

# CHAPTER SEVEN

## ECO-SYSTEMIC MANAGEMENT STRATEGIES FOR INCLUSIVE SCHOOLS

*An inclusive society is one in which difference is respected and valued, and where discrimination and prejudice is actively combated in policies and practices.*

(Lipsk & Gartner, 1998: 78; Lieberman & Houston-Wilson, 1999: 129)

### 7.1 INTRODUCTION

In this chapter, an overview of the study is given with regard to the background, problem statement, the aim and the whole execution of the study. The focus is on the research methodology and design, the data analysis, the interpretation and the findings of the research.

Eco-systems are important in understanding human development and these systems have an impact on the learner and likewise the learner has an effect on the systems in the social ecology. An understanding of these systems provides clear insights into the fact that learners are not isolated from their environments, whatever happens in the environment affects them positively or negatively (*cf.* 2.10).

### 7.2 PURPOSE OF THE STUDY

The main purpose of the study was to identify and examine the experiences of educators, School Management Teams (SMT) and parents regarding eco-systemic management strategies in inclusive schools. Through the literature study and the empirical research the researcher was able to answer the research questions, namely:

- What challenges do South African educators, Senior Management Teams and parents face in managing the implementation of the White Paper 6 on Inclusive Education?

- What eco-systemic strategies can be employed to help educators, Senior Management Teams and parents to develop the necessary capacity to effectively implement and manage the Inclusive Education policy?

The above questions have been used to formulate the aims of this research:

- Investigate the nature of challenges that South African educators, Senior Management Teams and parents face in managing the implementation of the White Paper 6 on the Inclusive Education.
- Make suggestions regarding eco-systemic management strategies that could be employed to help educators, Senior Management Teams and parents to develop the necessary capacity to effectively implement and manage the Inclusive Education policy as propounded in White Paper 6 on Inclusive Education.

Through the analysis of the research data, the following themes emerged:

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

In order to address these challenges, suggested strategies for empowering educators, Senior Management Teams, parents and the Department of Education to deal with these challenges will now be presented.

### 7.3 ECO-SYSTEMIC MANAGEMENT STRATEGIES FOR INCLUSIVE SCHOOLS

**Table 7.1: Eco-systemic management strategies for inclusive schools**

<b>NUMBERS</b>	<b>ECOSYSTEMIC MANAGEMENT STRATEGIES FOR INCLUSIVE SCHOOLS</b>
<b>7.3.1</b>	<b>Management strategies for the implementation of the White Paper 6 on Inclusive Education</b>
7.3.1.1	Management strategies for the implementation of White Paper 6 on Inclusive Education for the Department of Education
7.3.1.2	Management strategies for the implementation of White Paper 6 on Inclusive Education for Senior Management Teams
7.3.1.3	Management strategies for the implementation of White Paper 6 on Inclusive Education for educators
7.3.1.4	Management strategies for the implementation of White Paper 6 on Inclusive Education for parents
<b>7.3.2</b>	<b>Ecological management strategies</b>
7.3.2.1	Ecological management strategies for the Department of Education
7.3.2.2	Ecological management strategies for Senior Management Teams
7.3.2.3	Ecological management strategies for educators
7.3.2.4	Ecological management strategies for parents
<b>7.3.3</b>	<b>Systemic management strategies</b>
7.3.3.1	Systemic management strategies for the Department of Education
7.3.3.2	Systemic management strategies for Senior Management Teams
7.3.3.3	Systemic management strategies for educators
7.3.3.4	Systemic management strategies for parents
<b>7.3.4</b>	<b>Methodological management strategies</b>
7.3.4.1	Methodological management strategies for the Department of Education
7.3.4.2	Methodological management strategies for Senior Management Teams
7.3.4.3	Methodological management strategies for educators
7.3.4.4	Methodological management strategies for parents
<b>7.3.5</b>	<b>Management strategies for curriculum transformation</b>
7.3.5.1	Management strategies for curriculum transformation for the Department of Education
7.3.5.2	Management strategies for curriculum transformation for Senior Management Teams

