

Inclusive alternative assessment: Exploring the use of scribes in a Cape Town primary school

by

Chantelle Melanie August

**A thesis submitted in fulfillment of the requirements
of the degree of Master of Education (M.Ed)**



Faculty of Education

at the

University of the Western Cape

Supervisor: Dr. N Ravjee

December 2018

Keywords

Alternative assessment

Inclusive education

Inclusive alternative assessment

Educational leadership

Learning barrier

Scribes

Special Concessions

Formative assessment

Summative assessment

Multiple Intelligence



Declaration

I Chantelle Melanie August declare that “Inclusive alternative assessment: Exploring the use of scribes in a Cape Town primary school” is my own work and that it has not been submitted for any degree or examination in any other university. The sources I have used or quoted have been acknowledged by complete references.

Chantelle Melanie August

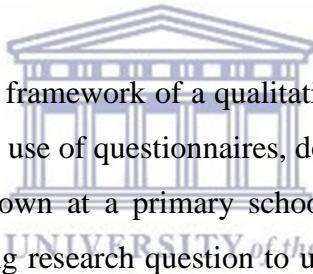
December 2018

Signed.....



Abstract

Learners in mainstream schools have diverse learning needs and experience a variety of learning barriers. Many of the learners struggle to read and write, and are therefore in need of assistance to enhance their academic performance. In addition, schools and teachers tend to assess learners predominantly through writing methods and prefer text-based approaches in the form of writing over numerous other forms of assessment methods prescribed in the National Policy Pertaining to the Programme and Promotion Requirements (NPPR) (DBE: 2012). However, there are other ways through which learners can be assessed. This study explored the use of scribes as an alternative method to assist learners with learning barriers. The study examined the challenges relating to alternative methods of assessment within the inclusive education paradigm which seeks to accommodate different learning needs in South African schools. The study investigated factors that influence the implementation of alternative assessment to assist learners with diverse learning barriers.



This study was conducted within the framework of a qualitative case study research methodology. Data collection methods included the use of questionnaires, document analysis and semi-structured interviews with teachers in Cape Town at a primary school (which constituted the case). The research seek answers to the following research question to understand why the phenomena exist; What factors influence the use of alternative assessment methods such as the use of scribes? The research also aimed to understand teachers' views and perceptions regarding the implementation and processes of alternative assessment methods.

The work of Gardner (1983) was used as a framework to analyse data collected. Gardner (1983) argues that learners learn at different levels; learners are not equally good at all levels and therefore one must nurture the strongest ability of the child so that he or she can achieve maximum results (Gardner: 1983). Gardner's (1983), theory of multiple intelligences advocates that one should empower learners and not restrict them to one modality of learning. The work of Gardner (1998) is relevant to this study because the Multiple Intelligence theory acknowledge that learners learn in different ways and should be assessed according to their learning needs. Hence, this study investigates the use of scribes as an alternative assessment method to assist learners with learning barriers.

The overall findings in the study support the need for alternative assessment in mainstream schools. The data revealed that teachers struggle single handily to assist learners with challenges due to oversize classes and other administrative challenges. The argument that emerges from the study, is that learners with learning barriers should be acknowledged not only through inclusive teaching practices but must be accompanied by relevant alternative assessment practices, which cannot be developed in isolation from alternative pedagogies. Teachers are expected to adapt their teaching and assessment methods to accommodate learners with learning barriers regardless of the time constraints and other challenges such as the completion of the curriculum. The study also established that there are enhancing and limiting factors influencing the implementation of alternative assessment methods.

However, more limiting factors were identified during the research journey. These factors includes, funding, resources, lack of monitoring application process, parental support, lack of training, infrastructure and attitude of teaching staff. The research also established that the role of various role players are vital to ensure that learners are supported according their learning needs. Classroom teachers especially need to identify learners with learning barriers from a very early stage and learner's progress must be monitored and recorded as the learner move from grade to grade. Hence, all teachers teaching identified learners must continue observations and recording of learner progress. The school based support coordinator and the school based support team (SBST) assisting learners with learning barriers must follow up on the learners' progress. Lastly, a representative from the school management team (SMT) must form part of the SBST so that the SMT could be informed about learners' progress. This will enable the SMT to ensure quality control and to ensure that learners are supported according to their learning needs.

