.1.3 Systemic management challenges ............................... 175

5.1.1.3.1 Lack of managerial skills for educational and social systems
within the school ............................................................... 175

5.1.1.4 Methodological management challenges ..................... 178

5.1.1.4.1 Category: lack of management skills for supporting teaching
and learning ................................................................. 178
6.3 INDUCTIVE REASONING ................................................................. 210

6.4 DEDUCTIVE REASONING ............................................................. 211

6.5 INTERPRETATION AND DATA COLLECTION PROCESSES
OF THE STUDY ............................................................................... 211

6.5.1 Collection of data and the recording of data ....................... 212

6.5.1.1 The two-fold approach to the collection of data and recording .. 214

6.5.2 Memo writing and reading ........................................................ 214

6.5.3 Description, classification and interpretation of data .......... 215

6.5.4 Visualization and representation ............................................. 216

6.6 CONCLUSION ............................................................................. 217

CHAPTER SEVEN ............................................................................. 219

ECO-SYSTEMIC MANAGEMENT STRATEGIES FOR INCLUSIVE
SCHOOLS ......................................................................................... 219

7.1 INTRODUCTION ........................................................................ 219

7.2 PURPOSE OF THE STUDY ........................................................ 219

7.3 ECO-SYSTEMIC MANAGEMENT STRATEGIES FOR
INCLUSIVE SCHOOLS ..................................................................... 221

7.3.1 Management strategies for the implementation of White
Paper 6 on Inclusive Education .................................................... 222

7.3.1.1 Management strategies for the implementation of White
Paper 6 on Inclusive Education for the Department of
Education ..................................................................................... 222

7.3.1.2 Management strategies for implementation of White Paper 6
for Senior Management Teams .................................................... 223
7.3.1.3 Management strategies for the implementation of White Paper 6 on Inclusive Education for educators ....................... 224

7.3.1.4 Management strategies for the implementation of White Paper 6 on Inclusive Education for parents ....................... 225

7.3.2 Ecological management strategies ........................................ 226

7.3.2.1 Ecological management strategies for the Department of Education ................................................................. 226

7.3.2.2 Ecological management strategies for Senior Management Teams .............................................................................. 227

7.3.2.3 Ecological management strategies for educators .................... 228

7.3.2.4 Ecological management strategies for parents ..................... 228

7.3.3 Systemic management strategies ........................................... 229

7.3.3.1 Systemic management strategies for the Department of Education ............................................................................... 229

7.3.3.2 Systemic management strategies for Senior Management Teams .............................................................................. 230

7.3.3.3 Systemic management strategies for educators .................... 230

7.3.3.4 Systemic management strategies for parents ..................... 231

7.3.4 Methodological management strategies ................................. 232

7.3.4.1 Methodological management strategies for the Department of Education ................................................................. 232

7.3.4.2 Methodological management strategies for Senior Management Teams .............................................................................. 233

7.3.4.3 Methodological management strategies for educators .......... 234
7.3.4.4 Methodological management strategies for parents .......... 235

7.3.5 Management Strategies for curriculum transformation .......... 235

7.3.5.1 Management strategies for curriculum transformation for the Department of Education ................................................................. 236

7.3.5.2 Management strategies for curriculum transformation for Senior Management Teams ................................................................. 237

7.3.5.3 Management Strategies for curriculum transformation for educators ...................................................................................... 238

7.3.5.4 Management Strategies for curriculum transformation for parents ...................................................................................... 238

7.3.6 Socio-economic management strategies ............................. 239

7.3.6.1 Socio-economic management strategies for the Department of Education ...................................................................................... 239

7.3.6.2 Socio-economic management strategies for Senior Management Teams ...................................................................................... 240

7.3.6.3 Socio-economic management strategies for educators ........ 241

7.3.6.4 Socio-economic management strategies for parents .......... 241

7.3.7 Management strategies for learners with physical challenges ...................................................................................... 242

7.3.7.1 Management strategies for accommodating learners with physical challenges for the Department of Education .......... 242

7.3.7.2 Management strategies for accommodating learners with physical challenges for Senior Management Teams ......................... 243

7.3.7.3 Management strategies for accommodating learners with physical challenges for educators ...................................................... 244
7.3.7.4 Management strategies to accommodate learners with physical challenges for parents .................................................. 244

7.4 LIMITATIONS OF THE STUDY ..................................................... 245

7.5 CONCLUSION ............................................................................... 245

CHAPTER EIGHT .............................................................................. 248

SUMMARIES, RECOMMENDATIONS AND CONCLUSIONS .......... 248

8.1 INTRODUCTION ............................................................................ 248

8.2 FINDINGS FROM THE LITERATURE REVIEW AND EMPIRICAL RESEARCH .............................................................. 248

8.2.1 Findings from the literature review ........................................... 248

8.2.2 Findings from the empirical research ........................................ 250

8.2.2.1 Theme 1: Management of the implementation of White Paper 6 on inclusive education challenges (cf. 5.1.1.1) ......... 251

8.2.2.2 Theme 2: Ecological management challenges (cf. 5.1.1.2) ...... 251

8.2.2.3 Theme 3: Systemic management challenges (cf. 5.1.1.3) ...... 251

8.2.2.4 Theme 4: Methodological management challenges (cf. 5.1.1.3) ...................................................................................... 251

8.2.2.5 Theme 5: Management challenges for curriculum transformation (cf. 5.1.1.5) ......................................................... 252

8.2.2.6 Theme 6: Socio-economic management strategies (cf. 5.1.1.6) ...................................................................................... 252

8.2.2.7 Theme 7: Management strategies for learners with physical challenges (cf. 5.1.1.7) ............................................................... 252

8.2.3 General findings ........................................................................ 252
LIST OF TABLES

Table: 5.1: Themes, categories and sub-categories ............................ 163

Table 7.1: Eco-systemic management strategies for inclusive schools
........................................................................................................ 221
LIST OF FIGURES

Figure 2.1: Multiple Intelligences (Gardener, 1999). ............................... 65

Figure 2.2: Illustration of the Zone of Proximal Development adopted from Levy Vygotsky (1962) ................................................................. 84

Figure 3.1: The function of a strategy..................................................... 124

Figure 3.2: The interactive nature of alignment and capacity................. 128

Figure 3.3: The strategic learning cycle............................................... 135

Figure 6.1: Bronfenbrenner’s (1979) eco-systems theory (according to the researcher’s interpretation of ecosystems). ....................... 199

Figure 6.2: Activities in a typical African village (The researcher’s interpretation of ecosystems through a typical African village) ......................................................... 207

Figure 6.3: The systems that may affect the growth of the learner according to the researcher’s own interpretation. The learner is represented in a form of a tree ........................................... 208

Figure 8.1: Suggested line of operation for leaders and managers of inclusive schools............................................................................. 258