7.3.5.3	Management strategies for curriculum transformation for educators
7.3.5.4	Management strategies for curriculum transformation for parents
<b>7.3.6</b>	<b>Socio-economic management strategies</b>
7.3.6.1	Socio-economic management strategies for the Department of Education
7.3.6.2	Socio-economic management strategies for Senior Management Teams
7.3.6.3	Socio-economic management strategies for educators
7.3.6.4	Socio-economic management strategies for parents
<b>7.3.7</b>	<b>Management strategies for learners with physical challenges</b>
7.3.7.1	Management strategies for learners with physical challenges for the Department of Education
7.3.7.2	Management strategies for learners with physical challenges for Senior Management Teams
7.3.7.3	Management strategies for learners with physical challenges for educators
7.3.7.4	Management strategies for learners with physical challenges for parents

The tabulated eco-systemic management strategies for inclusive schools will be discussed in the following sections.

### **7.3.1 Management strategies for the implementation of White Paper 6 on Inclusive Education**

The following section will deal with the suggested management strategies for the implementation of White Paper 6 on Inclusive Education.

#### **7.3.1.1 Management strategies for the implementation of White Paper 6 on Inclusive Education for the Department of Education**

For White paper 6 on Inclusive Education to be managed and implemented effectively, the Department of Education needs to consider the following suggested strategies:

- The Department of Education must find a way to determine the specific needs for implementing Inclusive Education of all schools.

- The Department of Education must conduct a survey to determine the availability of the necessary resources to assist learners with learning problems in all schools, District offices and in the community.
- The Department of Education must set direction on how different schools can implement Inclusive Education because of the differences in the needs of the various schools.
- The Department of Education must initiate a 'back to school mobilization campaign' for all learners in the community, including those who dropped out or were pushed out.
- The Department of Education must develop strategies to empower educators through workshops, seminars and other forms of training to be able to deal with the diverse needs of learners (*cf.* 3.3.2).

The following paragraph deals with the suggested management strategies for the management and implementation of White Paper 6 on Inclusive Education for Senior Management Teams.

#### **7.3.1.2 Management strategies for implementation of White Paper 6 for Senior Management Teams**

For Inclusive Education to be implemented effectively, Senior Management Teams must consider the strategies suggested below:

- Senior Management Teams need to formulate a task team for assisting with the identification of learners with diverse learning needs. This task team should consist of parents, educators, administrators and professional support staff, such as a psychologist, special education educators and social workers.
- Senior Management Teams together with the task team need to develop and implement a comprehensive school plan for managing Inclusive Education.
- Senior Management Teams need to facilitate communication within and outside the school to harness resources effectively, for example contacting the local

municipality for recreational facilities available in the community that the school could utilize.

- Senior Management Teams need to give all those involved a sense of programme ownership and purpose. This could be through participation in the formulation of the programme, if they take part in formulating it, they will take ownership of it.
- Senior Management Teams need to make sure that consensus is reached before decisions are made. Matters that will involve specialist educators within the school must be discussed with them before decisions are made.
- Senior Management Teams must focus on the school climate, academic programmes and staff development.
- Senior Management Teams must assess and modify the school programme where it is necessary to accommodate learners with diverse learning needs.
- Senior Management Teams must coordinate effectively and must create highly positive interactions among all the stakeholders in the schools (*cf.* 2.14.1.1).

The following section will deal with the suggested management strategies for the implementation of White Paper 6 on Inclusive Education for educators.

### **7.3.1.3 Management strategies for the implementation of White Paper 6 on Inclusive Education for educators**

For Inclusive Education to be implemented effectively, educators must consider the following suggested strategies:

- Educators need to develop a close relationship with learners as this will enable them to identify learners' emotional and intellectual needs and their individual learning styles.
- Educators need to promote awareness and acceptance of diversity; they must also encourage learners to recognise similarities as well as differences.

- Educators need to know that each learner has unique values, talents and abilities that can add value to the classroom as well as the school.
- Educators need to make learning interesting and relevant for the learners.
- Educators must develop appropriate, meaningful learning activities and must use thematic or integrated instruction; co-operative learning, inquiry and authentic learning (*cf.* 2.2.1).

The following section will deal the suggested management strategies for the implementation of White Paper 6 on Inclusive Education for parents.

