A RETROSPECTIVE STUDY ON TRANSFORMING A MAINSTREAM SCHOOL INTO A FULL-SERVICE SCHOOL

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I dedicate this full dissertation with love to

"Nomawethu" Full-Service School

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ABSTRACT

In South Africa the inclusive trend grew stronger since the White paper 6's release. The need for a more integrated school was called upon by the Department of Education. The Department of Education selected 30 schools which represents a district to start the transformation process. Through guidelines written by the Department of Education it seemed that when mainstream schools are transformed to the phenomena of Full-service schools by the Department of Education or through themselves, many changes take place. However, there seemed to be a gap in literature regarding the changes taking place, this gap guided this research dissertation.

This retrospective study was undertaken to gain insight into the transformation process and thereby into the change towards inclusive education. As a descriptive study on the transformation of one particular school it could also assist other schools that are on their way to such a transformation. The research approach adopted was qualitative process to gain insight and understanding of the changes made, but especially the role players' attitude and feelings towards this change into a full-service school. Insight into this transformation process could provide insight to inclusive education, with an interpretivist paradigm, and applied to a single-case study (Stake 1995).

Data collection consisted of open-ended interviews, visual diary and field notes. Additional documents were received from the school and the Department of Education and were included in this study.Codes for classifying the interview responses were predetermined (a priori coding) and designated as Microsystem, Macrosystem, Leadership and Management, Culture, Identity, Strategy, Structures/Procedures, Physical changes, Technical support and Human resources, as set out by the framework of Lazarus and Davidoff (1997:17). The interviews were open-ended. Visual data were collected to illustrate contrasts and similarities between conditions before and after the transition. The data obtained about the transition process were discussed using the a priori coding categories and drawing parallels to the existing literature. This research recommends and highlights significant aspects of the transition process leading to a full-service school.

SAMEVATTING

In Suid-Afrika het die tendens van inklusiwiteit sterker geword sedert die vrystelling van Witskrif 6. Die Departement van Onderwys het 'n beroep gedoen dat daar voldoen moet word aan die behoefte aan skole met groter integrasie. Die Departement van Onderwys het 30 skole, wat 'n distrik verteenwoordig, gekies om met die transformasieproses te begin. Riglyne opgestel deur die Departement van Onderwys het getoon dat wanneer hoofstroomskole getransformeer word na voldiensskole, hetsy deur die Departement van Onderwys of deur hulself, daar baie veranderinge plaasvind. Daar is egter 'n gaping in die literatuur met betrekking tot die veranderinge wat plaasvind, en hierdie gaping het gelei tot die navorsingsverhandeling.

Hierdie studie het slegs op die kwalitatiewe navorsingsproses staatgemaak om insig en begrip te verkry oor die veranderinge wat gemaak is, maar veral ook oor die rolspelers se houding en gevoelens teenoor hierdie verandering in 'n voldiensskool. Insig in hierdie transformasieproses kan insig gee in inklusiewe onderwys. Deur die transformasieproses te verstaan, kan skole gehelp word met hul eie transformasie na voldiensskole. Die doel van hierdie studie was om die oorgangsproses van 'n voldiensskool te verstaan en te interpreteer. Vir hierdie doel is 'n kwalitatiewe navorsingsbenadering saam met 'n interpretivistiese paradigma gebruik. Daarvoor het ek 'n enkele gevallestudie gebruik (Stake, 1995).

Data-insameling het bestaan uit oop onderhoude, 'n visuele dagboek en veldnotas. Addisionele dokumente is van die skool en die Departement van Onderwys ontvang en is in hierdie studie ingesluit. Kodes is vooraf bepaal, naamlik mikro- en makrostelsels, leierskap en bestuur, kultuur, identiteit, strategie, strukture/prosedures, fisiese veranderinge, tegniese ondersteuning en menslike hulpbronne, soos uiteengesit in die raamwerk van Lasarus en Davidoff (1997:17). Hierdie proses van kodering word ook priori-kodering genoem, aangesien die onderhoude vooraf bepaal is. Die visuele data is voor en na die oorgang geneem om die kontraste en ooreenkomste duidelik te toon.

Nadat parallelle tussen die relevante literatuur en priori-data geïdentifiseer is, is die data van die oorgangsproses bespreek. Hierdie navorsing beklemtoon belangrike faktore wat in gedagte gehou moet word tydens 'n oorgangsproses na 'n voldiensskool, en maak ook aanbevelings.

KEY TERMS

Full-service Schools

White Paper 6

Transition

Mainstream Schools

Inclusive Education

ABBREVIATIONS AND ACRONYMS

AET	Adult Education and Training
DBST	District-based Support Team
DOE, DoE	Department of Education
ESL	English as a Second Language (Table 1)
EWP6	Education White Paper 6
FET	Further Education and Training
FSS	Full-Service School
IE	Inclusive Education
ILP	Inclusive Learning Program
ILST	Institution-level Support Team
ISP	Individual Support Plan
ISPT	Individual Support Planning Team
NCSET	National Commission on Special Needs in Education and Training
NGO	Non-Government Organisation
NS	Neighbouring School
OSEP	Office of Special Education Programs
RS	Resource School
SBST	School-based Support Team
SGB	School Governing Body
SH	Stakeholder
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team

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Orientation

CHAPTER 1

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1.1   Inclusive education in South Africa

Inclusive education aims to transform the education system in order to provide improved quality education for all learners. Related to the concept of inclusive education are the notions of full participation, respect for differences in cultures respect for different learning styles, variability of teaching methods, as well as open and flexible curricula with corresponding assessment techniques, as found in the guidelines for full-service and other inclusive schools (White Paper No. 6 2001). According to Davis (1995) a broad view of inclusive education should be promoted, which encompasses all children who are excluded on grounds of gender, ability, ethnicity, linguistic, geographic location or poverty-related reasons. Inclusive education should, therefore, be regarded as a continuing process of increasing participation and reducing segregation to mitigate the exclusion of differences (Davis 1995). This view is also reflected in the Department of Basic Education's heightened interest in developing more full-service schools for families and children at risk who could be having diverse problems.

1.2   Full-service school development in South Africa

The policy of inclusive education involves the development and creation of a full-service school. In South Africa a full-service school is defined as a school "that will be equipped and supported to provide for the full range of learning needs among all our learners" (White Paper 6 2001:22). According to Davis (1995:9), a full-service school is a "comprehensive effort to provide a wide array of needed services to children and families [who are] considered to be at risk". To corroborate this statement, the former Department of Education's White Paper 6 (2001:22) notes that "in full-service schools, priorities will include orientation to and training in new roles, focusing on multi-level classroom instruction, co-operative learning, problem solving and the development of learners' strengths and competencies rather than focusing on their shortcomings". The Department of Basic Education now seeks to overcome this barrier, amongst other things, by developing full-service schools. Dryfoos (as quoted in Winter 2003) is of the opinion that the need for more full-service schools is becoming pertinent and states that young people will not flourish if their mental health, social and economical barriers are

not addressed. Pillay and Di Terlizzi (2009) are also of the opinion that South Africa's mainstream schools are not fully equipped, let alone structured, to address the needs of students with barriers to learning. Pillay and Di Terlizzi (2009) note that the Department of Basic Education has selected 30 primary schools that are to become full-service schools and to be made fully accessible to learners who experience barriers to learning at "full-service" schools.

1.3   Rationale

Although the concept of full-service schools is becoming more popular, there are currently not many functioning in South Africa. I believe that the full-service school, although still scarce, addresses the need for inclusive education. Walton (2002) states that there are no clear instructions for schools in South Africa to become inclusive schools. The Department of Basic Education also outlined the plan to develop more schools and Further education training (FET) centres into full-service schools. Inclusive education in South Africa addresses the learners' needs in mainstream schools, 'special schools' and full-service schools. Full-service schools however address the child's needs as a whole, as Dryfoos (1998:18) explains: "A [f]ull-[s]ervice [s]chool addresses all aspects of a learner's disability, disadvantage and diverse outlook on life." There also appears to be a gap in the literature, which does not provide a real-life stance on how a school was transformed into a full-service school. It is then important to understand how a mainstream school develops, or has developed, into a full-service school. By understanding the process, any school can then use this research as a tool to develop into a full-service school. I am also of the opinion that the different role players will provide insight into the challenges they faced whilst transforming into a full-service school.

1.4   Aim of research

This study describes and explores the process of transforming a former "mainstream" school into a full-service school. The study specifically aims to examine the experiences of key role players, as discussed in White Paper 6 (2001).

1.5   Research questions

Against this background, the study is directed by the following primary research question:

How can insight into the transformation process from a mainstream school to a full-service school broaden our knowledge of inclusive education?

In addition the following secondary questions have been formulated:

a) How do teachers experience the transition to a full-service school?
b) How did transition to a full-service school take place?
c) What recommendations would the role players (principal, governing bodies and teachers) give to enhance the transitioning process for other schools?
d) What are the implications of an inclusive education policy for transformation from a mainstream school to a full-service school?

1.6   Research method

The research is qualitatively conducted using a single case study, since I only researched one specific school in the Gauteng area. The selected school was the only school listed as a full-service school and was developed by the Department of Basic Education in the Gauteng area. The school is situated in a rural area with limited available resources. The primary school was developed to become a full-service school and currently addresses the needs of more than 1000 learners. The main data collection was through semi-structured interviews, since I was specifically interested in the role and experiences of key role players during the transformation. The in-depth interviews reflect the experiences of the various people involved, and serve as a build-up towards highlighting major issues in the transformation process. Document analysis revealed how a full-service school adapted the inclusive education document to apply to a full-service school. Secondary data such as the literature review and a visual diary with field notes (see Addendum H) were compiled and analysed to produce certain observations whilst visiting the full-service school. An interpretivist view, and a conceptual framework adapted and revised by Lazarus and Davidoff (an extended explanation and a diagram

are presented in Chapter 2), were applied to analyse the data and understand the transformation process. The data collection was designed to gather rich experiences from key role players and clearly shows the transformation to a full-service school. After receiving ethical clearance from the University's Ethics Committee, a further three main ethical considerations were introduced. Firstly, the school was informed about the research being performed once well-reasoned permission had been given by the Ethics Committee and permission had been obtained from The Department of Basic Education. Informed consent was gathered from participants before interviews took place. Secondly, participants were assured that their information (names) would be kept confidential as well as the specific school where the research took place. The third aspect taken into consideration was the participants' protection from harm; they were assured that no harm would come to them from their participation in the research. The role of the researcher is to protect the role players and the data received from them, while collecting data to understand and interpret the in-depth experiences of key role players.

1.7   Proposed assumptions

It is my assumption that full-service schools are necessary to establish inclusive education in South Africa. I am also influenced by the gap in literature about transformations from mainstream school to full-service school. There must have been constraints and controversies in the transformation process, since nothing is really perfect. I expect that my research conclusions can serve as a guideline and contribution to future transformation processes from a mainstream school to a full-service school.

1.8   Chapter division

This first chapter explains the main research rationale which led to the present study. It departs from a brief overview on inclusive education, leading to the main research questions and the research itself. The research methods and underlying assumptions are outlined.

In Chapter 2, a literature review describes and investigates a wide range of ideas on inclusive education and full-service schools. This will bring local and international trends

into the perspective of the present research. Structures and developments of schools are investigated and analysed.

In Chapter 3 the research methods as guided by Chapter 1 are outlined and explained. The different data collections are explained and the data analysis is accounted for. Ethical consideration and quality assurance are explained and connected into the research.

In Chapter 4 the content of the research is outlined. The process, analyses and interpretations are described.

In Chapter 5 the research process and results are reflected on and the main conclusions from the research outcome are given. Recommendations based on the research are proposed.

Literature review

CHAPTER 2

Ute Steenkamp

2.1   Introduction

In this study, the literature review will be used like a funnel. First, a general, broad overview will be used to inform the reader about inclusive education. Then full-service schools are discussed within the wider social context, as well as the origin of a full-service school and South Africa's full-service transitions. Thereafter, the roles, functions, and proposed implementation process of full-service schools will be described based on current literature. I will then discuss the themes according to which I will analyse my data.

2.2   Inclusive education

Stuart, Connor, Cady and Zweifel (2006) define Inclusive Education as a term that expresses commitment to educate each child to the maximum extent appropriate, in the school and classroom he or she would otherwise attend if he or she did not have a disability (Stuart *et al.* 2006). Furthermore, Sands, Kozleski and French (2000) state that the basis of inclusive education is to provide for all learners, with or without disabilities, to receive basic education in a mainstream environment.

Inclusive education means that the learner will receive education that is non-discriminatory in terms of disability, gender and culture. Dyson and Forlin (as quoted in Engelbrecht, Green, Naicker & Engelbrecht 1999:32) state that "inclusion is not simply about reconstructing provision for learners with disabilities, but is a means of extending educational opportunities to a wide range of marginalised groups who may historically have had little or no access to schooling". An inclusive education system must provide access to education for any learner. According to Lazarus, Daniels and Engelbrecht (as quoted in Engelbrecht *et al.* 1999:47), there are three developing processes to enhance access to an inclusive education school. Access refers to the curriculum and accessibility of the curriculum to at-risk students, access towards psychosocial environment and, lastly, access to the physical environment of the school. Furthermore, when moving to the idea of cost-effectiveness of inclusive education, Dyson and Forlin (as quoted in

Engelbrecht *et al.* 1999:35) agreed that "inclusion is not only cost-efficient, but also cost-effective". Cost-effectiveness plays an important part in the education system in South Africa because we have a vast majority of underprivileged and disadvantaged communities. In the bigger picture it seemed that inclusive education enhances scholastic attainment even though learners might show differences, and in the UK and USA schools would use slogans such as "excellence for all learners" (Dyson & Forlin, as quoted in Engelbrecht *et al.* 1999:35) to advertise the inclusive school system.

One could not only search for the advantages of an inclusive school, but also scrutinise the exertion of formal support in the process of inclusion. According to Hall, Campher, Smit, Oswald and Engelbrecht (as quoted in Engelbrecht *et al.* 1999:157), "teachers have to deal with complex dilemmas both in and out of the classroom in the process of delivering the curriculum in a way which is relevant to the diverse needs of their learners". According to Walton (2010), teachers responded after the implementation of inclusive education that they did not receive sufficient training, nor did they have enough resources to accommodate learners with their diverse needs.

These circumstances usually generate stress and could aggravate feelings of isolation and loneliness. It was also a new term to teachers that they didn't clearly understand (Yssel, Engelbrecht, Oswald, Eloff & Swart 2003). They rely on advice and training for handling difficult situations. It was stated by Walton (2002) that in-service training could also have benefited teachers to understand how to teach in an inclusive education environment. Clarity is provided through case study research, showing that inclusive education is not an idea that could be implemented overnight. The concept of inclusive education should be explained to teachers, parents and learners. Without the cooperation of teachers, principals and SGBs the inclusive education system will not be successfully implemented. I will now explain the feelings of teachers, principals and SGBs towards an inclusive education system.

2.3   Significant role players and inclusive education

2.3.1   Teachers' attitude towards inclusive education

According to Mdikana, Ntshangase and Mayekiso (2007), the teachers' attitudes towards inclusive education are very important for the developmental process. In their quantitative research study they found that for the successful implementation of inclusive education, in-service and pre-service training of teachers is very important, and their conclusion was that educators responded both negatively and positively towards inclusive education. Mdikana *et al.* (2007) also investigated the attitudes of teachers towards learners with special needs. Some teachers shared their thoughts about inclusive education, although some educators confessed that learners who are considered to be intellectually challenged were seen as less favourable to teach whereas learners experiencing medical and physical conditions were easier to manage by the teachers. "It became clear that teachers categorise learners according to their disabilities and stated how they felt about these learners and that some of these learners according to the teachers could function in a mainstream school." Mdikana *et al.* (2007) However, Cooper (2011) did a study in which she investigated the impact full-service schools had on teachers and learners. She states that teachers felt that they could be helped in the classroom by students who volunteer at these full-service schools. In the study it was observed that volunteers spending individual time with learners addressed barriers to learning faster and more easily. Again, Daniel (2010) states that it seemed throughout his field work "that there was a major barrier, however, that needed much more of our time and attention: we found that the attitudes of learners as well as staff members were still exclusive, and that there had not yet been the necessary paradigm shift towards the valuing of diversity and the creation of welcoming inclusive environments" (Daniel 2010:640).

2.3.2   Principals' attitude towards inclusive education

Du Toit and Forlin (2009) state that there must be a shared vision between the role-players to get an inclusive education system in place. Du Toit and Forlin (2009) state that according to their research some principals themselves still need training. Success in

implementing inclusive education was achieved by principals taking leadership skills training and developing their school to be inclusive. Mbelu's (2011) study revealed that the principals interviewed were positive about the change to an inclusive school, but said that there must be willingness among the role players for change.

2.3.3   The SGB's attitude towards inclusive education

The lack of training of the SGBs regarding inclusive education might have left them ignorant of the changes happening. The SGB is not school-based, which makes the implementation of inclusive education policies difficult according to Xithabana (2008). This could also lead to aggrieved feelings towards inclusive education.

The next section discusses the development of inclusive education in the South African context. It is important to understand the history of inclusive education in South Africa because that will show the reader how we have progressed educationally.

2.4   Inclusive education development in South Africa

In the early 1960s South Africa was strongly influenced by international trends of inclusive education (Lomfsky & Lazarus 2001). In the late 1980s, according to Naicker as quoted in Engelbrecht *et al.* (1999), the rejection of a learner with a disability from a mainstream school was considered to be an infringement of human rights and to enhance segregation. The issue of segregation led to the creation of an inclusive education system in South Africa; the trend became to move away from separate special school education systems and rather towards an integrated system support at schools (Lomfsky & Lazarus 2001). The Revised National Issues in South Africa concerning inequalities were what "over the past 25 years, has masked the real inequalities which exist between different groups in terms of access to experience, opportunity and power. This is particularly true of equal opportunities in the context of education" (Armstrong, Armstrong & Barton 2000:5). The following section will discuss the various education systems before and after 1994.

2.4.1   The pre-1994 education system

Prior to 1994 a learning disability or a physical disability was labelled a problem and led to exclusion from the mainstream setting. The system was not developed to accommodate learners with disabilities (Naicker 2006). According to McDonnell (as quoted in Armstrong *et al.* 2000:11) South Africa's starting point was that inclusive education was linked to the political and social ethics and structures supporting their institutions. The time after 1994 brought about new horizons in South Africa's education. The "apartheid era" had excluded many learners from receiving proper education. Inclusive education became the first step towards addressing the problem of learners being excluded; now, children were being included by all means possible. Following 1994, South Africa changed the curriculum to let every child have access to a proper education. According to Lomfsky and Lazarus (2001), a National Qualifications Framework was designed to shape South Africa's education and training system for the future, which would encompass alllearners, including those with "special needs". However, the post-1994 curriculum did not meet the expectations of all learners; they could only choose between a mainstream school and a special school. Labelling of students still took place, and some parents felt that children should remain in a mainstream environment because if their children were to be removed to a special school then they might not develop their social skills.