Acknowledgements

Firstly I want to thank the Heavenly Father for granting me the grace and privilege to fulfill my dreams. Secondly, there have been many special people along my path who has unconditionally supported me through my journey. My thanks and gratitude goes to my supervisor Dr Neetha Ravjee, for her support, encouragement, guidance and insight. Her positive attitude and belief in me encouraged me to complete this study, especially at times when I felt I could not go on. Thank you!

To my parents whom I owe a huge debt of gratitude, I sincerely appreciate everything you did and still do for me. Thank you for always supporting and believing in me. Thank you for taking care of my kids when the pressure was really high. To my husband Rhyno and children Jenitho, Anthonio and Rae-Lynne (my inspiration) thank you for your patience and understanding, because I had to sacrifice your quality time, and there were so many times that I could not put you first. To my sister, Samantha Hoffman, thanks for being my inspiration and my moral support, walking side by side in my quest for success. Also, to my friend Shante Van Wyk and mentor Florence February, thank you for the messages of encouragement and for assisting me when I needed help. Lastly but not least, to my principal, Mr. B.J. Simons thank you for your leadership, as numerous times you gave me time off from school to complete my thesis. Thank you; I would not have accomplished my dream if you did not grant me the opportunity.

And ultimately:

He who declare that: “I know the plans I have for you, plans to prosper you and not to harm you...” (Jeremiah 29:11)

Dedication

I dedicate this thesis to my children Jenitho, Anthonio and Rae-Lynne who are my driven purpose behind my success. I had to sacrifice their quality time to complete this work. Thank you my children, my world, for allowing me to do this for us.



Table of Contents

<i>Declaration</i>	<i>iii</i>
<i>Abstract</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Dedication</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Figures</i>	<i>xii</i>
<i>List of Tables</i>	<i>xiii</i>
<i>Abbreviations</i>	<i>xiv</i>
CHAPTER ONE	1
1 BACKGROUND AND OVERVIEW OF STUDY	1
1.1 Introduction.....	1
1.2 Background and Rationale	1
1.3 Statement of the Problem.....	5
1.4 Aims and objectives	6
1.5 Main Research Question:	6
1.6 Theoretical framework	7
1.7 Research Methodology	8
1.8 Definition of Key Terms	9
1.9 Layout of chapters	11
CHAPTER TWO	13
2 LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Mainstream and Inclusive education	13
2.3 Inclusive education in the South African policy context	16
2.3.1 Curriculum and Assessment Policy Statement (CAPS)	17

2.3.2	Education White Paper 6 (EW6).....	18
2.3.3	National policy pertaining to the Programme and Promotion Requirements (NPPR)	19
2.3.4	Tensions and contradictions in policy.....	19
2.4	Assessment in schools	20
2.5	The case for Alternative assessment.....	23
2.5.1	Different methods of alternative assessment	24
2.5.2	Implementation and process of alternative assessment in mainstream Cape Town schools.....	27
2.6	Multiple Intelligence (MI) Theory as Theoretical framework	32
2.6.1	Different multiple intelligence of learners	32
2.7	Summary.....	36
CHAPTER THREE		37
3	RESEARCH METHODOLOGY.....	37
3.1	Introduction.....	37
3.2	Research Design: Qualitative Case Study.....	38
3.2.1	Advantages of Qualitative Research Methods	40
3.2.2	Research Setting and Context of the Case Study.....	40
3.3	Research Approach.....	43
3.4	Methods of Data Collection.....	44
3.4.1	Description of Participants.....	44
3.4.2	Qualitative Questionnaires.....	47
3.4.3	Semi-Structured Interviews	48
3.4.4	Document Analysis	49
3.5	Data Analysis.....	49
3.5.1	Analysis of Qualitative Questionnaires	50
3.5.2	Analysis of Semi- Structures Interviews.....	50
3.5.3	Analysis of Documents	51
3.6	Reliability and Validity.....	51
3.7	Research Ethics	52
3.7.1	Letters from Authorities to give Consent.....	52