#### **7.3.1.4 Management strategies for the implementation of White Paper 6 on Inclusive Education for parents**

For Inclusive Education to be implemented effectively, parents must consider the following suggested strategies:

- Parents must volunteer to participate in programmes designed to assist educators and administrators, for example standing in for supervision when educators are on sick leave (*cf.* 2.14.1.3).
- Parents must be involved in the daily activities of the school and they must be involved in parent's organizations.
- Parents elected on the school task team must discuss community perspectives regarding the planning and management of activities.
- Parents must develop strong positive attachments with the school and vice-versa.
- Parents must become involved in the areas of their greatest expertise and interest in the school.
- Parents must, together with the educators, support the holistic development of learners in the school to improve teaching and learning in the classroom (*cf.* 2.14).

- Parents must participate in family support programmes and courses for parents, for example family literacy, health and nutrition (*cf.* 2.14.1).
- Parents must be informed regarding the skills required for learners in all subjects/learning areas at each grade. This information must be supplied to the parents so that they can make sure that their learners have the necessary skills required for the grade.
- Parents must be given information on homework policies and how to monitor and discuss school work at home.
- Parents must participate in setting learners' goals each year and in planning for tertiary education or work (*cf.* 2.14).

The following paragraphs will deal with the suggested ecological management strategies for inclusive schools.

### **7.3.2 Ecological management strategies**

The ecological theory postulates interdependence and relationships between different organisms (including human beings) and their physical environment. These relationships are seen holistically. The theory further maintains that every part together with all the parts ensure the survival of the whole (*cf.* 2.10.1). Therefore, the ecological management strategy may be defined as a way of managing the environmental issues of the school so that all the systems can work together.

The following section deals with the suggested ecological management strategies:

#### **7.3.2.1 Ecological management strategies for the Department of Education**

For Inclusive Education to be implemented effectively by the Department of Education, the following ecological management strategies are suggested:

- The Department of Education must have an ecological and a political awareness that extends to the local community, the nation and the globe to foster opportunities for partnerships.

- The Department of Education must develop extended partnerships, with for example with Non-Governmental organizations (*cf.* 3.5).
- The Department of Education must organize regular schedules for notices, memos, phone calls, newsletters and other forms of communication to schools on Inclusive Education matters (*cf.* 2.15.5).

### **7.3.2.2 Ecological management strategies for Senior Management Teams**

For Inclusive Education to be implemented effectively by the Senior Management Team the following ecological management strategies are suggested:

- Senior Management Teams must be constantly self-reflecting and should understand their practice within larger contexts (*cf.* 3.5) so that they are able to accept their limitations and foster partnerships with relevant institutions, such as, Social welfare, hospitals, and so on.
- Senior Management Teams must design effective forms of school-to-home and home-to-school communication about school programmes and learners' progress.
- Senior Management Teams must organize for discussions with every parent at least once a year to build 'bridges' between the parents and the school.
- Senior Management Teams must organize language translators from among the parents and educators who are fluent in both the medium of instruction of the school and the ethnic language used in the community in order to translate during parent-educator discussions, workshops, seminars and conferences.
- Senior Management Teams must organize regular schedules for notices, memos, phone calls, newsletters and other forms of communications to parents (*cf.* 2.15.3).

The following section will deal with the suggested ecological management strategies for educators in inclusive schools.

### **7.3.2.3 Ecological management strategies for educators**

For Inclusive Education to be implemented effectively by educators the following ecological management strategies are suggested:

- Educators must be involved in effective forms of school-to-home and home-to-school communication about school programmes and learners' progress.
- Educators must arrange discussions with every parent at least once a year to build bridges between parents and the school.
- Educators can volunteer to translate in discussions with parents who may not know the medium of instruction of the school.
- Educators must follow-up on feedback from parents regarding notices, memos and letters and that were sent to parents (*cf.* 2.15.3).

The following sections will deal with the suggested ecological management strategies for parents in inclusive schools.

### **7.3.2.4 Ecological management strategies for parents**

For Inclusive Education to be implemented effectively by parents the following ecological management strategies are suggested:

- Parents must identify and integrate resources and services from the community that are necessary for strengthening school programmes, family practices and learners learning and development.
- Parents must help with linking the community health, cultural, recreational and social services to the school.
- Parents must provide information regarding community activities that link to learning skills and talents, including summer programmes for the learners necessary for the learners' holistic development (*cf.* 2.14.1).

The following section will deal with the suggested systemic management strategies for inclusive schools.