2.4.2   International contextualisation of Inclusive Education

According to Davis (1995), the idea of full-service schools emerged from the early 1990s onwards in South Africa when a more effective service delivery system was called for. The United States of America, according to Calfee and Wittwer (1995), saw a paradigm shift towards supporting communities by means of a full-service school, in order to remove segregation and exclusion. Dryfoos (2002) states that full-service schools were needed in the USA to address at-risk students' needs. During the 1990s, Davis (1995) and McMahon, Ward, Kline, Pruett, Davidson and Griffith (2000) identified various problems with the mainstream school system in America, based on research they conducted. Campbell-Allen, Aekta and Sullender (2009) identified an unequal education system as a main problem in the USA. They did an historical research enquiry into the development of full-service schools in the USA and dated their origin back to 1860-1935. Furthermore, Davis identifies a crisis orientation, noting that the system was "strongly skewed toward

remediation rather than prevention" (Davis 1995:4). If a learning disability was not that critical, parents and their children did not receive the proper services. This implied that the learning disability would escalate and that there was limited prevention of disabilities. Furthermore, if a teacher responded to a problem at a later stage, the cost would have increased significantly, and as a result of the high cost, the learning disability would go untreated. By investigating the research studies on full-service schools in the USA, South Africa could learn from them. The first task was to recognise that families might have a link towards an at-risk child's life. As Dryfoos (2002) states, it was difficult to recognise relationships amongst problems and solutions. Families were not considered to be a direct link to an at-risk child's problems, while these at-risk children and their parents' problems could be linked directly to the community. Secondly, Davis (1995:5) argues that the system faced access problems: "At-risk children and families frequently are unable to access the very system which has been designed to serve them." South Africa did make a point of providing access to schools, especially in our rural settlements where transport is given to these learners. Some of the at-risk barriers were categorised as physical and technical barriers. The at-risk child was thus merely treated for easily identifiable or extremely debilitating disabilities, and funding for further testing was inadequate. Warger (2001) identified the same recognition failure in her research of Full-Service Schools in the USA. South Africa was clearly aware of these research conclusions and had written its white paper to accommodate all of the above barriers.

According to McMahon *et al.* (2000); Dryfoos (2002); Engelbrecht *et al.* (1999) and Sands *et al.* (2000), there have been various models from the 1990s onwards that provide for integrative service deliveries specifically aimed at meeting the needs of at-risk children and their families. Dryfoos (as quoted in Winter 2003:203) states that although integration models have emerged, "some needs are not even met, particularly in the area of mental health".[1] As such, teachers may also find it difficult to meet the needs of at-risk children academically when trying to teach the "growing number of today's students

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[1] Dryfoos contributed to the literature on the full-service school phenomenon during her prevention research, conducted in 1994.

who bring with them multiple and complex personal, social and environmental problems" (Davis 1995:9).

To change the existing system of education in the USA for at-risk children and their families, the need for better access to education services arose. In this regard, Davis (1995:6) states that "new policy initiatives simultaneously surfaced" to accommodate the at-risk child. FSSs can fluctuate significantly in design, but their purpose is identical, namely "to provide better integrated, more easily accessible, and quality services to children and their families who are at-risk" (Davis 1995:9). Warger (2001) identified the funding of FSSs by the US Department of Education's Office of Special Education Programs (OSEP) to research FSSs as addressing learners' needs. The essential features of a full-service school are thus those of a system that will meet the needs of at-risk children and their families and/or communities. According to Campbell-Allen *et al.* (2009), on-site support, both academically and non-academically, is crucial when addressing the various factors that profoundly impact students' achievement.

2.5   Definition and origins of a full-service school

According to Calfee and Wittwer (1995) the vision of full-service schools was a communal issue felt by the community and the school to address the unique community's needs by means of a full-service school. Dryfoos (2002) defines a full-service school as a coalition of a community school with a mainstream school, providing extended services to the at-risk child and its parents. Cole (2010) states that the scope of a full-service school is extended to the involvement of the learners in their own community and to helping other schools in the developing process.

Full-service schools are seen as a more effective way to deliver services to children at risk (*McMahon et al.* 2000, Lam and Hui 2010 and Dryfoos 1995b) because a full-service school can help its learners on site. Cole (2010) states that a full-service school's main function is addressing the community's needs. Bagley and Hillyard (2011) point out that a full-service school could provide childcare, parent support, homework clubs and the referral of students to specialist agencies.

Peebles-Wilkins (2004) states that one way of addressing the needs of children is by a full-service community school model and that each full-service model is adapted to the community's needs. Services are provided on site, made accessible to all the members of the community. One must note that each full-service school is developed to address the specific needs of its community, thus making each full-service school unique in its own way (Bagley & Hillyard, 2011; Cole, 2010; Calfee & Meredith, 1995).

Campbell-Allen *et al.* (2009) found that only by the late 1980s and 1990 did state initiatives grow to support community schools in the USA. Furthermore, Dryfoos (2002) and Campbell-Allen *et al.* (2009) state that full-service schools originated with John Dewey who established the school in the community, and with Jane Addams who established the community around the school. Dryfoos (2002) emphasises that the full-service school flourished with the support of the Charles S. Mott Foundation for the past 65 years. Furthermore, when asked from a British point of view, it seems that "inclusion is a term which seems to have its origins in the USA in the late 1980s" (Dyson & Millward 2000:3). The emphasis of a full-service school is extended to include involvement of learners in their own community. Full-service schools are seen as a more effective way to deliver services to children at risk (McMahon *et al.* 2000). Dyson and Forlin (as quoted in Engelbrecht *et al.* 1999:24) state that the rise of inclusive and special education happened in developing countries such as the United States, Scandinavia and the United Kingdom. McMahon *et al.* (2000) and Sands *et al.* (2000) state that full-service schools can be traced back to the end of the 19th century. (See Addendum C for development in the USA.)

During 1999 the Department for Education and Employment (DfEE) in the UK issued a School Plus report to seek opportunities to implement ideas into a school to provide for families, communities and the extended needs of children (Raffo & Dyson 2007). The DfEE had an idea of community schools where the students could receive education in an environment set for at-risk students, families, disabled learners and learners with barriers toward learning. Before the Department for Education and Skills (DfES) in the United Kingdom launched its full-service school initiative in 2003, according to Dyson and Todd (2010), Scottish society viewed full-service schools as 'New Community Schools'. The

school was evaluated and its flaws in the transition became evident. The focus was on providing access to multiple services for at-risk children and their families (Dyson & Todd 2010).

A school develops either by itself or with help, adopting its own programmes which are loosely set out by the school's sponsoring non-governmental or governmental organisation (Dyson & Todd 2010). It is clear that if a school wants to develop into a full-service school then it must have a form of sponsorship, either governmental or non-governmental. Cummings, Dyson, Muijs, Papps, Pearson, Raffo, Tiplady, Todd and Crowther (2007) state that no matter how one looks at the transformation of a full-service school, whether sponsored by a governmental or a non-governmental body, it still has its problems, but in their conclusion they say that most schools during the transition overcame these obstacles. According to Calfee & Meredith (1995) the full-service school phenomenon arose due to the changes in our educational and social circumstances; educating the youth became the communities' responsibility while the existing system was failing the students. (See Addendum D for development in the UK.)

Calfee and Wittwer (1995) and Dryfoos (1998) also claimed that the current system was crisis-orientated instead of focusing on the prevention of at-risk students; no new solutions were being sought, while the focus was on resolving existing issues; the needs of students were not being addressed and communication with families facing various issues did not take place, while funding to alleviate the families' needs was not provided. These problems – mere crisis orientation, ignoring at-risk learners and their needs, and involvement of parents – set the inclusive education (full-service school) in motion to create a model that would address the issues, introduce early screening, lead to early identification and involve the community. Furthermore, Semmens (1999) states that full-service schooling was developed to address the alienation from education and society of the student. Dyson and Todd (2010:122-123) mention the following problem areas that are often associated with the development of a full-service school: weak specification of intervention; indeterminacy of outcomes; complexity of the context; and lack of controls and comparators. Full-service schools are generally seen as the answer to the special needs of school staff, families and communities. In essence, the contribution of a full-

service school, as set out by Davis (1994:14-15), is that it emphasises prevention and early intervention. If a student's special needs are detected at an early stage, it can be rectified earlier rather than later (Warger 2001). Such full-service schools can be powerful school models if they lead to early interventions and provide access to additional services (Campbell-Allen, Aekta & Sullender 2009:19). Coetzee (2005:186) states that "potentially at-risk learners and learners in distress are identified as early in their life and development as possible" to enhance the process of accomplishment and prevention of further danger to a learner. Calfee and Wittwer (1995) and Dryfoos (1998) concentrate on addressing the following issues:

- Crisis orientation:

Crisis orientation implies addressing the current issues at hand and not only seeking an immediate solution but also providing support to improve and advance the quality of learning and teaching.

- At-risk learners:

At-risk learners' needs were not addressed in the previous model of education. The teachers were not trained for it, nor did they have the resources.

- Parents' involvement:

Parents' involvement in a learner's needs is very important. The transition to a full-service school must involve the parents, also for the ongoing quality of delivering and assessing education strategies. Thus, the rationale for establishing a full-service school lay in the attempt to address the above issues by creating a model that would work to enhance the quality of learning and teaching.

2.6 Rationale to develop a full-service school within the educational system in South Africa

Daniels (2010) did a study on his own live experiences of inclusive education. He outlines the implementation of a policy of inclusive education in South Africa and states that there is still a huge difference between urban and rural schools, with a lot of inconsistencies and inequalities. Daniel states that "specialized support, such as that provided by school psychologists, social workers, remedial teachers, therapists and medical personnel, was found to be still only provided for a small percentage on a racial

basis" (Daniels 2010:634). He stated that from 2009-2021 more full-service schools and inclusive education schools would have to be developed.

Full-service schools therefore provide a holistic approach for dealing with children and their families. By involving learners and parents in assessment needs and provision of support they could receive enhanced services which they are not likely to acquire in a public school. Full-service schools provide open access to needed services. Malone (2008:7) states that community schools (full-service schools) should offer access, both in rural and in urban areas. Throughout, it is emphasised that a full-service school should be free of any form of discrimination (Pillay & Di Terlizzi 2009). Full-service schools can reduce the chance of fragmentation or duplication of services. Even though developing a full-service school is not without its problems, a successful full-service school could encourage other schools to become a full-service school, too. In a study done by Gopalan (2001), it can be seen that schools tend to learn from others' mistakes made during the implementation processes.

According to Engelbrecht *et al.* (1999) a full-service school plays an important part in establishing inclusive education in South Africa, which involves learners being assessed according to different levels of academic skills, the identification of social and behavioural needs and the organisation and development of a multidisciplinary team to meet both academic and non-academic needs of a learner. In a full-service school the risk of suspension, referral to youth centres and expulsion is reduced, since a full-service school will address the needs of at-risk learners, reintegrating them into the school community with great urgency by means of effective and appropriate opportunities for development (Coetzee 2005). More service delivery is required by a full-service school, yet it seems clear that a full-service school implies an improved learning environment for students, with advanced academic and social support for learners (Gopalan 2011).

2.7   Full-service schools in South Africa

According to Du Toit (2007:1), since the early 1990s there has been a worldwide trend towards "education for all", where all learners have the right to inclusion in an educational environment. In the South African context this principle applies specifically since 1994, when all role players (policy makers, academics, school principals, school governing bodies, people with disabilities) started striving towards an educational system of which all learners can claim ownership (Du Toit 2007:2). According to Motala, Dieltiens, Carrim, Kgobe, Moya and Remb (2007), during the early 20th century the attempt was made to shift access policies towards the needs of disadvantaged learners.

Full-service schools are mainly incorporated with the help of government. According to legislation documents, the South African government selected certain schools to become full-service schools. The Department of Basic Education can be regarded as the initiator of full-service schools. Initially, only 30 primary schools, representing all districts, were selected as a pilot scheme for full-service schools, but in 2009 the Department of Basic Education stated that it would further select and develop schools to become FSSs, categorised within the "Adult Education (AET) and Further Education and Training (FET)" frameworks (Department of Education 2009:8). This pilot project would include the training of role players and empowerment, and an intervention with learners that necessitates additional support (Pillay & Di Terlizzi 2009).

Warger (2002:5) differentiates between different types of services provided by full-service schools. It is important to add this to this literature survey so that one can see all the services a full-service school might provide to learners and the community.

Table 1: Types of services (Warger2002:5)

Prevention	Early after-onset intervention	Intensive treatments for severe/chronic problems
Adult education	Guidance and counselling	Special education services
Immunizations	Gang diversion programs	Related services
Family planning	Tutoring	Emergency, crisis treatment
Recreation	ESL and citizenship classes	Case management
After-school care	Public health care and conflict resolution	Intensive treatments for severe/chronic problems
Social service to access basic living resources	Prenatal care and well-baby care	Special education services
Economic services/job placement	Child abuse education	Related services
Quality early childhood education	Juvenile alternative services	Emergency, crisis treatment
Mental health and physical health screening	Latch-key services	Case management
Consultation	Mental health counselling	Intensive treatments for severe/chronic problems
Drug and alcohol prevention	Early after-onset intervention	Special education services
Drop-out prevention	Guidance and counselling	Related services
School meal programs	Gang diversion programs	Emergency, crisis treatment
Child care	Tutoring	Case management

Campbell-Allen *et al.* (2009) also sought differences between full-service schools; in fact they state that each school's "governance structure, operational style, and coordination of services offered" are diverse. The White Paper 6 states that the first steps when an ordinary school is to evolve to a full-service school, is to introduce guidelines.

According to the White Paper 6, to successfully develop a full-service school, flexibility in teaching and learning and providing support for educators and learners would be the

core principles. White Paper 6 states that it is of the utmost importance that all learners should have access to a full-service school. According to Warger (2002:14), a full-service school can only be developed when the following steps are taken before the integration starts: "(1) Staff of the different community agencies or organizations must open lines of communication; (2) Staff of the agencies must conduct a needs assessment to determine the type of services to be offered; and (3) Staff of the agencies and organizations must resolve differences in procedures, ideology, and structure.

Evidently open lines of communication are very important to evaluate the needs of the community and then address those needs accordingly by providing for them in a full-service school".

White Paper 6 (Department of Education, 2009) claims to transform the education system in order to address barriers to learning and development that any learner might encounter in his/her future. The emphasis is placed on learners who have been denied access to education and are still disadvantaged in terms of knowledge. White Paper 6 (Departement of Education, 2009:2) further argues that the support of all the role players and agencies is needed in the development process. In the diagram of figure 1, due to Landsberg, Krüger and Nel (2005:65), it is shown how a full-service school should receive support from and works closely "with the district based support teams", in order to accommodate and communicate with all its learners. Another main feature of a full-service school is to provide services and provide admission to learners "for short periods of time for intensive training in specialised areas" such as Braille, mobility or sign language (Landsberg *et al.* 2005:65; Department of Education, 2005).

The White Paper 6 (Department of Education, 2005:21) shows the following figure for a support system:

FSS   Full-Service School
DST   District Support Team
RS   Resource School
SH   Stakeholders
COM   Community
FAM   Families
NS   Neighbouring Schools
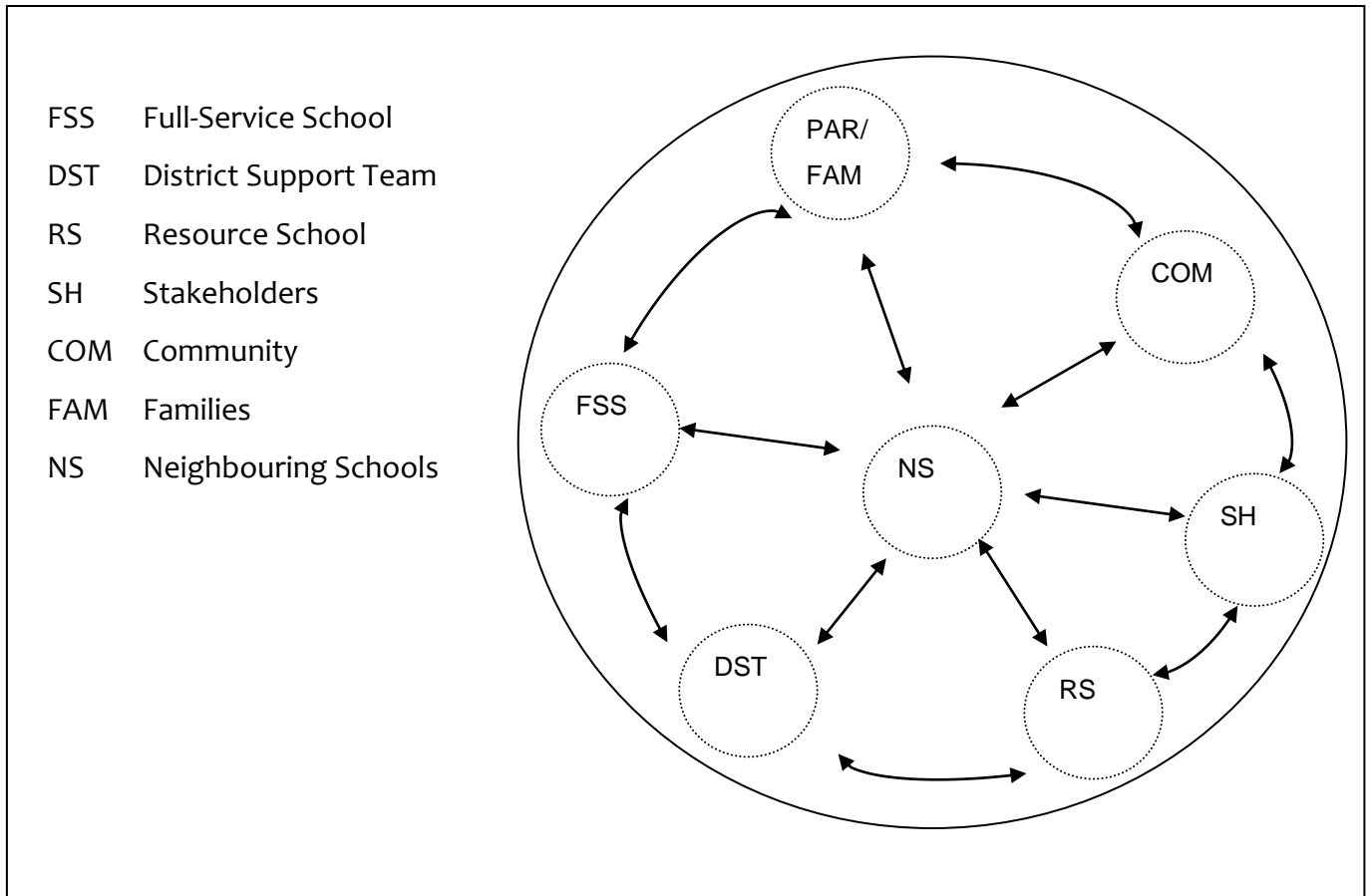
Figure 1: An interactive education support network

Adapted from White Paper 6 (Departement of Education, 2005:21)

White Paper 6 states that full-service schools "are inclusive schools in the broadest sense of the word, embodying the principles of diversity and fostering maximum participation for all in the culture of the school. These are schools that have been enabled to include learners with disabilities and implement all possible measures to reasonably accommodate them" (White Paper 6:3). This is brought out by the conceptual framework shown in Figure 2.