3.7.2	Openness about Participation.....	52
3.7.3	Anonymity, Privacy and Identity	53
3.8	Summary.....	53
CHAPTER FOUR.....		55
4	RESULTS, PRESENTATION, DISCUSSION AND FINDINGS.....	55
4.1	Introduction.....	55
4.2	Teachers understanding of inclusive education	56
4.3	Teachers' understanding scribes as a method of alternative assessment	64
4.4	The process of applying for concessions	67
4.5	Key structures	72
4.5.1	The School Based Support Team (SBST)	72
4.5.2	The Assessment Committee.....	74
4.6	Factors, internally and externally, enhance or limit the implementation of alternative assessment	77
4.6.1	Enhancing factors.....	78
4.6.2	Challenges with the implementation of alternative assessment at the school	79
4.6.3	Challenges related to key role players N.....	81
Role of SMT	76	
4.6.4	Funding and Resources	84
4.6.5	Infrastructure	86
4.6.6	Staff and class size	87
4.6.7	Administration Related Challenges	88
4.6.8	Lack of Training	89
4.6.9	Communication.....	91
4.7	Discussions and findings.....	91
4.8	Summary.....	Error! Bookmark not defined.
CHAPTER FIVE		95
5	CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.....	95
5.1	Introduction.....	95

5.2	Main Findings.....	96
5.3	Strengths and Limitations.....	98
5.3.1	Strengths and limitation of Questionnaires.....	99
5.3.2	Strengths and limitations of Individual semi-structured interviews	99
5.3.3	Strengths and limitations of documents	100
5.3.4	Limitations and delineation.....	100
5.4	Recommendations	101
5.5	Recommendations for further studies.....	103
5.6	Summary.....	103
6	REFERENCES	105
7	APPENDICES	114



List of Figures

<i>Figure 2-1: Organogram for SBST Source: (Adapted) (WCED, 2015: 5)</i>	28
<i>Figure 2-2: Purpose of the SBST Reproduced from notes Source: (WCED, 2015:8)</i>	29
<i>Figure 2-3: SBST Notes Source: (WCED, 2015:3)</i>	30
<i>Figure 4-1: Participant identification</i>	56
<i>Figure 4-3: Process of alternative concessions (WCED, 2015)</i>	70
<i>Figure 4-5: Members of Assessment Committee</i>	75
<i>Figure 4-7: Role of SBST</i>	74

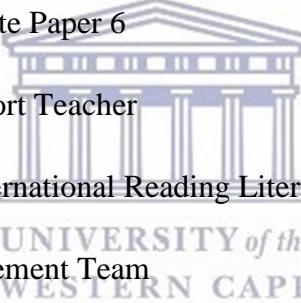


List of Tables

<i>Table 2-1: Mainstreaming and inclusion.....</i>	14
<i>Table 2-2: Documents for alternative assistance</i>	31
<i>Table 3-1: Participants in the study.....</i>	46
<i>Table 4-1: Enhancing and Limiting factors.....</i>	78
<i>Table 0-1: Step 3 - Description of themes and sub-themes</i>	128



Abbreviations

AMA	Adaptive Methods of Assessments
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAPS	Curriculum Assessment Policy Statement
CASS	Continuous Assessment
DBE	Department of Basic Education
DoE	Department of Education
ELSEN	Education for learners with Special Educational Needs
EWP6	Education White Paper 6
LST	Learning Support Teacher
PIRLS	Progress in International Reading Literacy Study
SMT	School Management Team  The logo of the University of the Western Cape, featuring a classical building facade with four columns and a triangular pediment above the text.
MI	Multiple Intelligence
NCS	National Curriculum Statement
NPPR	National Protocol on Promotion and Progression
NRCS	National Revised Curriculum Statement
SGB	School Governing Body
SBST	School Based Support Team
DBST	District Based Support Team
WCED	Western Cape Education Department
UNESCO	The United Nations Educational, Scientific and Cultural Organisation

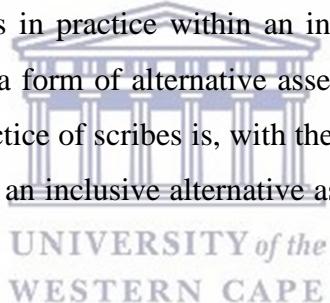
CHAPTER ONE

1 BACKGROUND AND OVERVIEW OF STUDY

1.1 Introduction

The study seeks to understand the concept of alternative assessment by observing how mainstream schools manage, fund and implement alternative assessment methods. The case of scribes as an alternative method to assist learners with reading and writing challenges were investigated. A primary school in Cape Town was used to illustrate the case.