### **7.3.3 Systemic management strategies**

The systems theory postulates that different levels and groupings of the social context are systems where the functioning of the whole is dependent on the interaction between the different parts. Therefore, systemic management strategies are strategies that may be used to develop families, classrooms, schools, communities and relationships within them, as well as between them and their social context (*cf.* 2.10.2).

The following section will deal with the suggested systemic management strategies for the Department of Education.

#### **7.3.3.1 Systemic management strategies for the Department of Education**

For Inclusive Education to be implemented effectively by the Department of Education the following systemic management strategies are suggested:

- The Department of Education must eliminate any form of stereotyping and must embrace the education of disadvantaged groups of people and of persons with disabilities.
- The Department of Education must give priority to learners that are excluded from education, for example: girls, street children, at-risk learners, learners that struggle with academic work because of poverty, and so on.
- The Department of Education must assist to remove obstacles that might be in the way of learners' active participation in academic work, for example, if school fees are an obstacle, then there must be free education for such learners.
- The Department of Education must give special attention to diverse needs and steps must be taken to provide equal access to education for all learners, including the disabled (*cf.* 2.2.1.2).

The following section will deal with the suggested systemic management strategies for Senior Management Teams in inclusive schools.

### **7.3.3.2 Systemic management strategies for Senior Management Teams**

For Inclusive Education to be implemented effectively by Senior Management Teams, the following systemic management strategies are suggested:

- Senior Management Teams should provide every learner, youth and adult with educational opportunities that are designed to meet the basic needs of the community.
- Senior Management Teams must ensure full participation in the development needed to improve quality of lives through the provision of opportunities for continued learning.
- Senior Management Teams must satisfy the basic needs of empowering individuals in the community and give them the knowledge worth exchanging with people in their community.
- Senior Management Teams must acquire knowledge that will bring upon them the responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage to promote education for all.
- Senior Management Teams must provide the basis for their schools to be tolerant towards social, political and religious systems that differ from their own to ensure that commonly accepted humanistic values and human rights are upheld and enhanced in the school (*cf.* 2.2.1).

The following section will deal the suggested systemic management strategies for educators in inclusive schools.

### **7.3.3.3 Systemic management strategies for educators**

For Inclusive Education to be implemented effectively by educators, the following systemic management strategies are suggested:

- Educators must engage learners in 'perspective transformation' as a process of becoming critically aware of how and why our assumptions have come to be limited in the way we perceive, understand and feel about the world.

- Educators' structures of habitual expectation must change to make possible a more inclusive, non-discriminating and integrating perspective.
- Educators need to change their mind sets from producing social classes to that of seeking social justice and to change inequitable, undemocratic or oppressive institutions and social relations.
- Educators must encourage problem-posing in teaching and learning, because education is based on creativity and stimulating true reflections on real life situations (cf. 1.1).

The following section will deal with the suggested systemic management strategies for parents in inclusive schools.

#### **7.3.3.4 Systemic management strategies for parents**

For Inclusive Education to be implemented effectively by parents, the following systemic management strategies are suggested:

- Parents must be part of a school's decision making process in order to develop as parent leaders and representatives. Parents must decide on who they want to represent them.
- Parents must establish an active parent educator association/organization, parent organizations, advisory councils and committees for parent leadership and participation.
- Parents must have independent advocacy groups to lobby and work for school reform and improvements.
- Parents must form family networks to link all parents to school leaders so that their voices can be heard through their leaders. Parents will then not feel left out of the school community but everybody will feel that they are partners with the school and that what happens in the schools concerns them (cf. 2.14.1.3).

The following sections will deal with the suggested methodological management strategies for inclusive schools.

### **7.3.4 Methodological management strategies**

According to the constructivist view, educators should provide learners with activities and work that will engage them in practical work and experiences that can enable them to manipulate the real world while they construct meaning of the world around them. The principles of constructivism influence classroom organization, the curriculum and methodology (*cf.* 2.8.2). Therefore, methodological management strategies are strategies of teaching that enable the educator to engage learners in practical work and experiences that can help them to make meaning of the real world.

The following section will deal with the suggested methodological management strategies for the Department of Education in Inclusive Education.