Full-service schools are thus of the utmost importance to address barriers to learning, and addressing inclusive education in South Africa, as all the school systems flow into a

full-service school environment. Furthermore, the White Paper clearly says what a full-service school should look like: "A full-service/inclusive school should be equipped and supported to provide for a broad range of learning needs. As needs and barriers to learning vary, it is obvious that full-service schools have to developcapacity and potential in a targeted fashion.

A full-service/inclusiveschool may not necessarily have all forms of learner support in place, but it should have the potential and capacity to develop and provide them" (Department of Education 2009:8).

The importance of a full-service school in South Africa lies in catering for all the needs of our learners. A full-service school is especially created to accommodate learners with disabilities. The focus has shifted from providing support according to t he category of the disability, "to the intensity of support needed" (Department of Education 2005[2]:8). Barriers to learning such as poverty, classroom practices and language barriers are also identified. The full-service school initiative is pristine to South Africa and to our education system. Many learning centres and schools already developed themselves to address a variety of learners' needs. According to White Paper 6 (Department of Education 2005), in a full-service school the educators will be assisted to address and help learners to their full capacity; importance is placed on the development of and support for educators and teachers to cope with these learners.

White Paper 6 (Department of Education 2005) states that these full-service schools will give the learners a sense of belonging; each learner will be attended to and educated appropriately; and, finally, it promises techniques to transform the curriculum in order to guarantee diversity and to support educators and at-risk learners and their families. Moreover, McMahon *et al.* (2000) state that the vision of a full-service school involves showing commitment to a particular value system and promoting particular strategies for service delivery.

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[2] See attached addendum A – White Paper 6:2005

a u t h o r u . s

In a Master's dissertation, Mbelu (2011) found that there might be problems in the implementation of full-service schools. He discovered that the two schools he used for his pilot study indicated, first of all, a gap in the literature on the transition to full-service schools and, secondly, that the schools did not receive the 'needed funds, training and support' that they were said to have received by the Department of Basic Education. Rather, they had to seek funds and, furthermore, they depended on non-governmental organisations to provide financial support. This financial issue prevented the school from becoming a successfully operating resource centre (Mbelu 2011). Westraad (2011) states in a report covering the whole transition of schools that in South Africa they require a transformation of infrastructure and that this implies large expenditure. These are just some of the realities faced by schools in Pietermaritzburg where Mbelu did his study, and one could certainly argue that this will apply to all of South Africa's full-service schools or resource centres.

Furthermore, full-service schools as set out by the Department of Education, 2005, will require support from the Department. According to the Department of Education (2005) the following will be concentrated on:

- *Making existing special schools part of an integrated education system;*

- *Encouraging schools to operate within a disability rights framework;*

- *Upgrading capacity to provide quality services to learners with high-intensity needs;*

- *Upgrading physical facilities in schools in previously disadvantaged areas;*

- *Training and re-orientation of all teachers towards inclusive education;*

- *Training staff for new roles as part of DBST in skills like networking, community development, developing school-based support teams, teamwork, mentoring, counselling and transferring knowledge and skills to educators who teach in large classes, for example.*

- *Increasing capacity to assist the process of de-institutionalisation and promoting placement of learners in neighbourhood schools.*

2.8   Support for a full-service school

White Paper 6 states that the first full-service school will serve as an excellent starting point for developing more full-service schools. Landsberg *et al.* (2005:64) suggest that the main role of a full-service school is to employ "experienced learning support educators" to help with the learners; to reach out to neighbouring schools to provide support (Dryfoos 2011; Ferguson & Blumberg, 2001; Campbell-Allen *et al.* 2009) and assistance in helping learners with barriers (Landsberg *et al.* 2005; Warger 2002). Warger (2002:2) also mentions five advantages of having a full-service school in the USA: Students have faster access to appropriate mental health care; learners showed a decrease in depression levels, and a sense of self-worth was revealed by learners receiving the correct mental health support; schools with health-based clinics showed a decline of students who wanted to commit suicide; lower pregnancy rates than the national average; and finally the main benefit of an full-service school would be the higher attendance rates, since fewer students were truant from school.
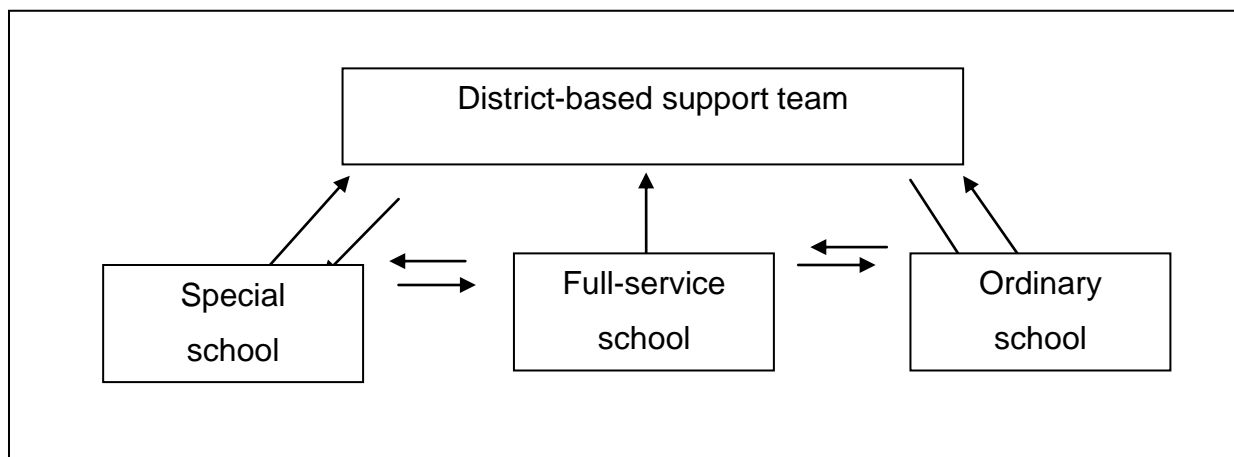
Figure 2: "Network of support"

Source: Landsberg (2005:64)

It is clear from Figure 2 that all school systems rely on one another, while the district-based support group weighs the most in the school system. The full-service school is in the centre because both ordinary schools and special schools may refer students with

barriers to learning to a full-service school. The various types of school shown in figure 2 can be described as follows:

a) District-based support team

According to the National Commission on Special Needs in Education and Training (NCSET), each district is responsible for its own schools (Landsberg 2005); urban schools are of course more easily accessible to students with special needs, while rural schools are not and don't always receive the support needed.

b) Special schools

Special schools are for learners in need of intensified support (Landsberg *et al.* 2005). These schools are considered to be the experts in suitably adapting instruction and intervention strategies, and they play an important part in an inclusive education system in South Africa. The significant contribution of special education in meeting learners' needs has been in developing a technology of supporting learners with special needs" (Hall, Campher, Smit, Oswald & Engelbrecht as quoted in Engelbrecht *et al.* 1999:163).

c) Full-service schools

Full-service schools are defined as "schools and colleges that will be equipped and supported to provide for the full range of learning needs among all our learners" (Department of Education, 2001: 22). Learners with "medium intensity needs would be educated in an FSS" (Landsberg *et al.* 2005:64). At-risk learners would suffer without a full-service school; as Muijs (2007:348) puts it: "pupils are unlikely to perform to their potential if they suffer from health or social problems, and that therefore addressing these issues is a vital precursor to educational achievement as well as more generally enhancing pupils' life chances and well-being".

d) Ordinary schools

A mainstream school has definite benefits and implications. In an educational system "mainstream schools should embody values such as equity, participation and inclusion" (Naicker, as quoted in Engelbrecht *et al.* 1999:6).

2.9 Macro- and microsystems for full-service schools in South Africa

2.9.1 Macrosystems

The term "macrosystem" in South Africa refers to how our education systems changed and adapted to international standards, to be international competitive. In South Africa, according to Landsberg *et al.* (2005), a system approach is being used by the Department of Education to address the issues of inclusive education. Naicker (2006) said that for inclusive education to take root in South Africa the traditional curriculum had to be adapted to address all the learners' needs and leave no child behind, and that no child should feel alienated. Inclusive schools required sufficient resources. The schools' systems all link up with one main component not to be left out – a full-service school. (See figures 1 and 2 for illustrations.)

2.9.2 Microsystems

A microsystem would typically be the group of people in their school's immediate surroundings. The move towards inclusive education can best be understood by referring to figure 2 (from Landsberg *et al.* 2005) and to Engelbrecht *et al.* (1999). They also applied a systems approach, together with contextual analysis and synthesis. Figure 2 clearly shows how the whole community and its social system can play a dynamic role in the development of the learner, his/her family and peer group and also points out external factors that would influence the inclusive process. Engelbrecht *et al.* (1995) state that educational debates on inclusion should focus on narrow school and individual-based considerations, rather than on the macrosystems involving educational organisations and international trends.

2.10 Transitioning strategies for a full-service school

This section discusses how structures and people will be affected when a school changes to a full-service school.

2.10.1 Full-service schools seen as organisations

The inclusive education system envisions a strengthening on transformation to full-service schools (Yssel, Engelbrecht, Oswald, Eloff& Swart 2007). It must be noted that schools are not static; they keep on transforming within the context of their setting, culture and community, and schools are shaped by the people who make up the organisation. The organisation is made up by the Educational Management team and other role players involved in the transition.

2.10.2 Improvement and restructuring of full-service schools

Full-service schools and the transforming into a full-service school should be seen as a new era for teaching and learning. This should not be seen as additional work. Like any other school undergoing a transformation process it could be seen as time-consuming because there are an immense number of elements found in the transforming of a full-service school. It can be seen as complex because the school is now transformed to become accessible to all learners with disabilities where previously it was not exposed to accommodating such learners. It is important to remember that a full-service school that used to be a mainstream school will need a great deal of knowledge and time for the transition. The change must first of all start with a mind shift of all the role players involved.

2.10.3 Rudiments of school life

Full-service schools as organisations could compromise elements in the transition phase. As Davidoff and Lazarus (1997:18) state, these involve context, leadership and management, identity, strategy, structures, technical support, human resources and culture at the centre (to be discussed in more detail below). None of these elements can really function on it's own and if a meaningful transition to a full-service school is to take place then all these elements will play a role. Transforming a mainstream school to a full-service school means that previous structures will be changed, and the roles of teachers, principal, SGBs, management, support and community will be altered. It is clear that none of the elements as described by Davidoff and Lazarus will remain untouched.

2.10.4 Full-service schools and change

Full-service schools are not just ordinary schools: they are fully resourced to accommodate any learner. The transition to a full-service school cannot be taken lightly; as mentioned in 2.10.2, it affects all aspects of school life, with mutual interaction between them. Firstly, teachers can initially be expected to hinder the transition because they will be affected first; but without its teachers the school cannot become a successfully transformed full-service school. A study by Nel, Müller, Hugo, Helldin, Bäckman, Dwyer and Skarling (2011) points out that the attitude of the teachers plays a pivotal role in the transition or change in the education system. Secondly, the building must be made accessible to all learners and the teachers have to remain willing to teach, then the transition can take place; but this change does not just happen overnight, but takes time, willpower and a positive attitude to succeed.

2.11 Management and change

2.11.1 The role of the educational management towards the transition to a full-service school.

In Prew's (2009) conclusion after a study done in Soshanguve he stated that for any such school development to take place, the role players must certainly be attracted to the idea of transforming to a full-service school, and the principal and the community must be willing participants from the start. Such a transformation of the education system leads to the school gaining more control over its management from within.

2.11.2 Leadership and vision

According to Moloi (2007), the greater the authority exercised by school management teams (SMTs) and school governing bodies (SGBs), the better the chances for a strategic plan to be carried through. This can be applied to the transition phase of becoming a full-service school. If the SMTs and the SGBs take authority to successfully complete the task of becoming a full-service school, the chances are that they will become a successfully operating full-service school. Leadership and vision do not end with the SMTs and SGBs, but are also required from the principal, community and teachers. The Department of

Education stated that the key to transforming education in South Africa was to have effective management and leadership skills combined with well-conceived, structured and planned, needs-driven management and leadership development (DoE 2005).

2.11.3   Characteristics of full-service principals

a) Ownership

The principal should take ownership of and responsibility for any child with a disability. According to Engelbrecht (2006) the role of the school principal in the event of a transformation is to create a climate of cooperation and teamwork amongst the role players. The principal should make the decision to run a full-service school, but also take on the responsibility that learners with disabilities are actually taught in the classes. Another important part of taking ownership during the transition will be the establishment of an institutional-level support team (ILST). The principal then takes responsibility for ensuring that the ILST implements strategies for screening, identification and assessment and support (SIAS). The principal must support the ILST and see to it that Individual Support Planning Teams are set up for learners and education categories.

b) Training

The principal should inform the teachers, SGBs and SMTs on training courses before, during and after the transition period to a full-service school. The principal should also take part in training to develop vision and leadership for the transition. Walton (2010) also stated that a principal who wants to take the lead in such a transition would have to acquire the necessary knowledge of the educational change involved and of the nature of full-service schools.

c) Support

The principal should be able to support his/her staff members in any given way as required. Similarly, the principal's support is needed for learners with disabilities and for teachers who are initially resistant towards the transition. This can be achieved by making the teacher's classes smaller, providing free classes for planning lessons, setting high expectations to learners and teachers. Moreover, the principal should provide

support for the community members (parents of the children); Walton (2010) reported of some of the principals he interviewed that they even employed some of the unemployed parents at the school as security guards etc. There are many other ways in which a principal can show support to the community who in return will become more positive about the transition of the school.

d) Attitude and vision

The attitude of the principal plays a vital role in the transition to a full-service school. Newman (2005) states that the vision of the principal regarding a full-service school should be clear and focused. The attitude of the principal towards the change will influence the rest of the staff members. If the attitude of the principal is negative then a successful transition will not take place. If the attitude is positive the change will be much more successful.

2.11.4 Roles of SGBs and SMTs

The role of SGBs is clearly stated by Grant-Lewis and Naidoo (2004): to have knowledge and be trained in legal issues, and to be familiar with the Constitution, the Schools Act and various provincial education Acts, as well as Departmental regulations and circulars. Furthermore, with regards to management and governance in South Africa, the governing body of the school is the legal body responsible for the development of overall school policy (including language policy and a code of conduct) (Davidoff & Lazarus, 2003:177). From a study by Xaba (2011) in the rural areas outside Johannesburg, it becomes clear that in most schools the Governing Bodies didn't have any education. Most of the teachers were required to set up their own legislations, which in the end benefited only the teacher's interest. This finding has its implications for the transition process to a full-service school. The school management team therefore also plays a pivotal role in the transition of the school.

a) Support

During the transition to a full-service school the support of the SGBs and SMTs must be prominently visible. Support must be provided to the principal, teachers, parents and the

community to create a team that can successfully transform the school into a full-service school. According to a case study by Wilkin, Kinder, White, Atikinson and Doherty (2003), without the support of the SGBs, SMTs and the principal the transition to a full-service school will never happen.

b) Funding

As stated, the role of the SGBs is clearly outlined when it comes to the development of and transition to a full-service school. The SGB must make financial decisions, required by precise planning as to how they will spend the money given by the DoE. When funds start running out, questions must be asked by the stakeholders and the community. The SGB should promote fundraisers, appointments of staff and improving the school facilities.

c) Information flow

The role of the SGBs is to promote information flow to the various stakeholders, including the community. Before, during and after the transition, there should be a consistent communication flow as to what is happening at the school. As Xitlhabana (2008) revealed in his study, there was a lack of communication between the SGBs and parents, and the SGBs were not trained by the DoE and could not handle all the work given to them.

2.11.5   Support by DoE

The DoE must have a strategic plan how to transform a mainstream school into a full-service school. First, a school is selected by the DoE, after identification of its demography. The school is informed and a meeting takes place. In the meeting the school (its principal, SGBs and SMTs) is informed about the transition and what will take place in the weeks/years to come. Xitlhabana (2008) states that each province should build its own institutional capacity and manage the introduction of inclusive education and training systems. In the present study it will be required to establish how the implemention of the transformation of a mainstream school to a full-service school took place. The support given to the school undergoing the transition should come from district support teams. Moreover, officials at district, provincial and national levels are trained to manage and support the transition. Strategic planning takes place within the

DoE to ensure that the management of inclusive education is addressed on all three levels of service delivery (DoE 2009). The Department of Education should take responsibility during the transition phase for modifying the school's facilities to accommodate all learners with disabilities, or they should plan and rebuild the school (Xitlhabana 2008).

2.11.6   Change in community participation to enhance the transforming process

Calfee & Meredith (1995) identified any full-service school as being unique in its own way. The role players of the specific school selected to become a full-service school should get together and decide on four issues they and the community need to address. Firstly, the DoE (2009) stated that it is important for the community and the role players to build a trusting relationship and take ownership. According to Schutz (2006), teachers communicating with the school should firstly have an ongoing relationship, build trust and take ownership together with the community and reveal what would be best for the unique setting of that community. Secondly, a strategic plan has to be developed how the school is to be transformed to become a full-service school. Thirdly, only by taking action will the transition to a full-service school be achieved. Lastly, one needs to evaluate what has been achieved and how one could proceed to make the full-service school function even better. The transition of a school involves the transition of education and how teaching takes splace. The type of lessons as prepared for a mainstream school will now be adapted to address all the needs of the learners with disabilities in the class. Moloi (2007) states that the community should be involved in determining the development priorities in the school, by supplying voluntary and paid services to the full-service school. Communities should also help with the fund-raising, and the community must link the school with the local economy and create productive relationships.

2.11.7 According to White Paper 6, systematic transition changes need to take place as follows

STRATEGY 1

Within mainstream education, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the early identification of learners who experience learning barriers (including learners with disabilities). Intervention in the Foundation and Intermediate Phase.

STRATEGY 2

Mobilisation of the large number of disabled and other vulnerable out-of-school youth.

STRATEGY 3

Phased conversion of 500 primary schools into full-service schools over 20 years.

STRATEGY 4

Establishment of district-based support teams.

STRATEGY 5

Qualitative improvement of special schools and the settings for the learners that they serve. Their conversion to resource centres that are integrated into district-based support teams.

STRATEGY 6

Engaging in advocacy and development of educators and all other stakeholders to understand the new approach and our programmes.