The main aim of this study is to investigate factors influencing the implementation of alternative assessment methods. The study was guided by four sub- aims and is as follow; to explore how public mainstream schools use their funding to implement alternative assessment to enhance academic performance; investigates the tensions relating to one aspect of educational change, specifically the use of alternative assessment methods in practice within an inclusive education system; discusses and examines the practice of scribes, a form of alternative assessment currently used in the system and investigates how effective the practice of scribes is, with the aim of making recommendations to have it changed from being viewed as an inclusive alternative assessment to an inclusive alternative teaching practice.



While inclusive education is not at the center of my argument, the distinction thereof is crucial with the implementation of alternative assessment. The researchers' argument is that learners with learning barriers should be acknowledged not only through inclusive teaching practices but must be accompanied by relevant alternative assessment methods. Hence, alternative assessment practices cannot be developed in isolation from alternative pedagogy. The researcher argues that the assumptions informing alternative assessment policies are wrongly premised.

1.2 Background and Rationale

Some schools in South Africa employ scribes to assist learners with challenges to write. The use of scribes is only one of the many methods stipulated in the NPPR, which South African schools can adopt as an alternative form of assessment in mainstream public schools (SIAS, DoE:2014). According to Edwards (n. d: 2) a scribe refers to the practice where a person (the scribe) reads the questions to a learner and writes down the learner's spoken words verbatim. The DBE (2012) defines a scribe as someone who pens down a student's verbatim answers during a formal

exmination. However, the use of scribes is not a common practice currently in mainstream schools because funding for such facilities is very limited.

This study is informed by the experience of the researcher at a school, implementing alternative assessment methods such as the use of a scribe. The researcher observed that there are no other forms of alternative assessment used in this mainstream school and the school uses a scribe only during summative assessments.

Through my teaching experience, I found that many learners struggle to master their school-work, due to learning challenges associated with reading and writing. Consequently, these struggling learners battle to complete assessment tasks and therefore proposed alternative assistance is needed. Alternative assessment will not only provide learners opportunity to improve their academic results but at the same time improve knowledge, skills and understanding on different competency levels. The rationale for alternative assessment is not only to support weaker performing learners in class but merely a common practice acknowledging diversity in a democratic society which alienates learners with reading and writing challenges.

Inclusive education has become a global phenomenon. Many scholars have increasingly shown interest around the concept of inclusive education. Inclusive education is defined as including differentiated teaching and learning styles in the classroom to cater for learners' different needs (Pilbeam: 2005). Given South Africa's idiosyncratic and complex history of apartheid and post-apartheid, education was used as a powerful tool to intentionally divide people as a means to enforce inequality. The deeply rooted scars of apartheid ideologies are still visible, and impacts on literacy levels in South African schools today. In spite of the shift in political governance after 1994, education still seems to be a challenge. Although attempts were made in 2001 by South African government to address the learning challenges in schools through launching an Education White Paper 6 to support inclusive education, it is evident that very little is done to execute this in practice. A recent study conducted by the Progress in International Reading Literacy Study (PIRLS) (2016) depicted South Africa as the lowest achieving country out of fifty countries with 78% of SA grade four learners not reaching the international benchmark. These results clearly indicate that drastic intervention is needed within the South African education system.

Inclusive education aims to create one school for all, regardless of the learning barriers and impairments learners face. Having inclusive educations entails various strategies to assist in writing, spelling, reading, sight, hearing, dysgraphia, multiple barriers to learning, severe behavioural and emotional barriers, intellectual barriers, visual and audio (DBE:2012). South African schools are generally faced with major literacy challenges with many learners struggling to read and write. It is no secret that South Africa is at the end of the list when competing on international level in basic education achievements.

