Chapter 12
Teaching and Learning to Incorporate Inclusiveness in Schools

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ABSTRACT

The aim of this chapter is to reflect on the importance of inclusion in teaching and learning. It outlines what inclusive education is in order to let people understand what it entails. The chapter also focuses on the significance of inclusivity, why it is important to use inclusive teaching strategies. The following aspects are discussed in this chapter: Ubuntu in the African context, Ubuntu as an approach, promoting a positive classroom climate, embracing student diversity, the importance of parental involvement in inclusive education and encouragement of learner/student interactions. Policies on learner support in South Africa are detailed. The chapter is intended for teachers, district officials, and community because it has also community awareness on inclusion and all other stakeholders. The chapter discourages labelling and discrimination of learners with barriers.

12. 1 INTRODUCTION

The Salamanca Statement (UNESCO, 1994) emphasized the importance of training teachers as per 'training for all' request, which must be fulfilled through consideration of all students irrespective of their situation in the overall school. As per this Statement, the overall school with comprehensive direction battles separation, makes open networks and assists with building up a society. The distinctions among individuals are perceived as expected and every youngster has explicit qualities, interests, capacities and adapting needs, while the content ought to be on qualities instead of shortfalls. In this way, teaching ought to be completed as per the particular necessities of every kid, instead of endeavoring to adjust them in the determinations of the current educational plan (Peters 2007; UNESCO, 1994).

In the recent past, the education of persons with disabilities was the responsibility of special schools, homes and Centres. While these could be commended for providing the best training and empowerment facilities, proponents of inclusivity have often criticized them for isolating affected individuals from their natural environment and in some cases, giving them a distorted view of their position in society (Simplican, Leader, Kosciulek & Leahy, 2015). Ntibea (2011) adds that these institutions also deprive other units of society, such as the family, village and school, a chance to make their contribution to the development of learners with disabilities. In view of this, current trends in most educational systems worldwide, continuously strive to ensure the inclusion of all learners with special needs in mainstream schools that are usually located within their respective communities.

According to Konza (2008), inclusive education involves restructuring the education system such that all schools may have the responsibility of providing the facilities, resources, and an appropriate curriculum for all students irrespective of their diverse needs. Inclusion is situated within a broad social justice agenda, which argues that equality for all must include access by all learners to a local school. This philosophy has further been supported by international and national legal frameworks. In view of this, the UNESCO Constitution of 1945 was ratified to mandate full and equal opportunities to education for all learners (Calderbank, 2009; Getty, Martin, Porter & Corral, 2012). This document received added impetus from the 1990 World Conference on Education for All (Jomtien) which also set the goal of achieving universal primary education for learners in a flexible manner, while responding to their needs, cultural backgrounds and circumstances (Munene, 2015). The 1994 Salamanca Statement and Framework for Action on Special Needs Education called for governments to invest greater effort in early identification and adoption of inclusionary interventions (Calderbank, 2009). To further drive the inclusionary education philosophy, the Dakar Framework for Action (2000) was instituted (Chisaka et al., 2013). Individual countries also constructed their own educational policies that respond to the social justice agenda, embodied in inclusive education. In South Africa, the Education White Paper 6 outlines the government's new policies for a single undivided education system for all learners, including those with disabilities (Department of Education, 2008).

12.2 WHAT IS INCLUSIVE EDUCATION?

Comprehensive training implies giving schooling that is fitting to the necessities, overall, whatever their starting point, foundation, capacity or conditions. This includes a comprehensive way to deal with the qualities and perspectives on others. This way to deal with instruction obliges all students with different instructive necessities for example talented students, normal students and those with obstructions to learning (Gupta, 2016). As indicated by UNESCO (1994), comprehensive instruction is a framework that obliges all youngsters paying attention and work together irrespective of their situation. Students who are gifted and capable additionally need exceptional instructing as a method of meeting their different potential. They should be given individual improvement programs that will likewise augment their cooperation and challenge their basic reasoning (Lewis & Doorlag, 1995).

Comprehensive training, as indicated by EWP6, is about affirmation that all youngsters can learn and require to be upheld. Policy emphasise that all learners must learn together and be afforded opportunity to actualize their abilities (DoE, 2001). Consideration is about regard for everybody, independent of race, physical make-up, or illness. Moreover, genuine acknowledgment expands the cooperation, keeps them from being prohibited from educational program, societies and networks in the school climate, and

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