(Department of Education, 2005:8)

In Addendum A, the transition of a mainstream school to a full-service school is indicated and set out by the Department of Education. The shift is made to include all learners, no matter what their barriers are. The transition phase could take over 10 years to develop

(as the researched school revealed). A paradigm shift by the whole community, educators and school is necessary for any full-service school to be successful.

2.12   Challenges to full-service schools

Full-service schools are not without their imperfections. According to Dyson (2011), it is proven that full-service schools are in reality changing lives, and he discovered two major imperfections in full-service schools.

The first imperfection is the achievement of disadvantaged macro social patterns. Dyson (2011) states that it is not clear what a full-service school might or might not achieve, and secondly it is not clear if a full-service school is actually transforming whole communities. It is also stated that it "makes no sense to tackle problems in the most obviously disadvantaged places without recognizing how the local manifestation of disadvantage is part of a macro social pattern that requires macro level interventions" (Dyson 2011:185).

Secondly, the support of role players is not evident. Forlin (2007) states that full-service schools might run to ruin if they are not supported by specific role players. According to Hay and Beyers (2011), full-service schools in South Africa are not really developed to address all learners with disabilities, but rather only those with severe disabilities, and South Africa is also faced with many difficulties developing a full-service school. The development of a full-service school could also be seen as imperfect according to Dryfoos (1995b) who states that problems emerge in the development of full-service schools when existing role players feel threatened by different role players entering the school; with regard to funding to develop a full-service school; and finally due to the controversy of the idea of developing a full-service school. Research done by Sweetland (2008) found that often the blame for failure will be shifted between administrators, parents or students and policy makers, where ownership is not taken.

2.13   Themes for the investigation

Figure 3 will be used as a basis for the analysis of the data.
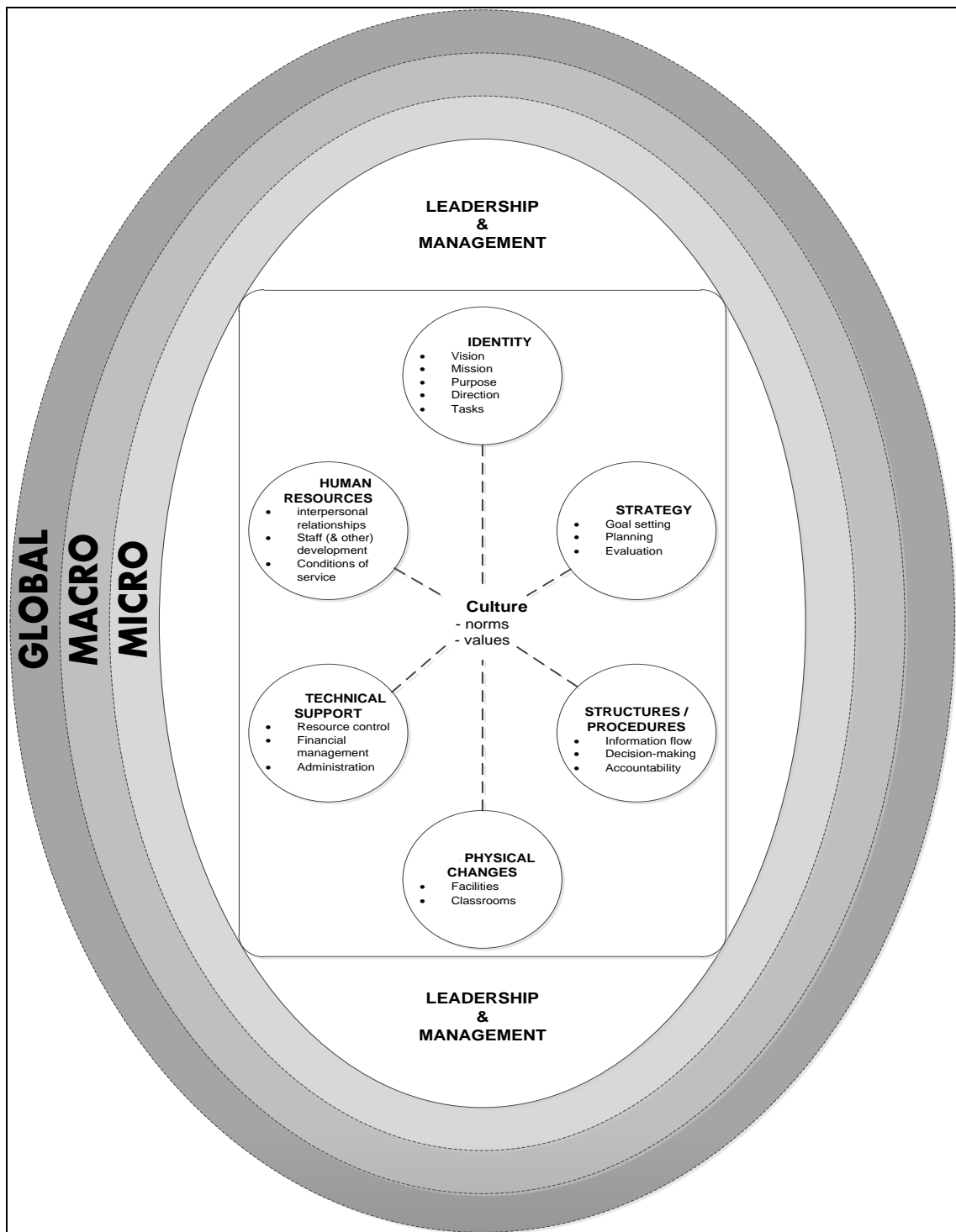
Figure 3: From Davidoff and Lazarus (1997:18) 'School as an organisation'

It will serve as conceptual framework and provide the following themes in the analysis of the data.

2.13.1 Globalisation

Tendencies towards globalisation, certainly towards Anglo-Saxon developments, are visible in our education system in South Africa. Used in this sense, globalisation plays a part in, and places stress on school systems in South Africa to perform better and/or to follow "global" trends of education. Inclusive education and full-service schools form a case in point (Stofile, 2008 & Motitswe, 2011). We have also adapted our education system by borrowing from countries such as the United Kingdom, USA, Sweden etc. Furthermore, global influences could refer to the financial systems used to develop full-service schools. South Africa is using lived global experiences to see what might improve the development of a full-service school. - We are also trying to adapt our education system so as to be able to compete globally.

2.13.2 Micro- and microsystem aspects of full-service schools in South Africa

Lazarus and Davidoff (1997) state that micro- and macrosystems should be considered as influences in the whole school development process. They suggest that "microsystem" refers to the resources and community support system, whereas "macrosystem" refers to the national, provincial and global support systems.

Micro- and macrosystems as used here refer to the role players involved in the transition to a full-service school. "Micro" is used to refer to the immediate community such as SGBs, parents etc., whereas "macro" refers to the larger community involved in the transition to a full-service school. Moreover, Stofile (2008) highlights the participation of micro- and macrosystems in the transition to a full-service school and states that the change is not just the work of the Department of Education, but that it emanates from the macrosystems through to the microsystems. Micro- and macrosystems in a system of full-service schools have already been addressed in this chapter. The roles of micro- and macrosystems in the transition process of schools are important indeed and easy to identify.

2.13.3 Leadership and management

Leadership and management play an important part in the transition to a full-service school, since they will enhance the smooth running of the transition. Leadership and management involve many role players and they support the transition of a school; without them, full-service schools will not function successfully. "Transforming ordinary schools to full-service schools is a holistic developmental process which includes aspects of leadership and change management, educator development, policies and culture of the school, with technical support and assistance and other mechanical support change" (*Motitswe* 2011:31).

2.13.4 Culture

The culture of a school is at the heart of the transition process; from culture, the aspects in figure 3 evolve. Westraad (2011), Lazarus and Davidoff (1997) and Du Toit and Forlin (2010) state that culture is the heart of the transitional process of a school. It is said that "the culture of the school is the most pervasive aspect of school life, and touches and affects every other aspect" (Pillay & du Plessis 2006:4), it is then clear that the principal, role players, stakeholders and the Department of Education will set the basis for the"development and implementation of plans, policies and procedures that enable their school to translate its vision and mission into achievable action and outcomes" (Pillay & du Plessis 2006:3). Motitswe (2011) too states that the culture of the school should be taken into consideration whilst transition is taking place. According to Motitswe, re-culturing - which includes a paradigm shift in attitude, belief, and value system - should be considered and carefully planned. In this view, "culture" includes how a full-service school's teachers educate their students; the curriculum; and the policies of a school.

2.13.5 Identity

The identity of a school includes the school's vision, mission, purpose, direction and tasks. It is indirectly influenced by the culture of that specific school. It could be developed by the DoE, staff, the governing bodies and community members. Thus, Stuart *et al.* (2006) state that by planning, the vision will improve the implementation in all facets. According to Motitswe (2011), a full-service school's vision is based on

"education for all" which includes that all teachers are responsible for the teaching of each learner no matter what his/her learning needs are; that each teacher is focused on meeting the needs of learners; and that the teachers have acquired the skills and knowledge to support the efforts and success of all the learners.

2.13.6 Strategy

According to Lazarus *et al.* (1997), strategy involves the goal-setting, planning and evaluation of a school. In the transition to a full-service school it became clear that not only did the DoE play a role in developing strategies for the transition, but also members of the school and the community. Strategy plays an important part in the transition phase. According to White Paper 6 on inclusive education (2008), training strategy was emphasised and set out in four phases.

2.13.7 Structures/procedures

Information flow, decision-making and accountability play a role in the transition of a full-service school. There has to be communication during the transition phase between the different role players. The DoE is responsible for the decision-making in selecting this specific school for transformation into a full-service school, but one also has to take into account that not only would the DoE have the responsibility to make this school a success, but also the different role players contributing to the transition. Abrams and Gibbs (2000) did research to show the implementation of a full-service school in a school community in the UK. It became evident from their research that collaboration of the community role players and parents was seen as extremely important for the implementation of a full-service school. This was easier said than done because the parents would often have a negative perception about public schools and blame the school/teacher for poor learner achievement. The specific school they researched was based in an "ethnically diverse urban elementary school" (Abrams & Gibbs 2000:81). The result was that some of the barriers in developing a full-service school arose from the struggle for leadership between the teachers, parents and administrators; furthermore the school envisioned raising learners' achievements, but did not succeed and, when asked about the poor learner achievement, blame was shifted on the different role

players. Moreover, lack in communication between different role players was seen as a serious issue; it resulted in transition goals being set without actually achieving anything. Abrams and Gibbs (2000) state in their conclusion that the only way to address these barriers - non-inclusion of the community/parents - would be to establish leadership clearly before the implementation, set clear roles for all role players in the implementation, recognise poor learner achievement without shifting the blame from teachers to role players and parents, and finally to set achievable goals in the implementation. Shezi (2005), too, states that communication failures seem to happen in the school between the principal, teachers and SGBs. In a research study focusing on the school developmental process, Hassett (2010) highlights the fact that one must consider "the interconnectedness developed through interpersonal relationships and bonds among teachers and principals in examining school development in the context of a developing country". Community involvement in a study done by Prew indicated that "micro-communities in each school in Soshanguve seemed to be closely related to the functionality of the school" (Prew 2009:840).

2.13.8   Physical resources

According to Walton (2010), the available physical resources play an important part in the transitioning of a full-service school to accommodate all learners. Most of the times learners are refused admission, the lack of physical resources is used as an excuse.

2.13.9   Technical support

According to Davidoff and Lazarus (1997), technical support plays a major role in the transition phase of a school. Motitswe agreed with Davidoff and Lazarus stating that "transforming ordinary schools to full-service schools is a holistic developmental process which includes aspects of leadership and change management, educator development, policies and culture of the school, with technical support and assistance and other mechanical support change" (Motitswe 2011:31). Resource control, financial management and administration should be taken into consideration. Stofile wrote about "the strengthening of special schools and inclusive education with technical support from

Community Based Rehabilitation (CBR) programmes" (Stofile 2008:56). The community is mentioned here to emphasize the strengthening of a full-service school.

2.13.10 Human resources

According to Hay and Beyers (2011:236) "an individual should have resources at his/her disposal to develop his/her full capacity". However, in South Africa it is quite difficult to distribute resources equally. Interpersonal relationships, staff development and conditions of service play a role in the transition to a full-service school. Building relationships between the staff, the community, the DoE and the SMT must be regarded as important. Dyson (2011:189) states that "to date, much of the development of full-service and extended schools has been 'additive', in the sense that new resources and responsibilities have been added to schools that otherwise remain essentially unchanged". Staff development must be an ongoing process and not just left unattended. Daniels also highlighted the fact that "the roles of the district based support teams in these districts, including the specialized support staff, such as school psychologists, were to be transformed in line with the changed roles envisaged in White Paper 6" (Daniels 2010:636).

2.14   Some specifically South African aspects

For the construction of my conceptual framework I also included research done by various authors, as well as the visions set out by the DoE which highlight transitions to full-service schools in South Africa. For a school to become a full-service school, the Department of Education (2005) outlined that first of all there should be a paradigm shift in the way we look and approach inclusive education. Furthermore, we should focus on understanding barriers to learning and the context in which a teacher places such learners in reaching outcomes, and we should determine the support the learner needs to overcome the barrier. Then, rather than including a learner based on his/her disability, the learner should be included according what type of services he/she requires. The idea is to move away from standardised tests and to focus on the South African School Act rather than the Special Education Act. Lastly, an inclusive school should admit any learner

instead of admitting learners on the basis of language, culture, and the state of their disability (Department of Education, 2005).

These are just a few of the implementation recommendations issued by the Department of Education when a school is to become a resource centre. Although the support of this above outline has been researched by Mbelu (2011), it seems that the Department of Education did not follow up the new full-service schools adequately. I therefore set out to uncover the role player's stories during the transition to a full-service school, in order to understand how they went about the transition phase and in order to provide recommendations for other institutions wanting to transform themselves into a full-service school.

2.15   Conclusion

Throughout this literature review it was shown how full-service schools were developed through the inclusive education act. The types of services provided by a full-service school in South Africa were discussed, as well as the global issues addressed by the inclusive education from which full-service schools originate. The conceptual framework pointed out which themes will be looked at in Chapter 4. Chapter 3 will discuss the research methodology, research process and all issues involved in the research program.

Methodology

CHAPTER 3

Ute Steenkamp

In this chapter I take a closer look at the interpretive research paradigm to indicate how the assumptions underlying the research inform the philosophy of the study. The assumptions are determined by the methodology and epistemological paradigm. This leads to a description of the methods for a case study in the form of a retrospective study on the transition to a full-service school. A discussion of data collection tools, namely, open-ended interviews, visual diary and document analysis, is presented. Finally, a brief description of the ethical considerations in this research is given.

3.1   Paradigmatic perspective

This section discusses the epistemology and methodology selected for this study.

3.1.1   Epistemological paradigm

An interpretive approach "foreground[s] the meaning that individuals or communities assign to their experiences" (Maree 2007:21). In this research study, I aimed to investigate the experiences of individuals (role players) while their school went through the transition to a full-service school, and the particular roles they played during this process. According to Cohen, Manion and Morrison (2000), an interpretive approach provides a social observer with methods of examining social phenomena in such a way that they will not alter the social world of the interviewees, and it tries to show how choices are made by participants.

Assuming an interpretive stance, I interrogate five assumptions proposed by Maree. Firstly, "human life can only be understood from within" (Maree 2007:59). This indicates that one should not only observe, but obtain insights into the school from within. As such, in an attempt to understand human life from within, I analysed participants' stories to seek an understanding of the role-players' experiences. Secondly, "social life is a distinctively human product" (Maree 2007:59). This means that reality is not merely constructed socially, but rather by positioning a person in a certain context to develop a reality. In this case the role players are placed within the context of developing a full-

service school. This approach is, furthermore, non-prescriptive, as it allows participants to depart on a journey of self-discovery regarding their own schools' history.

Thirdly, "the human mind is the purposive source of origin of meaning" (Maree 2007:59). This can be interpreted as the phenomenon of the development of a full-service school based on the role-players' constructed ideas/notions regarding how a full-service school should develop and function. Fourthly, Maree (2007:60) states that "human behaviour is affected by knowledge of the social world". Here the interpretivist stance was taken to show that the world consists of multiple realities and not only a single reality. Thus, I contend that the Department of Education did not develop the notion of full-service schools on their own and that they must have spent a considerable amount of time gaining insight from other school models and in other countries (where there are functioning full-service schools) regarding how full-service schools should be developed.

Finally, an interpretivist takes the stance that the "social world does not 'exist' independently of human knowledge" (Maree 2007:60). This means that I, as the researcher (being an interpretivist), understand the phenomenon of a full-service school to have multiple realities. An understanding of the phenomenon also had a dynamic influence on the types of questions asked during the research interviews. In this way the interpretivist stance may add richness and depth to my understanding of the phenomenon, as I aimed to investigate for all role players what their constructed and multifaceted realities of full-service schools were.

3.1.2   Methodological paradigm

This study employs qualitative research that is descriptive and narrative in nature. Qualitative research as a methodological paradigm is seen as an inquiry into human nature. Furthermore, the idea that qualitative research deals with events cannot be understood in isolation from its content. Burgess (1985) states that qualitative research is based on social interaction and investigating a phenomenon. Keeves and Lakomski (1999) identify qualitative research as understanding the root of phenomena and identifying motives behind human reactions. As the present research focuses on a specific phenomenon I want to explore the experiences of different role players, since

qualitative research captures the lived experiences of the participants. Furthermore, I want to analyse data, to understand the investigated phenomenon from an interpretive point of view.

3.2   Research design

3.2.1   What is a case study?

According to Maree (2007:75), a case study can be defined as "an empirical inquiry that investigates a contemporary phenomenon". The phenomenon of full-service schools can for instance be explored for its shortcomings with respect to existing principles and practices regarding the application of our knowledge of inclusive education in order to provide enhancing guidelines (Engelbrecht *et al.* 1999). A case study is not limited to people; it also aims to investigate phenomena within certain contexts. Thus the present case study design allowed me to scrutinise the phenomenon of a full-service school and "to review the steps that were taken and better understand the mechanics of how a [phenomenon] might be affected by a variety of factors" (Salkind 2006:205). The phenomenon of a full-service school was thus analysed within a given context that is influenced by various factors, such as the government's approach to inclusive education, the school's approach to the notion of becoming a full-service school, as well as the needs of learners and their parents.

3.2.2   Types of case studies

There are many types of case studies, as outlined by Yin (1989), Stake (1995), Rule and Vaughn (2011), Bogden and Biklen (1982), and Stenhouse (1985). Stake identified two types of case studies, "intrinsic" and "instrumental". Yin distinguished between case studies that are exploratory, explanatory or descriptive. Stake (2006) also states that a single case study is unique in its own way. He elaborates on the fact that each case study is different, and that qualitative case studies are designed to study real cases and their experiences. Bogden and Biklen (1982), as quoted in Rule and Vaughn (2011), distinguish between historical, organisational, observational, life history and community case

studies, whereas Stenhouse (1985), as cited in Rule and Vaughn (2011), differentiates between ethnographic case studies, evaluative case studies and educational case studies.