Like, inclusive education, alternative assessment is globally recognised and its acceptance is growing. According to Baker (2010) alternative assessment does not include multiple-choice and true or false problems, but involves extended and multi-step production tasks. This implies that tasks require determiners such as the use of raters, judges, or their electronic proxies to determine the quality of students' efforts (Baker: 2010). However, Naicker (2006) is of the opinion that teachers are expected to adopt teaching and assessment methods which accommodate learners with diverse learning styles and learning needs regardless of the classroom context. One of the challenges is, government did not train teachers, but expect them to implement inclusive education and the Revised National Curriculum Statement policy goals and aims (Naicker: 2006). Lomofsky, Roberts and Mvambi (1999:70) argue that the inclusive policy made new demands on teachers and this resulted in them experiencing stressful days. In agreement, Mittler (2000: 25) states that teachers are unfamiliar with supportive assessment methods as well as how to meet learner needs. This raises the question of how the DBE can expect teachers to be of great service if they are inadequately trained.

Alternative teaching practices within mainstream schools became the focal point since the adoption of inclusive education and Education White Paper 6 (EWP6) (DoE: 2001) on South African soil. However, alternative assessment practices did not gain much recognition as a lengthy process is attached to alternative assessment implementation. Hence, the question arises; is it possible to conceptualize and practice inclusive teaching without linking it to inclusive alternative assessment? The term alternative assessment is a puzzle for many teachers because they have to administer assessment activities as prescribed by the department of education in the Curriculum and Assessment Policy Statement (CAPS) (DBE: 2011). Although, NPPR (2012) stipulates the national protocol for assessment and highlights the importance of inclusive education, it appears to be excellent on paper but dormant in practice. As a result, this impacts on learners' academic performance and subsequently on their final results. Regrettably, many schools uses writing as the core form of assessment, yet many of their learners have challenges pertaining to writing and

formulation of words. Although, learners struggle to cope with assessments associated with writing, it is expected of learners to write and complete most of their assessment on their own. The use of scribes is one of the many forms of alternative assessment methods stipulated in the NPPR but it lacks much recognition in mainstream schools. Below is a description given by the Minister of Education Mrs. Angie Motshekga, Minister of Basic Education in the foreword in the CAPS (DBE, 2011) document highlighting the main reasons behind the origins of the CAPS document with specific reference to inclusive education. The aim is to focus on the existing policy guidelines relating to inclusive education and alternative assessment to bridge the gaps hindering the successful implementation of alternative assessment.

The National Curriculum Statement Grades R-12 represents a policy statement for learning and teaching in South African schools and comprises of the following:

- (a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;*
- (b) National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- (c) National Protocol for Assessment Grades R-12.*

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified, and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Inclusive Teaching and Learning (2010). (DoE, 2011)

Hence, Naicker (2006) states that although educationists were made aware of the prospect of the government's inclusive education goals, did they not fully engage with the practice facing them on a daily basis. The inclusive approach comes with an all-inclusive package such as specialized training, paper trail, oversized classes, time constraints and other challenges. Thurlow, (2004) is of the opinion that adequate training should reinforce quality and consistency of accommodations and concessions and teachers should monitor the process of accommodations for individual learners in need of support.

Change is inevitable and unpredictable but schools must plan with flexibility in order to accommodate various learning needs (Morris: 1998). The school needs to have a plan to adapt to change to ensure maximum results and good performance by both teachers and learners. Everard, Morris and Wilson (2004) state that, a call for change may come from factors outside the school or the educational system, or from within the school. They further state that factors within the school or situations such as discipline problems, dissatisfaction of exam results or even a member or staff wanting something done differently arise (Everard, et al.: 2004). These challenges may call for change. Everard, et al. (2004) state that managerial effectiveness and successful manager's rather focus on the pragmatic argument of things than on the ideological argument for democratic decision making and those successful managers are observed to do this kind of management such as pragmatic argument. This means that successful managers are more realistic in terms of decision making processes.

The findings of this study hope to add to the existing literature around the use of alternative assessment methods in schools as part of the everyday school practices. Even though the researcher used a qualitative case study design, is it not the researchers' intention to generalize from the single case, but acknowledge it may have implications for similar situations and may be viewed as a limitation. The intention of the study is to highlight the gaps in the policy that relates to inclusive education and the use of alternative assessment methods within the mainstream schools on a daily basis. In saying so, factors that influence the implementation of alternative assessment based on the learners' needs were investigated. Lastly, the researcher examined the role of school management to ensure the implementation of alternative assessment methods, in school