#### **7.3.4.1 Methodological management strategies for the Department of Education**

For Inclusive Education to be implemented effectively by the Department of Education the following methodological management strategies are suggested:

- The Department of Education's priority must be to provide training for managers of inclusive schools.
- The Department of Education must train educators and Senior Management Teams, focusing on skills needed for effective leadership and management of Inclusive Education.
- The Department of Education must equip educators with skills for supporting diverse learning needs and learner motivation.
- The Department of Education must train the educators and Senior Management Teams in appropriate assessment for diverse learning needs.
- The Department of Education must train educators to develop their thinking and practice regarding ways in which school systems and individual educators can better meet the needs of all learners experiencing challenges to learning, including learners with disabilities.

- The Department of Education must provide the same support rendered to special education, to regular schools.
- The Department of Education must be aware of the diversity, complexity and changing nature of basic learning so that they can constantly redefine the scope of basic education.
- The Department of Education must focus on educator education that promotes Inclusive Education and facilitates collaboration between regular and special education educators. This concerns both the general pre-service educator education and specialist in-service education.

The following section will deal with the suggested systemic management strategies for Senior Management Teams in Inclusive Education.

#### **7.3.4.2 Methodological management strategies for Senior Management Teams**

For Inclusive Education to be implemented effectively by the Senior Management Teams, the following methodological management strategies are suggested:

- The Senior Management Teams' priority is to under-go appropriate training for effective leadership and management of Inclusive Education.
- Senior Management Teams must be equipped with skills such as teaching skills for supporting diverse learning needs and learner motivation in order that they can render support to the educators in the school.
- Senior Management Teams must be trained in appropriate assessment methods for diverse learning needs.
- Senior management Teams must be trained to develop their thinking and practice regarding ways in which school systems and individual educators can better meet the needs of all learners experiencing challenges to learning, including learners with disabilities.

- Senior Management Teams must learn from 'special education' how to accommodate learners experiencing diverse learning needs.

The following section will deal with the suggested methodological management strategies for educators in inclusive schools.

#### **7.3.4.3 Methodological management strategies for educators**

For Inclusive Education to be implemented effectively by educators, the following methodological management strategies are suggested:

- Educators must develop a close relationship with the learners so that they can identify their emotional needs, intellectual needs and their individual learning styles.
- Educators' teaching methods must be adapted to suit the needs of the learners in the classroom.
- Educators must develop, transmit and enrich common cultural and moral values for the learners to find their identity and self-worth.
- Educators must have high expectations for all their learners.
- Educators must make learners responsible for their own learning. The circumstances and the conditions in which they live should not be reasons for under performance at school (*cf.* 2.6).
- Educators must develop mechanisms for accommodating and assimilating learners with diverse learning needs.
- Educators must work in collaboration with the Senior Management Team, fellow educators, parents or capable learners to help to refine the thinking of learners with diverse learning needs so that they can better their performance.
- Educators must provide learners with activities and work that will engage them in practical work and experiences that will enable them to manipulate the real world while they construct meaning of the world around them (*cf.* 2.8.2).

- Educators must use methods that focus on teaching diverse kinds of learners (*cf.* 2.6.2).

The following section will deal with the suggested methodological management strategies for parents in inclusive schools.

#### **7.3.4.4 Methodological management strategies for parents**

For Inclusive Education to be implemented effectively by parents, the following methodological management strategies are suggested:

- Parents must develop a close relationship with their children so that they can get to know them better and be in a better position to explain to the educators when they experience psychological challenges, for example the parents must be in a position to give reasons for aggressive behaviour of a learner.
- Parents must play an active role in the education of their children.
- Parents must transmit and enrich common cultural and moral values for their children in order for them to find their identity and self-worth.
- Parents must have high expectations for all their children.
- Parents must make the children responsible for their own learning.
- Parents must make the school aware of mechanisms that they use at home for accommodating and assimilating their children who are experiencing diverse learning needs (*cf.* 2.14.2).

The following section will deal with the suggested management strategies for curriculum transformation in Inclusive Education.

#### **7.3.5 Management Strategies for curriculum transformation**

The Constitution of the Republic of South Africa provides the basis for curriculum transformation and development in South Africa. The aims of the constitution are to heal the divisions of the past and to establish a society based on democratic values, social justice and the fundamental human rights. It further aims to improve the

quality of life of all citizens and to free the potential of each person. The constitution lays the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law. It strives to build a united and democratic country (*cf.* 2.12). Therefore, management strategies for transformation of the curriculum in Inclusive Education, must aim at quality of life of all learners by emphasising democratic values, social justice and the human rights of all citizens.