3.2.3   Case study chosen for the present research

I chose Stake's (2006) single-instrumental case study since I focused on a single phenomenon. A single-instrumental case study implies a case study of one case, to acquire knowledge and insight into a specific phenomenon. An instrumental case study design can also lead to the expectation that the knowledge acquired might be applied to generalise or to further develop a theory. An additional motive for choosing an instrumental case study design is that a full-service school is a bounded phenomenon limited to the different groups and individuals that play a role in its transition. This case study made me understand the phenomenon in its own authentic framework (Baxter & Jack 2008:548). It is important to note that whilst using a case study design where the researcher focuses on one specific school/setting, a wide variety of data need to be collected to assure that the data are rich in information.

3.2.4   Advantages of using the case study

The advantages of using a case study design is that it is "a unique way of capturing information about human behaviour" and offers an insight into the real forcefulness of situations and people in a specific phenomenon (Salkind 2006:205). Cohen *et al.* (2000) agree with Salkind and state that a case study is unique and gives a real-life account of cause and effect. In the present case, I was involved with a specific school, investigating it from an interpretive perspective, and obtained rich data in the form of a case study.

3.2.5   Disadvantages of using the case study, and proposed ideas to overcome disadvantages in the research

Yin (2003) explains that, despite the continuous use of case studies in social sciences, the case study is being labelled continually as a weak research method. This allegation is based on the notion that case study research is characterised by insufficient data. Another disadvantage could be that the relationship between the researcher and the interviewees could lead to accusations of bias. Thus, in the present project an external

observer was used to verify that no biased situations were ocurring. There is also some unhappiness about the case study method because confusion could be created by different interpretations of a case.

One way of ensuring rich data is to have multiple data collecting tools. I included a research diary as part of the research process. A research diary could capture an account of the research process including feelings and interpretations. According to Creswell (2005:211) field notes are "unstructured text data and pictures taken during observations by the researcher". This could provide the reader with a clear picture of what took place and "involve" the reader in the research. The highly important issue of generalisation has been emphasised and is decided here by being clear about the exploratory and theory-building nature of case study research. The purpose of this study is not to generalise data with respect to the population, but rather to understand and assess the impact of the specific phenomenon, namely the transition of a full-service school. This issue can be practically resolved by using a single case study to initiate the research, prior possibly to any larger study or multiple studies in the future.

3.3   Selection of participants

Participants who were regarded as "information rich" were used (Northcutt & McCoy 2004:87). The selected participants were employed at a full-service school, as this is the phenomenon being studied and observed. Stratified purposive sampling was used because in this sampling process participants are selected "according to pre-selected criteria relevant to a particular research question" (Maree 2007:79). Firstly, the specific school is identified as a rural situated context with access to resources. A full-service school, according to the literature review, has various role players. Among these are the School Governing Body (SGB), the school's principal, its teachers and its administrative staff members. This group of people was involved as participants. Purposive sampling has been identified by Cohen *et al*. (2000) as selecting certain participants for a specific purpose, which makes sampling an easier process. By choice, this research did not represent a larger population nor can it be generalised, because of the purposive sampling.

Below is a demographical table on the backgrounds of the participants:

Table 2: Demographical table

Participants	Position	Years at Nomawethu School
A	Teacher	28
B	Teacher	17
C	Teacher	11
D	Teacher	4
E	Teacher	19
F	Principal	>35
G	DoE	Part of DoE since 1997

3.3.1 Research context

The full-service school in question is situated in a rural community. The school consists of more than a 1000 learners, 23 teachers, a deputy head and a principal. The learners in the school come from a low-resource community associated with poverty, high unemployment, orphans, child-headed households and so forth. The principal at the school was very helpful and assisted me throughout the data-gathering process. The research process took place over two months, with two visits to the school.

3.4 Data collection and documentation

3.4.1 Research process

The school is an underperforming school and not all the role players were available for all the interviews. Not all of the role players could be seen during school hours; furthermore, they had additional work to complete for the DoE. The data collection process was adapted for some of the role players by writing out their interviews after numerous phone calls, and opportunities were given for interviews. The principal referred to this aspect when I interviewed her; she stated that human resources were a major issue in their school. The average staff-to-learners ratio is stated as between one teacher for every 40 learners. At this specific school there are only 23 teachers and already more than a 1000 learners have been accommodated in this school. The school

has an energetic feel to it as all the teachers, the principal and administrators welcome any guest with warmth. The school is extremely neat and tidy; which is in contrast to the polluted setting outside the school yard. The principal's interview was conducted in her office, and the teachers' interviews took place in the staffroom. During the interview I observed that the school was functioning in an extremely orderly manner. After lunch all the children were back inside the classrooms, ready to learn. The school's name was kept confidential; for the purpose of this analysis I have used a pseudonym, Nomawethu, meaning "our own people" in Xhosa. I found this name appropriate to this research since it became obvious that the transitioning to a full-service school involves all the role players.

3.4.2   Interviews

The role players at the selected school were involved in individual interviews to ascertain their stories, perspectives and insight regarding their school's transformation into a full-service school. These interviews were audio taped with permission. I interviewed 7 participants (5 teachers (any race and age), the principal and a DoE role player specifically assigned to assist in the transition of Nomawethu School. In an attempt to obtain rich data on the development of a full-service school, I used conversational interviews (open-ended). Data were collected using three types of probing (Maree, 2007:89). The first type of probing is "detail-oriented probes", where words such as "who" or "what" were used to ensure that I understood clearly what was being said by the interviewees.

Secondly, "elaboration probes" were used to gain more insight into the phenomenon (Maree 2007:89). Lastly, "clarification probes" were used to verify my understanding, and that the data were accurately constructed (Maree 2007:89). All interviews were recorded using a dictaphone, to ensure that data were captured correctly.

In this study the purpose of the interviews was to seek information in the form of facts as well as attitudes, beliefs and opinions. Open-ended interviews were used, as I wanted to explore the views, beliefs, and attitudes of role players regarding the transitional process of a mainstream school to a full-service school.

One advantage of employing interviews is that a detailed explanation of the purpose of the study can be given at the start of an interview. If a question is misunderstood by a participant, the interviewer can clarify the question. Also, when a participant seems hesitant or disinterested, the interviewer can try to encourage him/her.

3.4.3 Field notes

Besides interviews, I used field notes, as I captured my observations as meticulously as possible in a notebook (Creswell 2005). I compiled notes during the open-ended interviews with participants. Field notes were structured by "writing down jottings and incorporating quotes into field notes and then to funnel [them] from broad observations to narrow ones" (Creswell 2005:226).

Field notes could have advantages, but also disadvantages. Field notes, according to Wallen and Fraenkel (2001), are multifaced and one should make sure of the purpose of using them. Johnson and Christensen (2012) describe field notes as documentation of what the researcher observes and experiences. The advantages of field notes are that lived experiences and observations are revealed to the researcher, and could verify the interview. (See Addendum H.)

3.4.4 Visual materials and diary

Visual materials and an accompanying diary were employed as this holds the possibility of involving the reader and providing the reader with a clear picture of how the school evolved into a full-service school. According to Creswell (2012) visual materials could act as a physical trace of evidence of how the structure of the school has adapted to become a full-service school. Photos include the previous school structure and the recent school structure, without revealing the school's identity. Of the visual data, photos are presented in Chapter 4. Diaries accompanied the visual material, with rich data taken from the researcher's experiences. (See 4.1.6.)

3.5 Data analysis and interpretation

3.5.1 Literature review

The literature review informedthe reader on other aspects of the research project. The literature review served as a point of departure, interpretation and support for the author to ask relevant questions of specific role players. Throughout, I kept in mind that it was necessary to interrogate findings from the literature review alongside findings from the interviews. In terms of data interpretation, I based my themes on the conceptual framework based on the whole-school approach of Lazarus and Davidoff (1997) which provided the impetus for deductive coding.

3.5.2 Interviews

Bogdan and Biklen (1992:153) state that data analysis is "the process of systematically searching and arranging [data] … to increase [the researcher's] understanding of them and to enable [the researcher] to present what was discovered". The purpose of data analysis in this study was to analyse how a mainstream school was transformed into a full-service school and how a full-service school addressed inclusive education. Transcribed interviews were carefully reviewed, following the advice that "in the analysis of data the researcher tracks sequences, chronology, stories or processes in the data, keeping in mind that most narratives have a backwards and forwards nature that needs to be unravelled in the analysis" (Maree 2007:103).

3.6 Coding of interviews and field notes

The data were organised for analysis, after which coding was carried out using the predetermined codes, namely as Microsystems, Macrosystems, Leadership and Management, Culture, Identity, Strategy, Structures/Procedures, Physical changes, Technical support and Human resources, as set out by the framework of Lazarus and Davidoff (1997:17). Firstly, I scanned the interviews and started to highlight the themes as just described. This type of coding is called deductive coding or *a priori* analysis; it means that themes are allocated according to prior theory. Coding "is the process of reading carefully through your transcribed data, line by line, and dividing it into meaningful

analytical units" (Maree 2007:105). The advantage of such a deductive coding system is that the data will yield a deep exploration of a phenomenon while they do not make claims to objectivity, and they give voice to the role players' experiences. The experiences and perceptions of role players were revealed during the interview, and data-rich information was available for my interpretation. Coding helped in sorting the information by relevance, and it acted as a marker for my assessment of what might happen in future. Lastly, coding led to a prolonged discovery of multifaceted realities within the data. Limitations of deductive coding are that it can create subjectivity, and that if there is a lack of guidance, the analysis could prove to be inadequate.

The following took place during the data analysis, as summarised by Lacey and Luff (2001):

1. Refamiliarise yourself with data

2. Transcription of data

3. Identification of data

4. Develop sensitivity towards data

5. Coding

6. Identification of themes

7. Re-coding

8. Development of subcategories

9. Reveal relationships between categories

10. Scrutinize themes and subcategories

11. Extend theory against the data where necessary

12. Write a report and recommendations

To better understand the steps set out above, here is a detailed account of my coding process:

I listened to the interviews collected, then transcribed them, starting with the identification of data, and also showing sensitivity towards the data. The *a priori* themes where now coded in the interviews, linked up and placed under the prior themes as demonstrated by Lazarus and Davidoff (1997). I went over the interviews again to select

subthemes (see Addendum E), as set out by Lazarus and Davidoff (1997). I discovered relationships between the categories of each role player's interview and then scrutinized themes and subcategories. I then extended the initial theory against my data (see Chapter 5). Chapter 6 contains my conclusions and recommendations.

3.7 Visual material

Visual materials such as photos of the structure of the school were analysed and a content analysis of previous photos was done. Photos were analysed through collecting previous visual material before the transition took place, and then analysing the changes according to the visual material. The visual material also acted as a supportive strategy and served to show correlation for the themes analysed from the interviews. Due to the sentimental value of the older photographs, these could only be viewed at the school itself, but significant changes were noted via field notes and incorporated in the data. The only photos of the structure of the school that the school gave to me were the previous classrooms. The photos taken after the transition were analysed by looking for changes within the school structure. This linked up with one of my themes, physical changes. This physical changes theme is now highlighted in Chapter 4 by the visual material.

3.8 Quality criteria

3.8.1 Credibility

According to Boudah (2011) the credibility of the researcher is also a component of quality. To enhance credibility I made sure that I was not biased in any situation. Firstly, to address the cultural barrier which I sometimes experienced, I spoke to my supervisor who advised me to consider the school where I myself teach and to look at the resources available there. This made me view the researched school in a different light and realise the full impact of this transition to a full-service school. Secondly, the fact that I was a teacher myself gave me an insider perspective as to how it must have felt for these teachers to go through so many transition phases over such a long period of time. Thirdly, I considered the community involvement and the setting of my own school; this

made me look at the community involvement during the transition in a different view. I made sure I understood the methods of data analysis and could focus on my conceptual framework as a guideline for my interpretation of my data. Furthermore, I am trained in research, which enhances my credibility.

Credibility of this study should also be established by the thoroughness of the literature review, which used internationally recognised journals and authors who are experts in the fields of education and full-service schools. This was enhanced by the use of different databases for my literature review (Boudah 2011).

It is further enhanced by maintaining accuracy during the data collection process, by using interviews that were recorded, transcribed and coded. I also used a second observer during my data collection period.

The credibility of the field notes could be assessed by the access and time of the field notes taken. One should remain aware of one's observational role and "clearly convey this role to your participants" (Cohen *et al. 2000*:225). Furthermore, Cohen *et al.* (2000) states that field notes could have an ethical implication when the observer (researcher) relates strongly to the same situation as the participant. I wrote my field notes as accurately as possible.

3.8.2   Transferability

Transferability is low since the data are not meant to be generalised to the population at large; they only apply to this specific case study of a school. This makes such a case study unique, since the data analysis is only true in relation to that specific school. Qualitative research does not necessitate external validity, since each research project is unique and has diverse settings (Stake 2006).

3.8.3   Conformability

Boudah (2011) defines conformability as the degree to which others agree or verify the research findings. Each qualitative research is unique in itself, but the researcher can still

adopt means, such as documenting the procedures for rechecking data, exposing negative occurrences that could disagree with previous observations or interviews, and more to certify conformability. I accomplished this by member checking and by letting the interviewees confirm what they had said so that they were able to offer suggestions and changes.

3.8.4 Dependability

Dependability involves the description of changes that occur during the course of research, and an understanding of how such changes affect the research or the study. Authenticity criteria were formed by the visual material, with enhanced dependability by using the camera only to show the specific data needed (Creswell 2012). In the research study, photos were only taken to reveal the physical changes and also the community involvement. The photos only reveal the changes and do not focus on unimportant aspects.

3.8.5 Triangulation

Lastly, in an attempt to enhance the accuracy of the research findings, I relied on triangulation. According to Cohen (2000:252) "triangulation is the process of corroborating evidence from different individuals (e.g. a principal and a student)". In addition, different types of data should be used to verify the findings. In this study I made use of an outside observer to help with the verification of participants' responses, used field notes, and analysed the visual material in an attempt to enhance triangulation.

3.9 Ethical considerations

Wallen and Fraenkel (1991:38) state that researchers working with human subjects must act ethically, professionally and in the best interest of their research participants by respecting the dignity and welfare of these participants. The first step within the ethical consideration framework consists in obtaining informed consent. Informed consent was followed by gaining access, approval and permission of the Department of Basic Education and the selected school to conduct a research project at that particular school. The next step was to seek informed consent from the participants. Informed consent

had to be obtained from all the role players involved in the transition to a full-service school who participated in the study. This was carried out by formulating informed consent letters which all participants were asked to sign. These letters contained details of the purpose of the study as well as the role each participant played in the research project.

Secondly, participants had to be assured that their information (names) would be kept confidential. According to Salkind (2006:61) "anonymity means that records cannot be linked with names, [whereas] confidentiality is maintained when anything that is learned about the participant is held in the strictest of confidence". I protected the anonymity of all interviewees, and their views were treated as confidential. Cohen *et al.* (2000:56) state that "interviewees will have the opportunity to verify statements when the research is in draft form". I discussed my analysis and results with the participants who had the opportunity to verify these or indicate anything they did not agree with. This method of data verification is termed member checking. Wallen and Fraenkel (1991:40) furthermore state that "all participants … should have the right to withdraw from the study or to request that data about them not be used". This was communicated to all participants at the outset of the study.

The third aspect that must be taken into consideration is the protection of participants from harm. According to Wallen and Fraenkel (1991:38), researchers must ensure "that participants in a research study are protected from any physical or psychological harm or danger that may arise from research procedures". All of these aspects were considered whilst completing my data collection and coding.

3.10   Conclusion

In this Chapter I gave a detailed description of the research paradigm and design. I described the method of sampling, as well as the data collection procedures. I explained how the data were analysed, as well as how I ensured quality and ethical considerations. The following chapter will provide the analysis of the semi structured interviews, visual material and observations, where I am exploring the main research question and sub

questions for this study. Themes are addressed according to the theoretical framework presented in Chapter 2.

Data analysis and findings

CHAPTER 4

Ute Steenkamp

In this chapter the data analysis and findings are discussed, based on the data collection during the semi-structured interviews, observations and visual diary, on the transition to a full-service school. I revisited the research questions, and the aim of the study and themes are discussed and addressed throughout this chapter.

4.1   Themes that emerged from the semi-structured interviews, visual diary and documents.

The themes that emerged throughout the research process are supported by the interviews, visual material and document analysis. Each of the subthemes is taken from Figure 3 in Chapter 2, namely the conceptual framework based on the work of Davidoff and Lazarus (1997:18).

4.1.1   Culture (norms/values)

Culture (norms/values)
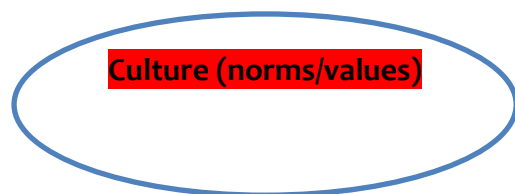
"Culture"as theme entails the norms and values adopted by the school and set by the school as an example. The culture of a school could refer to the multicultural setting of the school and how norms and values are incorporated in the school. These norms and values, which form a basic part of the culture of the school, refer to the acceptance of all learners, as well as tolerance towards different cultures, religions and disabilities.

The future of the school is determined by the culture of the school. The demographic setting is important for understanding all the social backgrounds included in the Nomawethu School setting. The teachers had to undergo a cultural change, as did the students, to learn to accept learners in their classes with barriers to learning, and to accommodate them. The culture of a school is very important, as stated in the literature review (Chapter 2). If the culture of the school involves not accepting learners with

disabilities, then that culture should be addressed fully and changed to a culture of acceptance. Motitswe (2011) stated that there should be a change towards addressing cultural differences in the school and towards accepting all cultures in the school. As stated by Pillay and Di Terlizzi (2009), a full-service school should be free of any discrimination. The teachers must encourage acceptance of the multicultural diversity in which we live daily.

Norms and values are mentioned because they are a part of the culture of the school. Previously, Nomawethu School had the norm of a rigid structured teaching environment, as stated by Participant C (Addendum F, Participant C). This also links with Dryfoos (1998) stating that the previous education system had to be adapted to not being rigid. At Nomawethu School they now had to adapt their norms and include all the learners in the classroom. As Participant Crevealed, their new culture consisted in working as a team to complete the transition to a full-service school by stating "We also work together with the community and the department of education" (Addendum F, participant C). The value system of Nomawethu school can be seen when participant A says "remove the stigma and isolation of learners with barriers, to remove discrimination of learners with barriers" (Addendum F, Participant A).