1.3 Statement of the Problem

Alternative assessment within an inclusive education system is currently a topic of interest for both international and national scholars. For many years assessment is known to play an important role worldwide because it is evidence of learners' academic performance in schools and universities. As mentioned in the background, there has been an increase in numbers of learners specifically in South African schools who have challenges with assessments that requires mainly reading and writing. This resulted in policymakers adjusting the curriculum to accommodate learners with learning barriers as stipulated in The National Protocol for Assessment Grade R-12 (2010) which proclaims that inclusivity should become an integral part of the organization's, planning and teaching at each school. Further, the policy outlines the different alternative methods to accommodate learners with

learning barriers which include scribes or amanuenses, braille, visual and audio to assist with writing, spelling, reading, sight, hearing and dysgraphia (DBE: 2012). The above-mentioned prompted the researcher to seek answers to the main research question; what factors influence the effective implementation of alternative assessment methods such as the use of scribes?

Although the policy stipulates alternative methods to accommodate struggling learners in each school, many schools and teachers neglect to make use of alternative assessment because of number factors hindering the implementation thereof. Some of these factors include finances, resources and insufficient training and qualifications of teachers. As mentioned above, recent study conducted by PIRLS Literacy (2016) shows that South Africa is the lowest performing country out of fifty countries in terms of literacy. This is more reason why alternative assessment should not only be promoted on paper but executed in schools.

1.4 Aims and objectives

The main aim of the study **is to investigate the factors that influence the implementation of alternative assessment methods.**

The main aim is guided by the following secondary aims and objectives to answer the research question:



- To investigate teachers' views and understanding about alternative assessment methods;
- To examine factors, internally and externally, enhance or limit the implementation of scribes;
- To examine the perceptions of key role players regarding the implementation of alternative assessment methods?

1.5 Main Research Question:

The research was guided by the following research questions: **What factors influence the effective implementation of alternative assessment methods such as the use of scribes?**

In order to answer this main question, three subsidiary research questions were formulated as outlined below:

1. What are teachers' views and understanding about alternative assessment methods?

2. What factors, internally and externally, enhance or limit the implementation of scribes?
3. What are the perceptions of key role players regarding the implementation of alternative assessment methods?

1.6 Theoretical framework

The theoretical framework outlines the theory or theories that underpin the research topic. In this section the researcher draw links to the theories and scholarship relating to the research topic.

The theoretical entry point relevant to this study includes Gardner's (1983) multiple intelligence theory. The theory of multiple intelligence focuses on intelligence as an individualistic attribute rather than a general one (Gardner: 1983). Gardner further describes intelligence by means of "a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (Gardner and Moran: 2006). In addition, Gardner (1983) observes that learners learn on different levels. This means that learners are not equally good at all levels and therefore one must nurture the strongest ability of the child so that he or she can achieve maximum results. Further, according to Gardner (1983), the theory of multiple intelligences should empower learners and not restrict them to one modality of learning. The author therefore opposes the idea of dealing with learners as if they are all at the same level of intellectual development. The theory of multiple levels of intelligence is rapidly gaining acceptance in the school curriculum as well as being incorporated in alternative assessment practices (Brualdi: 1996).

Gardner looked at eight criteria for behavior to be considered as intelligence and eight abilities to meet the criteria's. Gardner (1998) states that a person can be stronger in more than one intelligence. Gardner (1998) outlined eight abilities to meet those eight criteria. The eight abilities as highlighted in Gardner's words (Gardner: 1998) are as follow; 'Musical-rhythmic; Visual-spatial; verbal-linguistic; Logical-mathematical; Bodily-kinesthetic; Interpersonal; Intrapersonal; and naturalistic'. Additionally, the eight criteria complementing the aforementioned abilities are as follow; Potential isolation by brain damage; an evolutionary history and evolutionary plausibility; An identifiable core operation or set of operations. Susceptibility to encoding in a symbol system; A distinctive developmental history within an individual; the existence of prodigies, savants and other exceptional individual; Support from psychometric findings; Support from tests in experimental psychology (Gardner: 1998).

Gardner (1983) argues that multiple intelligence levels within a class should empower learners rather than restrict them to one modality of learning and disagrees with the idea of treating learners as if they have one specific level of intelligence. Hence, asking learners to predominantly write and testing them mainly on written activities to gauge their understanding and knowledge acquisition, could restrict them and not give a true reflection of their capabilities. Each learner has a unique ability to do well if it is nurtured correctly through an appropriate teaching method. Additionally, the appropriate or correct form of alternative assessment should be applied to complement the learners' ability. Implementing appropriate alternative assessment methods to assist learners with diverse learning challenges seems to be a good starting point towards embracing an inclusive school system where all learners can excel regardless of the learning difficulties facing them.