The following section will deal with the suggested management strategies for curriculum transformation for the Department of Education.

#### **7.3.5.1 Management strategies for curriculum transformation for the Department of Education**

The following are suggested management strategies for curriculum transformation for the Department of Education:

- The Department of Education's priority must be to create inclusive schools that can cater for a wide range of learners' needs.
- The Department of Education must facilitate collaboration between regular and special education educators.
- The Department of Education must provide 'special education' support to regular schools.
- The Department of Education must train Senior Management Teams and educators in curriculum transformation and adaptation and teaching methods needed for the diverse learning needs of all the learners in the schools.
- The Department of Education must assist in promoting the role of Inclusive Education in educator education programmes (*cf.* 2.5.3).
- The Department of Education must design a curriculum that will inspire learners to live by the values of a society based on respect for democracy, equality, human dignity, respect for life and social justice.

- The Department of Education must design a curriculum that seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with respect for the environment and an ability to participate in society as a critical and active citizen (*cf.* 1.1).

The next section will deal with the suggested management strategies for curriculum transformation for Senior Management Teams in inclusive schools.

### **7.3.5.2 Management strategies for curriculum transformation for Senior Management Teams**

The following management strategies are suggested for Senior Management Teams:

- Senior Management Teams must assist in curriculum transformation according to White Paper 6 on Inclusive Education.
- Senior Management Teams must adhere to the suggested practices and functions across roles as portrayed in the Inclusive Education policy.
- Senior Management Teams must create opportunities for collaborative work among staff members.
- Senior Management Teams must create roles in schools for parents and members of the community as partners and co-producers of students learning (*cf.* 3.5).
- Senior Management Teams must help educators to develop shared understandings about the school curriculum and its activities as well as the goals that underpin a sense of purpose or vision.
- Senior Management Teams must motivate educators by making sure that the goals set for transformation of the curriculum are compelling and challenging but achievable.
- Senior Management Teams must monitor organizational performance and promote effective communication to enhance the vision and to facilitate curriculum transformation (*cf.* 3.5).

- Senior Management Teams must refine both routine and non-routine administrative processes involved in curriculum transformation (*cf.* 3.7).

The following section will deal with the suggested management strategies for curriculum transformation for educators.

#### **7.3.5.3 Management Strategies for curriculum transformation for educators**

The following management strategies are suggested for curriculum transformation for educators:

- Educators must have a clear and compelling understanding of the school's vision regarding curriculum transformation.
- Educators must have the ability to engage in curriculum practices required to improve the quality of teaching and learning.
- Educators must develop their thinking and practice regarding ways in which the curriculum can better meet the needs of all learners having challenges in learning, including learners with disabilities.
- Educators must ensure that the curriculum is of a high standard but adapted to the learners' diverse needs (*cf.* 2.6).

The following section will deal with the suggested management strategies for curriculum transformation for parents in inclusive schools.

#### **7.3.5.4 Management Strategies for curriculum transformation for parents**

The following management strategies are suggested for curriculum transformation for parents:

- Parents must be part of modifying school structures in order to create collaboration processes to ensure broad participation in decision-making on curriculum issues.

- Parents must help with the work on curriculum transformation so that it matches the changing nature of the schools curriculum transformation agenda and the learners' diverse needs.
- Parents must be part of the ongoing refinement of both routine and non-routine administrative processes involved in curriculum transformation (*cf.* 2.14.1.3).

The following section will deal with the suggested socio-economic management strategies in inclusive schools.

### **7.3.6 Socio-economic management strategies**

The basic structure of society represents the way in which the major social institutions distribute fundamental rights and duties and determine the advantages of social and economic cooperation. These include institutions through which basic and scarce goods are distributed and which affect the life prospects of community members in fundamental ways. Taking justice as fairness into consideration will hold that social and economic institutions such as schools belong to the basic structure of society (*cf.* 2.13). Therefore, socio-economic management strategies in this context involve the plan for justice in the school in terms of observing fundamental human rights for all learners.

The following sections will deal with the suggested socio-economic management strategies for the Department of Education.