The value of the education system transforming to a full-service school had to be conveyed to the community, to gain their understanding and their help. When the principal was asked about culture, viz. how did culture have an impact on the transition of the school, she said "Nowadays we have a multicultural mentality, the staff just bought into the idea of a full-service school. And the parents? There is no discrimination - it is gone. We don't have such a thing. Maybe it is because of the efficacy that we have made in every meeting. We would invite the district and answer questions from the parents. Everybody just opened their arms to help and accept." This quote from the principal connects with Prew's (2009) idea of involving all role players in the culture of the school, like these parents were involved for a transition. Abrams (2000) suggested that if a school has difficulty with cultural differences it could be improved by house visits, by providing child care support groups hiring translators, and by having meetings at more convenient times.

4.1.2   Identity (vision/mission/purpose/direction/tasks)

Identity (vision/mission/purpose/direction/tasks)
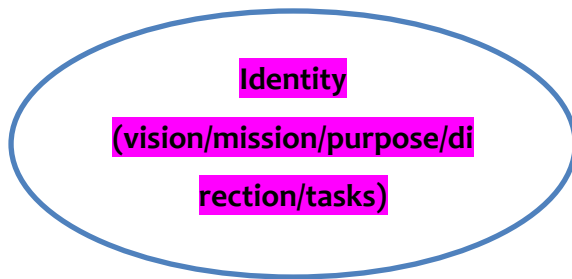
"Identity" as a subtheme of culture refers to the vision, mission, purpose, direction and task of the school. Identity entails where the school is headed, what it still wants to achieve, how it differs from other schools, taking into consideration that Namowethu is a unique full-service school. The new purpose of the school is why it transformed and with this purpose it serves the community and learners. "Tasks" also refers to how it will be able to achieve and keep its new identity.

NomawethuSchool had to change its own identity because it had to transform into a full-service school; its old nature of just being a mainstream school had to change. The principal said about the school's identity transition:

> "It was in a form of the staff first to say: Here we are, what are your wishes about this school, what do you see, how do we see ourselves in years to come? We brainstormed and we came up with ideas and we captured that and we went to our SGB meeting and said our school is now inclusive. How do we visionalize our school? How do we see it? And then they came up with the parents' idea and in our parents meeting we started to pose questions to discuss our school and what they expect from us as a school. They started to raise their voices and they came up with their own ideas and we shared the vision of the governing body meeting, and at every IGM we revise our mission and ask ourselves: Are we still on line? Is it realized, or do we need to change it, or what else could we put in?"

This statement also correlates with Du Toit and Forlin (2009) who state that in a development process one must have a shared vision. Mbelu (2011) also stated that all the role players should be involved in the transition process - as obviously happened at this school. When the school's document was being analysed it became clear that they had set their vision and mission with the help of White Paper 6. In the school's document, the vision of the school was clearly set out: To help and include all learners. The document stated that their full-service school wanted to create and develop learners who would be able to think for themselves, and to work on developing skills, which was in contrast to the interviews suggesting that they lacked human resources and facilities to develop skills. The vision of the school includes having learners participate fully in a safe environment. Furthermore, participant C stated "The importance of a full-service school for me is to have the acceptance and accommodation of all learners in the school. This is important" (Addendum F, Participant C).

The missionof Nomawethu school is now to enhance its quality of teaching, provide a range of teaching resources for the specific age, ability and needs of each learner, let high expectations play their part among teachers, and to develop every learner to his/her full potential. According to White Paper 6 (Department of Education, 2009), as a full-service school they have to address all the learners with their needs. Participant C's words correlate with this when she states that they need "to make sure that we actually do meet the needs of a specific group of learners, if they know with whom they are dealing" (Addendum F, Participant C).

Moreover, the importance of a full-service school according to participant C, lies in "the acceptance and accommodation of all learners in the school" (Addendum F, Participant C). This is important. Teaching strategies on method of learning support must be available. This statement agrees with White Paper 6 (Department of Education, 2009) stating that all learners should be able to receive quality education at a full-service school. During the interview with the DoE representative, that interviewee also stated that the purpose of a full-service school was to accommodate all the learners, and revealed that sometimes Nomawethu School still wanted to transfer learners to other schools if they had a severe disability; and that was not the purpose of their school. This

statement from the DoE representative is a parallel to Peebles-Wilkins (2004) who states that a full-service school should address all learners' needs. Participant C stated that their direction was now "integrated and holistic" (Addendum F, Participant C). Direction was provided by the principal about what they still wanted to do at their school, for example, finish the construction and build a recreational centre, improve their facilities and appoint more staff to help all the learners. This correlates with a statement by Du Toit and Forlin (2009) that there should be a clear direction of the school set by all the role players and the principal. Engelbrecht (2006) and Newman (2005) also highlight the important role that the principal has to play in order for the school to develop its own identity.

Change to the identity of the school, according to Stuart *et al.* (2006), is the most important change happening. The identity change of a school, especially a full- service school, is first initiated by the DoE and then continued with the help of the SGBs, principal, teachers and the community. As the principal reported, they came up with an idea, and then it was conveyed to the DoE, "and here we are today". The identity of a school reveals how the principal and the teachers feel about it. In this case, of course, they ought to realise that they are now a full-service school, with the purpose of accommodating all the learners, no matter how severe their disabilities are, although, according to the DoE representative, they still felt like transferring students to other schools. Davis (1995) states that a full-service school is there to address all needs, no matter how severe.

According to Abosi and Koay (2008) there seems to be a lack of specialized teachers. For instance, in an inclusive setting of a school, a deaf child must have support such as an interpreter fluent in sign language, and visually impaired children would need Braille equipment and a Braille specialist. In the present case, the interviews showed that there still was a lack of human resources at the school with regard to such specialized support. This could be a reason why the school felt that they still wanted to transfer some students.

The following document was obtained from Nomawethu School:

VISION:

- To create learning opportunities for all learners with different learning barriers.
- To have learners who are independent thinkers, knowledgeable and have technological skills. To develop the learners in totality through excellence and commitment.
- To develop learners who will participate and contribute fully to society.
- To create a safe, attractive and conducive environment for learning.

MISSION:

- Our primary purpose is to enhance children's quality of learning through effective teaching.
- We will provide a rangeof education and social experiences appropriate to the age, ability and needs of our pupils.
- We will have consistently high expectations and match these with high quality resources and learning strategies
- We are committed to honesty and responsibility in all relationships,respecting the rights of individuals and stressing the importance of social awareness and sensitivity.
- We will create opportunities for every individual in the school community to develop her or his maximum potential.
- We will create and sustain a professional learning environment.

From the above Nomawethu school document the following themes emerged (as highlighted above):

a) The vision for all learners to have or acquire:

- Opportunity

All learners in a full-service school should receive equal opportunities as stated in Nomawethu's school document. This correlates with White Paper 6 (2001) and with Rix *et al.* (2009).

- Independent thinking

As said previously, Nomawethu set its vision and mission according to White Paper 6 (2001) which also highlights the fundamental role of providing education that would make learners independent thinkers. This seems to be in contrast to what the interviewees had to say, as Participant E stated that "skills like sewing, gardening, woodwork etc. will be taught for those learners who are uneducable" (Addendum F, Participant E). These would be provided later; but currently at the school there is no provision for such activities. Abosi and Koay (2008) also mentioned the crucial part of teaching vocational skills to learners in an inclusive education environment.

- Participation

Participation in classroom situations is essential to the vision of Nomawethu and correlates with White Paper 6 (2001): Learners must all be encouraged to participate in learning and in the curricula.

- A safe learning environment

Creating a safe learning environment is a most important aspect of a full-service school because all learners - no matter what their needs or barriers towards learning might be - must receive their education in a safe environment. This would correlate with White Paper 6 (2001) which states that learners must be respected and equally treated.

b) The mission of the school:

- Quality education

Quality education in a full-service setting is very important. This links with Abosi and Koay (2008) and Gudjónsdónsdóttir, Cacciattolo, Dakrich, Davies, Kelly and Dalmau (2007) who confirm that quality education should be provided to all learners in an inclusive-education setting.

- Provision for different needs

It is clear that the mission of the school would include addressing all different barriers. That is what the Guideline for full-service/inclusive schools (2008) says.

- Setting of high expectations

The Guideline for full-service/inclusive schools (2008) states that the setting of expectations to each learner must remain within the ability of the learner. However, in a study done by Feng and Jament (2008) it was revealed that in their inclusive schools the teachers set their demands too high. If learners did not receive special remediation to address their barriers they did not learn anything. Clearly, Nomawethu's vision is to set higher expectations, but which will still be within reach of a learner's ability.

- Taking responsibility

Teachers and role players should take responsibility for each learner in their class. This is one of the missions set by Nomawethu School, in line with Cuglietto, Burke and Ocasio (2007) at JFK full-service school who state that each teacher should take responsibility in a full-service school for providing individual student-specific academic interventions and providing feedback to parents/community members, to acknowledge the success of these interventions. Furthermore, Rix, Hall, Nind, Sheehy and Wearmouth (2009) agree with Cuglietto *et al.* (2007) that teachers must recognise their vital responsibility for each student.

- Sensitivity

To show sensitivity towards all learners, irrespective of learning barriers, race, culture, religion etc. This correlates with the Guidelines for full-service and inclusive schools (2008), Muijs (2007), White Paper 6 (2001).

- Maximized opportunities

The maximizing of opportunities was already explained in the mission of the Nomawethu School document.

4.1.3 Strategy (goal-setting/planning/evaluation)

Strategy (goal-setting/planning/evaluation)

Thesubtheme of "strategy" refers to the goal-setting, planning and evaluation of the school. Goal-setting refers to the DoE's and the school's own goal-setting of what they would like to achieve. Planning and execution affect all the role players in the transition. Evaluation refers to the continuous process of evaluating the outcomes of the transition, and of continuously improving on it.

The strategy during the transition of Nomawethu School was prepared by the DoE, after which the goal-setting and planning started. First the DoE had to select a school to be transformed to a full-service school according to the demographic area. The school was investigated, to see how its management was operating and what support was available. There followed a meeting with the principal and the SGBs to inform them about the transition that would take place and that they were going to be developed into a full-service school.

According to Moloi (2007), the strategy for a transition is usually developed by the SGBs and SMTs. Participant A stated that "strategies were changed in the course of the curriculum adaptation to help all learners in the school, so no one is doing or learning nothing". Participant C also stated that their "teaching strategies can be adapted". The principal had to sign papers for the agreement. The planning was provided by the DoE, but the principal also had to plan as to how to inform the community about the transformation and what strategies to use to convince the community of the benefits of this transition. The evaluation of the school is an on-going process carried out by the DoE.

The strategy for a school is developed by the DoE once the school has been selected. The information flow then starts at the school, moving through to the teachers and the community, and lastly to the microsystems. In the interviews and observations it became

clear that this strategy was followed to successfully transfer the information to the role players involved in the transition. This correlates well with the interviews obtained from the role players, and also with Warger (2002) according to whom the process of identifying the school's and community's needs is part of planning and evaluating.

According to handouts received by the DoE (2012:2), the process steps were: to distribute the screening tools to the district office by 5 April 2012, then to distribute the screening tool to the schools by 12 April. Then LSEs and District Officials would orientate educators placed in grade R-3 in the full-service school, and lastly the district would determine target dates for the processing of first-level screening for further assessment. According to White Paper 6 (Department of Education 2005) there are six strategies to follow when a school is transformed into a full-service school. From the data collection it seemed that the correct goal-setting, planning and evaluation had been used to transform the school. The principal and "DoE" interviews confirmed that the procedures were followed according to a handout given out to DoE facilitators, and also according to White Paper 6 (Department of Education 2005).

It is clear that the strategies were followed to transform the school, since the interviewees' stories correlated with the literature about the strategies to transform a school.

4.1.4   Structures/Procedures (information flow, decision making/accountability)

Structures/Procedures
(information flow, decision
making/accountability)
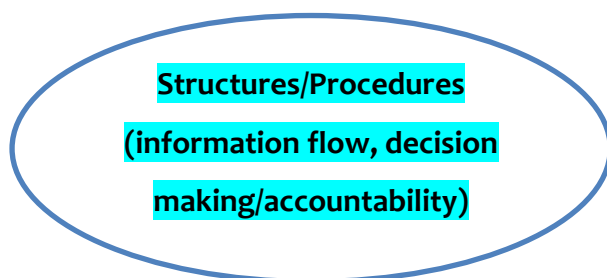
"Structures and procedures" refers to the information flow, decision-making and accountability of the school. These structures and procedures usually refer to the role players working together as a team to complete the structures and procedures of the school. However, the accountability for a school usually rests with the principal. This is in

agreement with Booysen (2010) who states that in the South African school context the principal is usually seen as the head manager of the school.

Whilst the structures and procedures were analysed it became clear from all the interviews that the school and its structures had been developed by teamwork. According to participant C, viewed in retrospect the school had had "rigid structures", and now they have a system of education as a whole and enable all learners to have access to education.

According to Busher and Harris (2000), teamwork can only exist in a school where one has shared decision-making and accountability for one's own actions. All of the participants took part in informing the community and started the information flow. Participant A stated that "we are really a team, we work hard together as a team". This correlates with Prew (2009) who states that community involvement plays a major role in the school. However, Joubert (2006) states throughout her research that there seemed to be a lack of community involvement in South African schools. In contrast to Joubert (2006) the present study shows that the community of Nomawethu cooperated closely and is still working to transform the school. Moreover, the DoE assisted them all the way, including workshops held to inform them and to show them how to do curriculum differentiation. The decision-making came from all the role players involved in the transition. The principal stated that most of the times she had to take accountability (compare with Booysen 2010) for what was going on at the school, but at least she had a great management team to assist her. This correlates with the role allotted to the SMT by Wilkins (2003), to show support for the principal. Participant C stated that the SGBs were great at maintaining the information flow because they "arranged workshops for us and them in order to be online with the process of becoming a full-service school. We still have meetings in which we talk about the school and what they want us to do." Following Abrams and Gibbs (2000), everyone should be informed about the transition and have meetings so that all the role players know what to expect from one another. Considering "structures and procedures" it becomes clear that all the role players should work together as a team to transform the school through elements of information-flow, decision-making and accountability. This ties in with Rix *et al.* (2009) who state that for

an inclusive education system to work, the community and role players must work together, with careful planning in a group setting, and allocating roles to each group member.

4.1.5   Physical changes (facilities/ramps/classroom)

Physical changes (facilities/ramps/classroom)
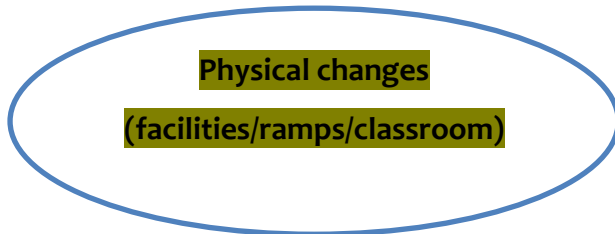
"Physical changes" refers to the facilities, ramps and classrooms transformed to become a successful full-service school and to provide access for all learners with learning barriers or disabilities. These photographs were taken during my data collection period at Nomawethu School. Physical changes were going to occur during the transition to a full-service school because the previous facilities did not meet the standards for accommodating learners in the full-service school. First of all, classrooms were rebuilt to accommodate all the learners, only 6 classes were expanded. The offices of the school were rebuilt. Before the school started its transition, it had only small classrooms, as one can see in the figures below. The structures of these classrooms had walls made from fence materials. The roofs were only corrugated covers, which lead to very high temperatures inside. Obviously these were not the best physical conditions under which learning should take place.

Image 1: School before transition

Image 2 on the next page is photographs taken after the transformation; the new ramps are visible, and so is the internet accessibility.

Image 2: School after transition

Access to DSTV and internet.

Newly built classroom.

Ramps built for disabled learners. Note that there is not   a roof over these ramps .

Close parking to the school for disabled learners.

After looking at the classrooms I moved through to the kitchen to see the conditions there. Below are pictures showing how they were preparing food. The woman working in

the kitchen to provide the free meals three times a week was a parent doing volunteer work at the school.

Image 3: Kitchen of the school after transition
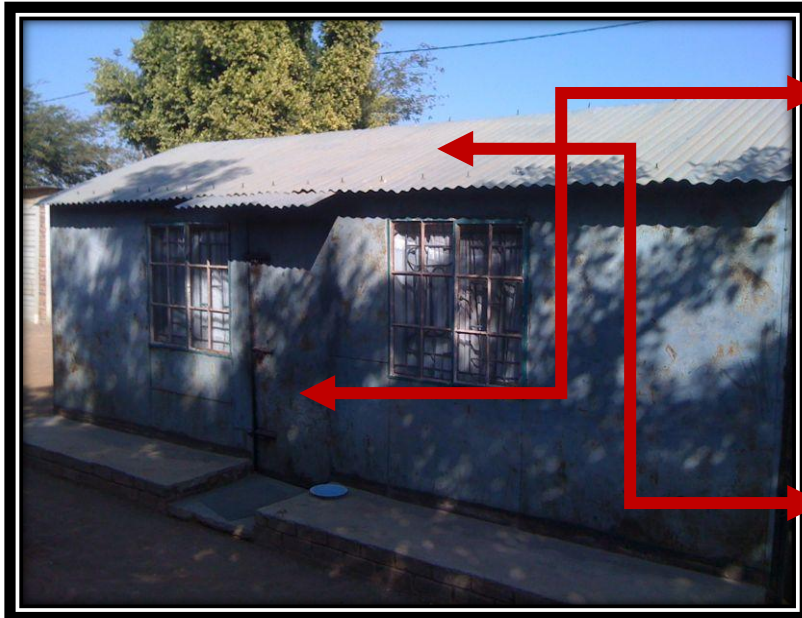
The condition of the kitchen can be a health risk. There is no escape out of the kitchen expect through this door. I didn't see any safety measures.

The roof is corrugated steel, which is again associated with extreme heat temperatures inside the kitchen.

This door, as one can see, is rusted and can't close properly. This could be a health risk.