1.7 Research Methodology

The case of scribes as an alternative assessment method was illustrated using a primary school in Cape Town. The researchers' intention to use a qualitative case study design is not to generalize from the single case, but acknowledge it may have implications for similar situations. Hence, Bell (1999) states that, researchers who adopt a qualitative approach focus more on insight rather than statistical analysis and are more concerned with understanding an individual's perceptions of the world. Adelman, C. Jenkins, D. and Kemmis, S. (1976), define a case study as an umbrella term for a family of research methods that have a common decision to focus an inquiry around an instance. Thus, the case of scribes was investigated as it is not a common practice in mainstream schools as yet, but it is one of the many alternative methods that can be used to assist to assist learners with learning barriers.

This study is interpretive. According to Neuman (1997:68) "the interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understanding and interpretations of how people create and maintain their social worlds". This research employed the following research tools to analyse the case: semi-structured interviews, questionnaires and document analysis. These sources assisted the researcher with methodological triangulation to validate data. The researcher selected participants at a primary school to illustrate the case. The researcher used the aforementioned instruments to ascertain the researcher's aims are met when attempting to answer the main research question. The researcher provides a full explanation of the methodology (see Chapter 3) employed to answer the research questions.

The study is based on the following principles and ethics; trustworthiness, confidentiality, privacy, identity and anonymity. The researcher advised participants that participation is voluntary. Consent forms were given to the school and participants to sign if they agreed to participate in the study. It was made known to participants that they are at liberty to withdraw from the research at any time without any negative or undesirable consequences for themself. It was also mentioned in the consent forms that all responses will be treated confidentially and will only be used for references purposes. Anonymity will be ensured at all cost, and there are no limits to confidentiality, unless they are willing to be named.

1.8 Definition of Key Terms

Alternative assessment

According to Baker (2010), “alternative assessment means anything but multiple-choice and true or false problems, but generally connotes extended and multistep production tasks”. This means that task must ‘inevitably require the use of raters, judges, or their electronic proxies to determine the quality of students’ efforts’ (Baker: 2010). On other hand, Venter (2012) argues that, Adaptive methods of assessment “(AMA) can be defined as the changes made in the standard form of assessment, examinations or assessment process, to deal with the effects of a learner’s barrier to learning on his performance during test and examinations”.

Inclusive education

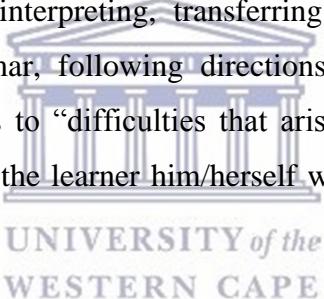
The schooling system referred to the term ‘inclusive’ as the extent to which students with ‘special educational needs’ (DES 1978, cited in Hockings: 2010) ‘could be integrated into mainstream learning and teaching environments’. Pilbeam (2005) states that, ‘inclusivity, or inclusion means including differentiated teaching and learning styles in the classroom to cater for learners’ different needs’. “Also, ‘these different needs are linked to the individual learners’ abilities and learning styles’ but yet these learners are discriminated against (Pilbeam: 2005).” Additionally, Ainscow (1999) views this as “systemic rather than individual interventions which will come to be seen as appropriate to practitioners and policy-makers”.

Educational Leadership

Schools are known as the place where teaching and learning takes place. There are many stakeholders involved to generate knowledge and developing young children. Hence, the leadership in schools play a fundamental role to ensure that effective learning takes place in the classroom. In particular, educational leadership in schools ensures that effective learning exists. According to Leithwood, Anderson, Mascall and Strauss (2010) there are two assumptions of educational leadership, firstly it is about the exercise of influence and secondly, the effects of such influence on student learning are mostly indirect. This means that the leadership is important and impact greatly on learning from outside of the classroom.