#### **7.3.6.1 Socio-economic management strategies for the Department of Education**

The following are socio-economic management strategies are suggested for the Department of Education:

- The Department of Education must organize all internal systems and must ensure that these systems work towards justice and equality.
- The Department of Education must establish equal opportunities for all learners and schools.

- The Department of Education must enable schools to have an orderly and reliable production and reproduction of society as a system of social co-operation from one generation to the next.
- The Department of Education must require, from the school respect of its members so that they can exercise their basic rights, liberties and opportunities they are to enjoy as citizens.
- The Department of Education must ensure that enough social and economic resources are available to all schools. (*cf.* 2.13).

The following section will deal with the suggested socio-economic management strategies for Senior Management Teams in inclusive schools.

#### **7.3.6.2 Socio-economic management strategies for Senior Management Teams**

The following socio-economic management strategies are suggested for Senior Management Teams:

- Senior Management Teams must organize the school's systems in a hierarchical manner and in view of its role within the basic structure of society.
- Senior Management Teams must fulfil vital educational roles with regard to the nature of society's political conception of itself for it might be the only place where learners learn about rights, liberties and responsibilities as members and future citizens of the society.
- Senior Management Teams must help in establishing the moral development of learners.
- Senior Management Teams must ensure that there are no disparity in learner treatment in schools as this might create obstacles to equality of opportunity.
- Senior Management Teams must ensure that the structure of the school allows that early socialisation takes place.

- Senior Management Teams must ensure that learners develop civic virtues such as reasonableness, a sense of fairness and civility, readiness to compromise, tolerance and mutual respect (*cf.* 2.13).

The following section will deal with the suggested socio-economic management strategies for educators.

### **7.3.6.3 Socio-economic management strategies for educators**

The following are socio-economic management strategies are suggested for educators:

- Educators must help learners to better their lives and must strengthen democracy so that a more just society can be created.
- Educators must ensure that learners embrace the concept of being 'good' to others.
- Educators must teach learners through classroom activities to develop civic virtues such as reasonableness, a sense of fairness and civility, readiness to compromise, tolerance and mutual respect.
- Educators must allow early socialisation to take place in the classroom.
- Educators must ensure that there is no disparity in learner treatment within the classroom as this might create obstacles to equality of opportunity.
- Educators must teach morals to ensure the holistic development of the learners.
- Educators must fulfil vital educational roles by teaching learners about their rights, liberties and responsibilities as members and future citizens of the society (*cf.* 2.13).

The following section will deal with the suggested socio-economic management strategies for parents.

### **7.3.6.4 Socio-economic management strategies for parents**

The following socio-economic management strategies are suggested for parents:

- Parents must focus on supporting the social and economic programmes as well as the academic programmes of the school in order to assist with the social development of learners and to motivate them to live a well balanced social and academic life.
- Parents must inform friends and family about the successes of their learners.
- Parents must maintain a warm and supportive home, showing interest in their learners' progress at school.
- Parents who are fluent in the language used as a medium of communication must render translation services for parents who do not know the language in order to allow for more participation in parent-teacher meetings.

The following section will deal with the suggested management strategies of learners with physical challenges.

### **7.3.7 Management strategies for learners with physical challenges**

Inclusion provides a diverse stimulating environment that allows learners to grow and learn, it affirms individuality, provides an opportunity to be educated with the same-age group peers and allows for peer models. Inclusion provides an opportunity to experience the diversity of society on a small scale in a classroom (*cf.* 2.1). Therefore, management strategies for learners with physical challenges are strategies that accommodate such learners, accord them with eco-systemic support and opportunities to learn despite their physical challenges.

The following section will deal with the suggested management strategies for the Department of Education in inclusive schools.

#### **7.3.7.1 Management strategies for accommodating learners with physical challenges for the Department of Education**

The management strategies for accommodating learners with physical challenges to be considered by the Department of Education are as follows:

- The Department of Education must engage special services and must empower educators with the necessary skills for accommodating learners with physical disabilities at their respective schools.
- The Department of Education must cultivate a sense of belonging, self-respect, and appreciation for the diversity of the human family by raising awareness of being different and special through seminars, workshops and motivational speeches from people with physical disabilities.
- The Department of Education's programs must have a specific focus learning skills and activities for learners with disabilities.
- The Department of Education must promote the civil rights of all individuals in the school and in the community at large so that learners with disabilities can feel accepted and can be aware of the fact that they have the right to be in inclusive schools (*cf.* 1.1).