Image 4: Inside the kitchen of the school
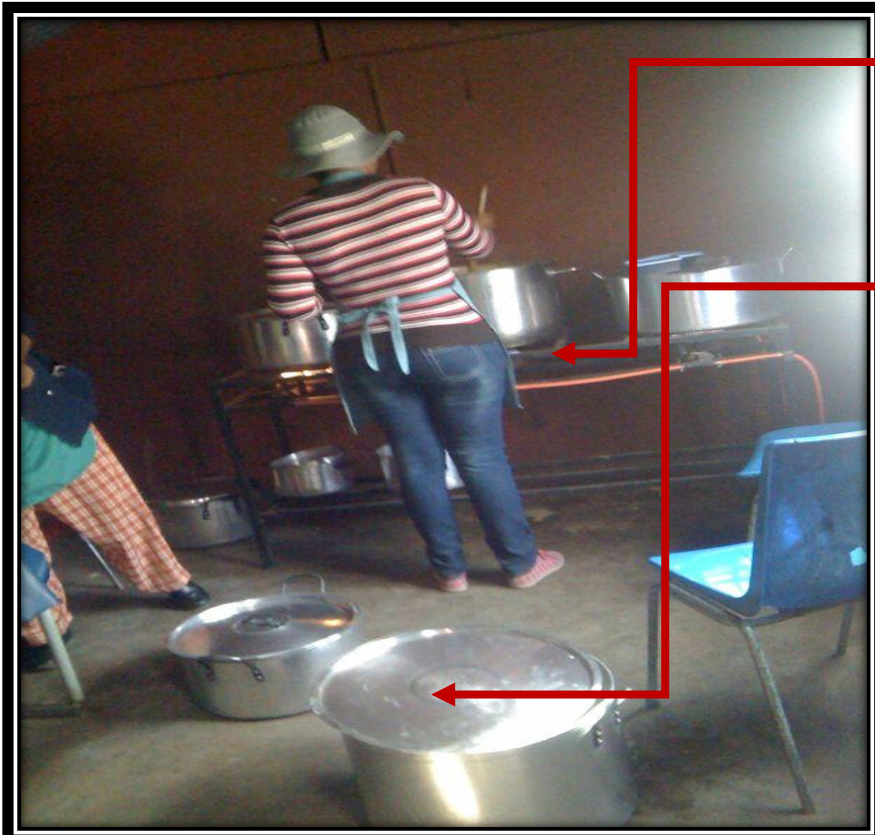
The gas stove being used could be a safety hazard.

The pots situated with food inside for the 1000+ students are placed on the floor.

There is no water supply visible inside the kitchen.

After the kitchen, I moved to the facilities that had been changed to accommodate all learners' sports interest.

Image 5: Recreational facilities

A playground for the primary school learners was built.

Wheelchair-friendly playground.

The image below are the vegetable gardens sponsored by BMW, the principal also stated that they used produce from this vegetable garden in addition to the food they already receive from the DoE.

Image 6: Vegtable garden

It is clear that their facilities had been changed to accommodate all the learners. According to the participants, especially the principal, "only 6 classrooms were designed to meet the needs of these learners. No expansion of the classrooms, but in return they did some ramps, so that learners could go although not covered" (Addendum F, Principal), and the contractor was still on site busy completing construction (which had begun 7 years previously).

The DoE representative stated that they expanded the classrooms and that the teachers didn't approve of these changes because they would rather have more classrooms than 6 expanded classrooms. Participant D stated that the following were changed: "the classrooms were changed, ramps, eating plan and vegetables. We have a new office to help us, we moved in 2010" (Addendum F, Participant D). Participant E also stated that facilities were changed: "ramps were erected to accommodate wheelchair users. Bigger

classrooms were built" (Addendum F, Participant E). Participant A stated that their "infrastructure changed. Ramps were made to make the school to be accessible to learners of all barriers i.e. physically disabled learners, our classrooms were changed and rebuilt, we also now receive funds for the development of our school" (Addendum F, Participant A) and participant C only stated that "our whole school was rebuilt" (Addendum F, Participant C). This compares well with White Paper 6 (2001) and with the Guidelines for development of full-service and inclusive schools (2009). Calfee and Wittwer (1995) researched the building of full-service schools in Florida.

Their document clearly states what types of requirements are needed for the facility buildings. From the photographs shown above it becomes clear that there is still a long way to go with respect to facility sizes and meeting criteria; Improvements here could also improve the transition to a full-service school in South Africa. Nevertheless, from the above pictures it is clear that at least the provision of access to wheelchair users at the school was emphasized throughout.

These responses from the participants correlate with Walton (2010) who states that physical resources are very important to enhance inclusive education. Dryfoos (1995) and Cummings *et al.* (2008) also emphasize the importance of facilities used in a full-service school to delivering services to the community. By comparison, Nomawethu is not fully resourced to accommodate the community in a resource centre. That still has to be built. However, Nomawethu School is currently still transforming its facilities and its staff are very excited about the process so far. Walton (2010) and Stofile (2008) reported that one of the successes of the transformation into an inclusive education environment was that the physical resources were changed.

In parallel to Walton (2010) and Stofile (2008), Cummings *et al.* (2007) wrote in their findings that facilities are the pinnacle of offering facilities to the community, enhancing the community's support. In my diary I commented that I could see that a lot of work had to go into the erecting and structuring a full-service school. Everything in the school looked so inviting. Clearly, all the respondents were happy that all the physical resources

had been changed. The same response was obtained from teachers in a study done by Gopalan (2001).

4.1.7   Technical support (resource control/financial management/administration)

Technical support (resource control/financial management/administration)
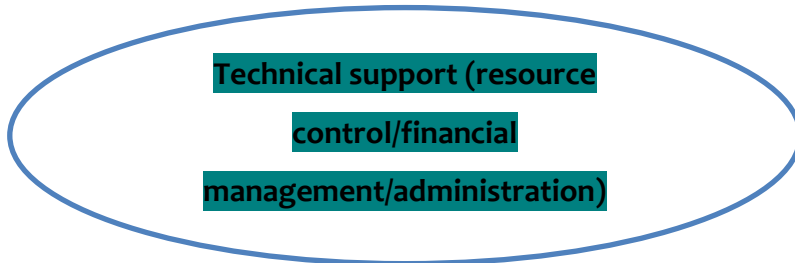
"Technical support" refers to the resource control, financial management and administration of a full-service school. These technical support functions are usually the responsibility of the selected role players such as the SMT, SGB and the principal.

Support was mentioned throughout the interviews, and it was definitely agreed that support was available for this full-service school. The principal stated that "the administration group was also trained. The lady deals with financial issues. When the auditor phones, she talks to her. She is the one responsible for our finances; she's getting in-service training. You know the guys from the district comes once a month". Participant A also indicated that one of the roles of the SGBs is to support and to raise funds for their school - they did this and they are still doing it - and that the "District based support team and head office staff for inclusive schools were also involved and that they still give us support".

Throughout the interviews it was clear there was no need for extra support for Nomawethu School. It just seems to be a system that is working and everyone just joins in, like for example parents contributing their services to the school. This confirms Dryfoos (1998) who stresses the importance of parents contributing to the support of a full-service school. Technical support is extremely important to the transition phase of a full-service school. According to handouts received by the DoE (2012), support is important and there are four pillars to which the DoE should pay attention, the first pillar being early identification and learner support, where the teachers are trained how to

perform early identification and provide learner support; the second pillar being teacher development and support. Here the school management teams are involved, while a therapist is provided by the DoE. Pillar 3 consists of institutional and management development. Here the DoE focuses on expanding resourced full-service schools. Finally, pillar 4 involves stakeholders and organisations.

Concluding from the interviews, observations and visual material, it became clear that this full-service school was indeed receiving support. This is the opposite outcome to Mbelu's (2011) research, who reported that the schools that he researched did not have enough support. A parallel could be drawn to the interviews and the literature from Landsberg *et al.* (2005) who emphasise the importance of support. Here there was no need for extra support. It is clear that the community, stakeholders and role players really took an interest in developing this full-service school. In the literature review in Chapter 2, a study by Mbelu (2011) was described in which he stated that the two full-service schools used as pilots for his study did not receive the needed funds or support; here, in the present study, it became clear that Nomawethu School had received all of these and even more. The "DoE" person interviewed said that Nomawethu School was an exception in terms of finance, so that I can see problems arising with future schools that are selected to become full-service schools, because they will not receive the same amount as Nomawethu School received. Cummings *et al.* (2007) state that any school going through a transition will experience problems, but from their research most school will address them whilst the transition is taking place.

4.1.8   Human resources (interpersonal relationships/staff & other)

Human resources (interpersonal relationships/staff & other) development/conditions of service)

"Human resources" working in a full-service school refer to interpersonal relationships among staff and others. Human resources such as a therapist, nurses etc., in a full-service school form the pinnacle to the success of the transformation and on-going development of a full-service school (Malone 2008). "Human resources" could also refer to the training of teachers to help where human resources are scarce. In Walton (2002) it appears that the teachers only received training for handling early identification and curriculum differentiation.

Throughout the interviews it became clear that the school did not have enough human resources. Participant A stated that "we received funding, but we still need human resources, we are not a lot of staff at this school and we still receive support from the district, but we need more teachers that are educated in inclusive education to help in a full-service school. We still experience difficulty with our ratio just like previously in our mainstream school" (Addendum F, Participant A). Participant C also stated that "we just need more staff because it is still the same problem as with the old school. Too many children and not enough teachers and also therapists, because it is too much work" (Addendum F, Participant C). Participant D also stated that "the school was changed and teachers are trained but, our school should employ the services of the following people: specialized teachers, speech therapist, occupational therapist, school psychologists and school nurses, because we don't have any" (Addendum F, Participant D).

Participant E stated that "I am involved in remediating learners with barriers" (Addendum F, Participant E). Which could be seen as the interpersonal relationship being built between the teacher and the learners. Participant E also thought that one of the barriers to transforming a full-service school is the "finance to employ human resources" and also before the transition it was said that they would receive "specialised staff, e.g. nurses and a psychologist" (Addendum F, Participant E), but this never really happened.
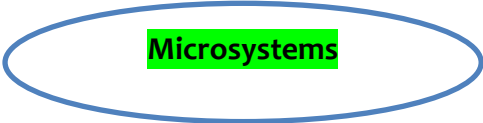
The principal stressed that "we don't have full resources, especially human resources. That is where the problem is, because you need your physical therapist, occupational therapist. White Paper 6 mentions those things, but you know in real life situations you know you can't even appoint a physical therapist in a post-level 2 salary; it is too little",

and "resources in terms of human resources are not attended to probably, we do have social services like, normal social workers who are working for the whole community," but the principal said it would be easier to have an on-site social worker to keep the continuity. Here a linkage can be made to Pillay and Terlizze (2009) who stated that other alternatives can be used for human resources, such as clusters of mobile therapists. In agreement with the principal of Nomawethu School, Peterson and Taylor (2009) emphasized that specialized teachers and therapists must be appointed by the school to address all the learners' needs. The task at present is difficult to cope with, because there is a ratio of 1 teacher to every 40-odd students with mixed abilities. During the transition it was said that they would have specialised teachers on site to help them, but this has not happened yet.

"Interpersonal relationships" refers to on-going communication between role players, such as teachers, parents, therapists and nurses, etc. Muijs (2007) stated that relationships between full-service school role players embedded trust and guaranteed success of their school. The parallel to the study showed that there were extensive relationships between role players, and although they didn't have enough personnel they still did their best to address the needs of the learners.

White Paper 6 (2001) says that human resources would be provided to the full-service school, as was stated on-site. Teaching assistants also play an enormous role in letting this full-service school function smoothly. Most of the interviews showed that there is still a need for human resources and that they do not have enough people, for example teaching assistants and therapists. Furthermore, they still experience the same problems as were previously experienced in a mainstream setting. This was confirmed by Abosi and Koay (2008). It becomes clear that without human resources or specialized teachers, inclusive education cannot really be addressed in the full-service setting. Therefore White Paper 6 (2001) suggests that a full-service school might not have all the human resources in place, but should have the capacity to employ specialised educators.Warger (2002) also concluded that learners benefited more from school-based human resources, while the teachers felt more informed.

4.1.9 Microsystems

Microsystems

"Microsystems" refer to all the close community support received throughout the transition. According to Stofile (2008), the microsystem's support is necessary for the transition to a full-service school. During the interviews it emerged that Nomawethu School received a lot of support, including BMW sponsoring their vegetable garden, the community volunteering with cooking food for the children, the support received from the DoE, and parents encouraging their employers to sponsor food or events for Nomawethu School. However, McMahon *et al.* (2000) thought that these organisations involved in the transition were seeking political gain by influencing the transition to a full-service school. The principal mentioned that "Unisa came in with a musical educator, tutoring; the guy comes in on Thursday and Tuesdays. Tukkies also came onboard recently. They are bringing their IT students and they are going to donate some computers to the school; and some of the students are going to do their practical here. I also requested them to bring onboard the therapist of the RAU (now UJ) faculty, any therapy that can assist the school." Accordingly it seems that our tertiary institutions are supporting Nomawethu School.

Microsystems can enhance the smooth running of a full-service school because according to the DoE not all schools will receive the same funds as Nomawethu School. Nomawethu School received funds from the DoE, and as the principal put it, they "pumped in money" while other role players such as Universities are providing additional support, and BMW provide vegetables to the school. In a study by Motala *et al.* (2007) it is also stated that funding for education turns out to be constricted. Schools that are now being selected to transform into full-service schools should take note that they are not likely to receive as much funding as Nomawethu School, and that they should make provision for collecting funds from stakeholders or employ fundraisers when transforming their school. This confirms Dryfoos (1995) and Westraad (2011) who state that when one looks at such a transition of a school, one must keep in mind that there might be a vast amount of money required.

4.1.10 Macrosystems

Macrosystems

"Macrosystems" refer to the wider educational support, such as national support. Macrosystems are also related to the wider Southern hemisphere educational trends by which our own education system in South Africa was influenced.

Macrosystems were not elaborated on in the interviews. Only the District Office's support was mentioned. It became clear that there is no macrosupport available to Nomawethu School, and schools elsewhere which are identified as transforming into a full-service school should try and gain support from macrocompanies for funds and additional support. The absence of macrosystems (which are potentially key to the transition) has influenced this study and could lead to further research.

4.1.11 Global

Global

"Globally", the only evidence provided by the interviews was the principal's statement that she had read an article that in Canada full-service school systems were excellent. She then went on: "the ratio is 1-12 and they are highly resourced financially so they don't experience any problems" (Addendum F, Principal). Full-service schools are a model created globally in accordance with Stofile (2008) and Motitswe (2011). Globally it seems that neither support nor funds are received. We are only influenced globally to adapt our education system to accommodate all our diverse learners. Our school systems and education systems are globally influenced by trends of inclusive education and South Africa is constantly evolving to be globally competitive.

4.1.12   Other themes revealed in the data collections:

Policies

"Policies" refers to school documents, rules and regulations, vision and mission and school policies that have been adapted to a full-service school.

Policies are the first documents to be adapted for a full-service school. The principal had admission policies that were the same as those in White Paper 6. The basis was acceptance of all learners, no matter what their barriers might be. I left a copy of open-ended structured interview questions with the principal, for the person involved with policy development who was too busy for a direct interview; but it was not returned. However, from the other interviews it became clear that there has been policy change and that and everyone was involved.

4.2   Revisiting the main research question, as stated in Chapter 1

How can insight into the transformation process from a mainstream school to a full-service school broaden our knowledge of inclusive education?

In addition the following secondary questions were formulated:

a) How do teachers experience the transition to a full-service School?
b) How did the transition to a full-service school take place?
c) What recommendations would the role players (principal, governing bodies and teachers) give to other schools to enhance such a transition process?
d) What are the implications of the inclusive education policy for transformation from a mainstream school to a full-service school?

4.2.1 Main research question

How can insight into the transformation process from a mainstream school to a full-service school broaden our knowledge of inclusive education?

Whilst analysing my semi-structured interviews I kept in mind the policy of inclusive education and White Paper 6 (as discussed in Chapter 2). It was stated by participants A, B, C, D, E, the Principal and the DoE representative that it was first of all a good system for addressing inclusive education, but that it did take a long time for the completion of the final product. Furthermore, there seemed to be agreement among the participants' answers that resources were needed to address inclusive education fully in a full-service school. Participant A stated that their school before the transformation had been very underprivileged and unable to address inclusive education fully because of a lack of equipment and resources.

Now the teachers had more knowledge on inclusive education than before and their school was on the way forward. Moreover participant B also stated that they could now address the different barriers appropriately and meet all the needs of the multicultural learners. Participant C stated that previously they had had "rigid" structured support groups, with marginalised learners not receiving enough and applicable support. Participant C also stated that now they could include all learners no matter what barrier they experienced; they just needed more staff (human resources, to accommodate all learners and attend to their needs).

Participant D didn't really state whether inclusive education was being addressed in their school; that participant only stated that they were gaining full training to help all the learners. Participant E mentioned a very important part of inclusive education: it was easy to see that children with barriers were being accepted and classes were mixed, with various disabilities ranging from severe to none. Participant E continued to say that their school was helping all those learners in need. The principal at this specific school was much more communicative about the transition period and how they were addressing inclusive education through their school. Firstly, the principal confirmed that this was an

excellent model if well resourced (human resources); secondly, she stated that this concept of inclusive education via full-service schools could have been introduced earlier, to avoid marginalisation.

The DoE person agreed that this was a very good system and that it addressed inclusive education, but that it was still a very long process, considering how long it was taking for Nomawethu to transform to a full-service school - as a school they still wanted to transfer severely disabled learners to other schools whereas, according to White Paper 6, they should, as a full-service school, be themselves able to address the need of those learners.

It appears from the interviews that this specific full-service school has developed to address inclusive education, and that it is an excellent concept to apply to all the needs of learners, but it is evident that there are still issues that need to be resolved by any school that considers transforming to a full-service school. Throughout the analysis of answers, the main question themes such as **resources** and **time** kept repeating.

This tends to confirm Lomfsky & Lazarus (2001) who stated that a full-service school was the new way of reversing the old 'special school' and to create a more holistic way of addressing the needs of learners. Resources and time are the two major themes gathered from the interviews. Resources for an inclusive education system seemed to be a problem in previous research done by Mbelu (2011), but according to the interviews in the present project the only shortcoming was a lack in human resources. To transform a school to a full-service school will take time.

There is still no suggestion how this transformation process could be speeded up. The long transformation time was confirmed by remarks by the respondents that it had taken more than 7 years to complete the new physical resources at the school, with a contractor still on site completing the work.

4.3   Subquestions:

a)   How do teachers experience the transition to a full-service school?

During the semistructured interviews it became clear that all of the participants were now happy with the school but, looking back, they had been afraid of the transition, not knowing what to expect. Participant A, considering her number of years of teaching at this school, was happy at the school, but they had been afraid. Participant B insisted that parents should be involved in the support of the full-service school, but did not really state any feelings towards a full-service school, only what had been done and that the learners' needs were being addressed through a full-service school. Participant C emphasised that she (taking into consideration her 11years of teaching at this specific school) was very happy after the transition of their school to a full-service school, but in retrospect also admitted of having felt scared before the transition. Participant E stated that the full-service school, retrospectively viewed, still did not fulfil all initial expectations. However, it was also clear that participant E had a positive feeling towards their full-service school since they were now better equipped to address the needs of the learners in their classes, and since training was provided for them.

In the analysis of the principal's feelings towards the full-service school it became clear that she was very positive about their school and its post-transitional future, but what also emerged was that some of the teachers at the school were so afraid of not having the knowledge to address all the learners with different learning barriers in class, that they even resigned from the school.

From an analysis of the DoE semistructured interview it was clear that at this specific school chosen for the case study, some of the teachers were enthusiastic about the transition to a full-service school, whereas other teachers were seeing the full-service school merely as extra work. The DoE interviewee even gave an example of a specific teacher at this school who excels in her work now that she has all the information, structures and policies to help a teacher in her class in addressing all the needs of the learners.