The following section will deal with the suggested management strategies for Senior Management Teams regarding learners with physical challenges in inclusive schools.

### **7.3.7.2 Management strategies for accommodating learners with physical challenges for Senior Management Teams**

The suggestions below are management strategies for Senior Management Teams:

- Senior Management Teams must promote the social value of equality through activities that are suitable for all learners including learners with disabilities and must develop alternative activities for those who cannot cope (*cf.*1.1), for example basket ball and wheelchair basket ball.
- Senior Management Teams must create an awareness of the importance of individualized instruction and must recognize that all learners have strengths through the provision of skills development programmes. Individualized teaching is important for learners with diverse learning needs.

The following section deals with the suggested management strategies for learners with physical challenges for educators in inclusive schools.

### **7.3.7.3 Management strategies for accommodating learners with physical challenges for educators**

The following are management strategies for educators:

- Educators must build supportive and interdependent environments in the classroom (*cf.* 1.1).
- Educators must recognize that all learners have strengths.
- Educators must teach teamwork skills in order that all learners can work together.
- Educators must develop an appreciation of the unique characteristics and abilities that every learner brings to the classroom.
- Educators must teach learners respect for and sensitivity towards others with diverse characteristics.
- Educators must be empowered so that they can accommodate the needs of learners with physical challenges.
- Educators must increase ways of creatively addressing the needs of learners with physical challenges (*cf.* 1.1).

The following section will deal with the suggested management strategies to accommodate learners with physical challenges for parents in Inclusive Education.

### **7.3.7.4 Management strategies to accommodate learners with physical challenges for parents**

The suggestions below are management strategies for parents:

- Parents must work together with educators and Senior Management Teams to support the holistic development of learners in the school and to improve teaching and learning in the classroom.

- Parents must bring an understanding of their children's needs and experiences to enrich the educators understanding of the child's disabilities in order to plan social and academic programmes appropriately (*cf.* 2.14.1.3).
- Parents must be involved in addressing the developmental and behavioural needs of learners and must share knowledge and skills regarding learners with physical challenges with decrease the difficulties in interactions between school staff and parents, school staff and learners and among school staff themselves (*cf.* 2.14.1.2).

The successful implementation of the suggested eco-systemic strategies will require that stakeholders of the school must form partnerships with the community in order that resources within the community can be accessed by the school as a business partner and not as an isolated organization within the community.

Despite the in-depth research regarding eco-systemic management strategies that can be employed to help educators, SMTs and parents to develop the necessary capacity to effectively implement and manage the Inclusive Education policy, there are limitations to the study. These will be highlighted in the following paragraph.

#### **7.4 LIMITATIONS OF THE STUDY**

The research sample of this study composed educators, School Management Teams and parents in the Vaal Triangle area. A comprehensive study, which involves participants from rural and urban areas in all provinces of South Africa, is recommended for further study. Such a study will enable the researcher to make more valid, reliable and accurate comments and suggestions about the challenges that educators, SMTs and parents face in managing and implementing the Inclusive Education policy.

#### **7.5 CONCLUSION**

In this chapter, an overview of the study is given with regard to the background, problem statement, the aim and the whole execution of the study. The focus is on the findings of the research and the proposed strategies for empowering the

Department of Education, Senior Management Teams, educators and parents to implement the Inclusive Education policy effectively.

Through the analysis of the research data, the following themes emerged:

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

The above themes led the researcher to the following proposed management strategies for empowering the Department of Education, Senior Management Teams, educators and parents:

- Management strategies for the implementation of White Paper 6 on Inclusive Education (*cf.* 7.3.1).
- Ecological management strategies (*cf.* 7.3.2).
- Systemic management strategies (*cf.* 7.3.3).
- Methodological management strategies (*cf.* 7.3.4).
- Management strategies for curriculum transformation (*cf.* 7.3.5).
- Socio-economic management strategies (*cf.* 7.3.6).
- Management strategies for learners with physical challenges (*cf.* 7.3.7).

Chapter Eight presents the researcher's conclusions and recommendations as derived from this study.