That participant continued by pointing out that a mindshift was required for teachers during the transition, and that the school should be supported throughout the process by the DoE, the principal, SGBs and the community, for teachers to experience the wonderful transition to a full-service school. Overall, during the data analysis the repetitive theme of how did teachers experience the transition was answered in a retrospective structure, reliving how the participants felt: **scared** and not **knowingwhat to expect**, while now, reflecting on the current feelings, it is clear that they are **happy**.

In association with research done by Nel *et al.* (2011), it became clear that the attitude of teachers is very important and should be considered thoroughly. From the interviews the themes revealed the sinister atmosphere experienced by the role players. However, after the transition they are now in high spirits about their new school and the direction that they as a full-service school are taking.

b)   How did the transition to a full-service school take place?

After a first glance at the transition of a mainstream school to a full-service school it was clear that there were many role players involved in the transition phase. During the semi structured interviews I also asked what role they played during the transition period, to get a vivid image and because they were my information-rich participants. Participant A stated that the **DBST** as involved in the transition period; that brought about a change in the curriculum, and also facilities like **classrooms** and **ramps**. Participant B said that the role players involved were the **SGB, SMT, SBST** and **DBST**. That participant also said that they had to change their attitudes while changes to **facilities** took place to accommodate all the learners in the class. Participant C provided a clear picture of what happened during the transition; for example, their **legislation** had to change according to White Paper 6, and the participant also had to inform the community about the transition.

The participant mentioned people who had been involved in the transition phase, from the **Departments of Education, Welfare, Labour** and **Public works**. Moreover, the facilities were changed, and according to Participant C the whole school was rebuilt to accommodate all learners. From my visual material this was evident, but they were still on their way to finish all the buildings, as I shall discuss further in the chapter. Participant

D contributed the idea that their facilities were still undergoing development. Participant D continued by saying that during the transition she was not involved (having only worked at this specific school for the past 4 years), but she still plays her part by informing people about their school so they could receive more funds, because according to this participant they are still developing.

Participant D also pointed out that the DoE was providing food for their school, as well as funds, and was still rebuilding the school ever since they had moved into it in 2010. Participant E mentioned the following people who were involved in the transition period: **SMT, SGB, educators, district officials, parents** and **NGOs**. Participant E further stated that she was involved in the changing of policies and also in **informing** the community about their school; in addition, she did remedial work with learners.

The principal of the school stated that the concept of a full-service school was only introduced to them by 2003, it literally took years for the transition to take place, and it was not something that could happen overnight. For example, they only started building the full-service school in 2010 and moved in by 2012, and transition was still taking place in the school. The principal continued to state that they were all involved in the transition to a full-service school and that they received all the support they needed. The principal stated that the facilities changed to accommodate all the learners.

According to her, only 6 classrooms were improved to address the needs of the learners, but she also pointed out that now there were ramps, built to accommodate wheelchair users, but without roof covering, which leads to problems when it rains. When we spoke about the transition procedures it became clear that first the school was informed about the transition, and then they were made responsible for informing the community and to seek support from everywhere to enhance the transition to a full-service school. The DoE representative clearly stated in the semi structured interview that even before the transition, the school was identified according to its setting, support and management. These schools are developed in specific areas to accommodate all the learners they can handle.

After a school has been selected the DoE informs the principal and the SGBs about its plans to transform their school to a full-service school. It is evident from the interviews that the transition is a long process, and after the transition there still remain issues, but a great deal of positiveness arises from it. From the interview it became clear that the transition was not just a single role player's work, but everyone responsible in the school had to take part.

The interviews showed that the whole transitioning phase involved all the role players in a school system. This confirms Moloi (2007) according to whom all the role players, such as the SMTs and SGBs, should be involved in the transition phase.

c)   What recommendations would the role players (principal, governing bodies and teachers) give to enhance the transitioning process for other schools?

Educational practitioners such as the teachers interviewed provide valuable recommendations with regard to the everyday realities of the transition process. Such recommendations could possibly be taken as a starting point for fresh research for a new school transforming into a full-service school; these recommendations will be further explored in Chapter 5. Participant A indicated that human resources are needed at the school. Should a school decide to transform to a full-service school (by themselves) they must make sure that they will have educators that underwent some kind of inclusive-education training to address the need of the learners of the school.

Participant B stated that their resource centre should still be developed, and this could be used by the SGB, community, teachers and students, because at the moment they did not have one, although it had been said that they would have a recreational centre to be used by the community and others. Schools considering transforming to a full-service school should keep in mind that a recreational centre could play an important part in the school and could also provide income for the school if it is hired out. This recreational centre could also address the problem the principal mentioned in the interview, viz. about students who become too old. In the recreational centre, skills training could be provided.

Participant C stated that for a school to transform there must be a strong support group consisting of the principal, other staff members, SGB, DoE and other schools. Participant D stated that human resources should be available at the school to enhance the quality of services delivered in a full-service school. Again, the emerging theme is that more human resources are needed at the school. Participant E stated that skilled staff was still in need, that human resources or specialized teachers must be appointed on site for the learners and that manual skills should be taught to learners who are unteachable. The recommendation should be considered to have a class only for skills development, preferably in a recreational centre.

The principal at the school recommended that there should be a full-service high school to accommodate all the older learners in their area. It seems to be a problem if only primary schools are developed, because when learners want to leave a full-service school, they won't cope in a mainstream setting. The fact is that this specific school needs to keep all its learners in the school or try and suitably accommodate them elsewhere.

This school then waits for them to become old enough to enter a Skills Development School. The age of the learners (since they are already in puberty) causes serious violent attacks in the school and bullying of other learners. Basically, it comes down to recommending the development of full-service high schools in this specific area.

 The principal would also prefer a full-time nurse based at the school, to help all the learners, especially those with Aids, because when they are on medication they become very tired and sick.

The interview with the DoE member led to the recommendation that more teachers should be informed and trained in primary schools to deal with early identification and curriculum differentiation (White Paper 6). Although the principal preferred that the DoE should consider creating full-service high schools, it is clear from the interview with the DoE representative that this is not part of their future plans. The DoE is only identifying primary schools to be transformed.

The DoE representative mentioned another important aspect of enhancing the transition of future full-service schools, namely to ask for help from and to communicate with already transformed full-service school in the district. This is exactly what the DoE expects this particular school to do with surrounding schools; this is a wanted interaction. The major themes emerging from the interviews in answer to this question are recommendations for: **school based skilled staff**, a **recreational centre, interaction** between mainstream schools transforming into a full-service schools, and developing more **full-service high schools**.

d)   **What are the implications of inclusive education policy for transformation from a mainstream school to a full-service school?**

It is important to take note of the negative implications of the transformation from a mainstream school to a full-service school; for these implications could be rectified by designing a better model for the transformation process or by improving the current model. The implications could also indicate to future schools wanting to become full-service schools what might be expected to go wrong during their own transformation process. Participant A stated that one obstacle was that there were not enough schools that were becoming full-service schools and could have helped these learners. During the transformation to a full-service school they had to inform the community because it was a new concept which they didn't really fully understand.

Funds were still needed as well as human resources. Moreover, participant A pointed out that it was a really long process to wait for their 'new' school and that they were still experiencing the problem of teacher-to-learners ratio, so they still have the some of the same problems as they had in the mainstream-school setting. Participant B stated that their policies did not address the new standards of a full-service school and should have been adapted. Participant C stated that there were no barriers during the transformation to a full-service school. Moreover, participant D felt the same and said that there were no barriers because they received all the help they needed and lots of support. Participant E felt that there were a few barriers such as overcrowding of classes, not enough skilled

staff or funding, and they still did not know how to overcome these barriers and were awaiting help from the head office.

The principal also stated that frequently occurring policy changes hampered the smooth sailing of a full-service school, in addition to the barrier of understanding what it would mean to develop their school to a full-service school and to get everybody on board in this transition, including the community.

Funds are still an issue amongst schools transforming to full-service schools, as are human resources. Informing the role players in detail makes the transition easier since then the teacher will not be scared of what is happening to their school. The DoE representative stated that the teachers still represent the main barrier to transition into a full-service school. To summarise the major themes revealed in answering this question: barriers that have emerged consist in the fears of **teachers, insufficient communication** between role players, **insufficient funds, human resources** and **time.**

4.4   Conclusion

This chapter reveals the themes that emerged repeatedly from the interviews held. The interviews were interpreted and analysed, coding all the relevant information in terms of my original research questions and looking at the school's transition period from my conceptual framework.

Findings

CHAPTER 5

Ute Steenkamp

In the preceding chapter I reported the results of this study. I presented the themes, as well as subthemes emerging from the data. In this chapter I reflect on the study and come to final conclusions. Following a brief overview of the previous chapters I present the main findings in terms of the research questions stated in Chapter 1. After reflecting on potential contributions by and limitations of the study, I conclude with a few recommendations for the transition of a mainstream school to a full-service school.

5.1   Overview of previous chapters

Chapter 1 provided the introduction to the study and prepared the reader for the purpose and direction of this dissertation. The rationale and nature of the study were presented, namely to investigate retrospectively the transformation of a mainstream school to a full-service school. A main research question was then formulated, with subquestions to guide this study. Some major underlying concepts were briefly discussed, namely inclusive education, full-service schools, mainstream schools and their transition process, to give adequate meaning to these concepts in this study.

Chapter 2 explored the existing literature on inclusive education, full-service schools and the transition to a full-service school. Literature from several countries was included, as were definitions of the parts played by the role players during the transition phase. After that followed the conceptual framework for this study. The subthemes were explored and provided a starting point for the open-ended interviews which formed part of this project.

Chapter 3 focused on the study as planned and conducted. It first explained the epistemology paradigm used, which relied on an interpretivist viewpoint. This was followed by an explanation of the methodological paradigm (a qualitative approach) and of the research design (a single-case study). The data collection and documentation (open-ended interviews, visual diary and field notes) strategies were described. The coding technique used for data analysis and interpretation was discussed, and the

chapter ended with an explanation of the criteria applied to enhance the quality of this research, and with a description of the ethical principles adhered to in this research.

Chapter 4 presented the results of this study, following from the data analysis conducted. Ten themes emerged, namely the connection between the school's transition and the notions of *Culture, Identity, Strategy, Structures/Procedures, Physical changes, Technical support, Human resources, Micro, Macro and Global.* Each of these themes was discussed, as well as the subthemes emerging from the research questions. The themes were related to the existing literature.

5.2   Findings of this study

This section presents the findings of the present study. After addressing the secondary research questions, I revisit the main research question.

5.2.1   How do teachers experience the transition to a full-service School?

In dealing with this question I relied on existing literature taken from Mdikana *et al.* (2007), who first addressed the teachers' feelings towards inclusive education, especially anxiety of what would happen to their school, and the emerging pessimistic state of mind of teachers not knowing whether they would be able to help the learners. What emerged from the present collected data under one of the subthemes were the **emotions** that were expressed, namely 'scared', 'didn't know what to expect' and 'happy'. At first, the teachers felt 'scared' of what to expect, some of them showed resistance towards the transition whereas others embraced it. In the interviews it was revealed that they are now excited about the future of the school, and the guidance and support from the role players toward each other is seen as a major advantage in the transition. This correlates with research done by Daniel (2010) and Nel *et al.* (2011) who emphasise the importance of the attitudes of the teachers in the transition period. To conclude, the research revealed a mixed set of emotions felt by different role players.

5.2.2 How did the transition to a full-service school take place?

In an attempt to answer the question, I first referred to the existing literature about schools that had undergone the transition. As Calfee & Meredith (1995) pointed out, every school is unique in its own development, such as Nomawethu School was. Throughout the open-ended interviews, the role players referred to the transition of *their* school. There were numerous details given about the process of the transition, from both the principal and the DoE representative. It was obvious that the development of Nomawethu had been successful. The following themes (i.e. role players involved) emerged as significant parts of the transition: **SGB, SMT, SBST** and **DBST**. These role players had been involved in the transition as information carriers and communicators to other role players, such as the community, to enhance the success of the transition. This correlates with Moloi (2007) who stresses the importance of all role players being involved in the transition process. Clearly, all the role players must be involved and not a single person must be left out from the transition process, to make it the success indicated by this study.

5.2.3 What recommendations would the role players (principal, governing   bodies and teachers) give to enhance the transition process at other schools?

According to the results obtained in this investigation, the role players revealed four major themes in their open-ended interviews, namely, **school-based skilled staff**, **recreational centre**, **interaction** and **full-service high schools**. Clearly, the role players felt that there should be more school-based skilled staff employed at the full-service school, just as the existing literature states that there should be skilled staff based on the school site. The need for a recreational centre was expressed, which would accommodate all the different needs of the learners in their full-service school. Interaction between mainstream schools and full-service schools was highlighted, in correlation with the literature, especially White Paper 6. Finally, the role players recommended that the DoE or schools considering the transition to a full-service school should consider doing so with high schools, too. It appeared that the establishment of a full-service high school

would be of great importance to enhancing the inclusive education structure in South Africa.

5.2.4   What are the implications of an inclusive education policy for transformation from a mainstream school to a full-service School?

In an attempt to answer this question, five themes were extracted from the data: **teachers, communication** between role players**, funds, human resources** and **time.** The various role players agreed on the importance of effective communication and teachers' attitudes in transforming a school. Wilkin *et al.* (2003) confirmed that the vision of the transition should be clear and all the role players should be on the same level of attitude towards the transition. In the present case, unfortunately the open-ended interviews revealed that not all teachers felt the same towards the transition; it is then that teachers can be seen as barriers to the transition. According to the DoE, funds for future transitions to full-service school will be limited, and this could presage great complications for full-service schools and their policies. According to the present data, a lack of human resources will mean that inclusive education policies will not be addressed fully. In conclusion, the above themes must be taken into consideration for any transition to a full-service school.

5.2.5   Main research question

How can insight into the transformation process from a mainstream school to a full-service school broaden our knowledge of inclusive education?

In answer to this question, throughout the data collection two major themes were visible, namely, time and resources. The insight gained from this will help future transformations from a mainstream school to a full-service school. Time played an important role; for instance, it took about seven years for the completion of the full-service school, which is a long time to wait and anticipate constructions on site. As far as resources are concerned, it is the three categories of human resources, teaching

resources and physical resources that have to be considered adequately for successfully implementing such an inclusive education project.

Keeping the main themes revealed in answering the main research question it seemed that although full-service schools could assist various learners it is time consuming. Seven years to transform a school is a long time and the question still remains whether a full-service school is the answer to enhance inclusive education in South Africa. Furthermore, even after the seven year transformation process the contractors are still on site continuing the building process. In the policies set out by the Department of Education it was said that schools will be provided with resource support, however it is clearly revealed in the interviews that this did not happen and Nomawethu is still struggling immensely without the necessary resource support such as therapist.

These two themes plays an important role in answering the main research question as to whether our inclusive education knowledge could be broaden when providing insight into the transition of a full-service school. Without resources such as trained therapist inclusive education could maybe not be addressed as seen throughout the open ended interviews. It is time consuming and although it addresses inclusive education a more effective plan could be revised which will not be time consuming and by funds for the transition could rather be used to supply a school with therapists.

5.3   Contribution of this study

This study has several contributions to offer. Firstly, it gives a comprehensive overview of the existing literature and knowledge on the transition from mainstream schools to full-service schools within the South African context. Second, this study can contribute to the better transition of other mainstream schools to full-service schools. Third, this study could help the DoE to improve the selection of full-service schools. I do believe that it can inform and encourage the Department of Basic Education educators, mainstream schools and role players to assess their roles when trying to eliminate factors hampering the transformation process and to improve the process.

a u t h o r   u . s

Role players involved in the transition to a full-service school were interviewed and their input was analysed. Key areas have been identified on which one should focus when there is the need for transition to a full-service school: *Culture, Identity, Strategy, Structures/Procedures, Physical changes, Technical support, Human resources, Microscale, Macroscale* and *Global* support and change.

This study showed that Nomawethu School was successfully transformed to a full-service school, as one can recognise from the visual diary on the physical changes, the vision and mission of Nomawethu, and the open-ended interviews obtained from the role players; but it must be kept in mind that a school system is always evolving and that the process of change will never be quite complete.

However, the study revealed factors that hamper the successful running of a full-service school. In particular, the need still surfaced for more human resources. From addendum H (document received from the principal) it became clear that the workload must be decreased. Furthermore, thorough training should be provided and a recreational centre on the school grounds could contribute to the value of inclusive education by providing alternative options of teaching and learning for learners with severe disabilities.

5.4   Limitations of the study

The main aim of this study was to retrospectively investigate the transition process of a mainstream school to a full-Service school. This study had certain limitations. The obvious limitation of this study is the sample size, which is often typical of qualitative research. This research was designed to be descriptive in nature and as a result no attempt was made to generalize the findings of this study. Most of the interviews were conducted after school, and this also had a negative effect on my efforts, simply because the teachers wanted to get home. The school was also an underperforming school, which placed more stress on the teachers and SMTs to meet for interviews because they had masses of work to get organised. A further limitation was that I had to ask for a written interview with the teacher who was involved in the change of policies. The data collection as described, and the triangulation of the data during the data analysis were an

attempt to alleviate these limitations and arrive at an enhanced understanding of the transition process.

5.5   Recommendations

5.5.1   Recommendations for training

Based on the findings of this study, it is recommended that SGBs, SMTs, teachers and principals be adequately trained towards inclusive education through transition into a full-service school. Mainstream schools wishing to transform to a full-service school should be trained well in advance by a functioning full-service school. In addition, it is recommended that all the role players involved in the transition (as explicated in this study) be trained on the advantages of transforming to a full-service school. It is also proposed that teachers should receive additional training to advance their own knowledge to become human resources to the school.

5.5.2   Recommendation for practice

The use of this study could help the DoE in the transformation process of a mainstream school to a full-service school, if the themes highlighted in this research are used to improve the transition. Principals at a school considering transformation could use this study as a starting point for the transformation, and to sort out which factors to consider most (such as funds, to mention just one).

5.5.3   Recommendations for further research

- The study suggests a second single-case study on the transition of a mainstream school to a full-service school and the barriers they encountered.
  A comparative study of this nature could reveal more clearly how two different schools went about the transition to a full-service school.

- Another suggestion is that a similar study should be conducted over a longer period of time in order to observe a school while it is transforming, and not just retrospectively to see how the school transformed in the past.
- The sample size of persons interviewed should be increased and the teacher involved with the formulation of policy changes should also voice her opinions.
- To elucidate the transition process even further, action research could be used, where the researcher could be involved in the transitioning phase during 2013.

5.6   Concluding remarks

Chapter 5 concludes this retrospective study of the transformation from a mainstream school to a full-service school. From the findings obtained, I conclude that Nomawethu was successfully transformed and is still continuing the process as the days go by. The transition of more full-service schools is important for inclusive education in South Africa. It will help to achieve the de-marginalisation of currently disadvantaged learner groups.

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