Learning difficulty/barriers

Learning difficulties refer to “a range of barriers experienced in receiving, processing, expressing or retrieving information, any of which may affect the person's ability to function effectively in one or more areas (such as understanding, interpreting, transferring knowledge or skills, receptive or expressive language, spelling, grammar, following directions, spatial relations, numbers, etc.)” (DBE: 2014:5). Learning barrier refers to “difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent access to learning and development” DBE, 2014: vii).



Scribes

A scribe refers to a person that writes down verbatim the responses that the learner dictates orally or through a sign language interpreter. This will happen in cases where the learner's reading/writing ability prevents him or her from giving a true account of his or her knowledge and/or competence or where the learner cannot write the examination question paper due to the severity of a disability (DBE: 2014:8). A scribe ‘refers to the practice where a person (the scribe) reads the questions to a learner and writes down the learner’s spoken words verbatim’ (Edwards: nd; 2).

Special concessions

Special concessions are usually granted for learners who need additional time, scribes or readers, large print and so forth. Schools apply through the District Examination Concessions Committee for concessions. It is important that evidence to support why learners need concessions accompany such applications (WCED: 0021/2009).

Formative Assessment

Formative assessment is also known as Continuous Assessment (CASS). CASS is mainly used as a supporting mechanism in terms of developments and also to give feedback into teaching and learning (DBE: 2011). Aboulsoud (2011) defines formative assessment not only as a means to assess students' achievements but also as a 'diagnostic tool' that enables students to identify areas of development. Formative assessment also benefit teachers because they can monitor the impact of their teaching on students understanding and behavior so they can improve their teaching and learning strategies when needed Aboulsoud (2011).

Summative Assessment

Summative assessment is basically testing the knowledge and skills that learners acquired over a period of time (DBE: 2011). Aboulsoud (2011) outlines the difference between formative and summative assessment and defines summative assessment as an assessment that 'takes place at the conclusion of a course or study'.



Multiple intelligence

Gardner (1983) argues that learners learn in multiple ways and advocated that intelligence are individualistic attributes. Gardner (1983) also states that multiple intelligence should empower learners and should not restrict learners to one way of learning.

1.9 Layout of chapters

The chapters are structured as follow:

Chapter One gives background information as well as an overview of the study. It also gives a brief summary of the background and rationale of the study as well as an explanation of the research methodology. Key concepts used in the research are defined. The second chapter reviews the literature consulted in order to gain insights into the research subject and to enable the researcher to substantiate the research's arguments. Chapter Three outlines and explains the research methodology used as well as demonstrating the credibility of the data collected and the processes followed to get answers to the main research questions.

Chapter Four gives a detailed description of data collected during the research journey. Accordingly, chapter four describes the findings and results of teachers understanding of inclusive education and alternative assessment methods. It also highlights the factors influencing alternative assessment methods. Teachers' perceptions about inclusive approaches and alternative assessment, the role of school management in terms of monitoring and quality control to ensure that learners get maximum support to enhance academic performance and lastly critiques regarding text based approaches are analysed. Lastly, Chapter Five summaries the conclusions, implications and recommendations based on the findings of the study.

This introductory chapter has provided a background and overview of the research problem that was addressed in this research journey. I have drafted my research aims, objectives and key questions and also the rationale in this study. Lastly, I have provided the theoretical framework that is the lens that guides this study and also define the key concepts which are used throughout the study. The following chapter reviews literature that guided this research.

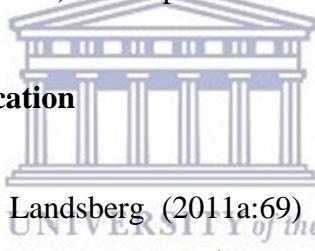


CHAPTER TWO

2 LITERATURE REVIEW

2.1 Introduction

This chapter reviews and discusses literature on inclusive education with specific reference to alternative assessment. It defines relevant concepts relating to the topic of interest and provides an overview of the literature relevant to the study. The following main concepts are discussed below; mainstream and inclusive education, assessment and alternative assessment in relation to the multiple intelligence theory as explained by Gardner (1983). To strengthen the literature, this chapter also reviews policy development in South Africa after 1994, with the focus on the Curriculum and Assessment Policy Statement (CAPS), the Education White Paper 6 (EWP6) and the National Policy pertaining Promotion Requirements (NPPR) which promotes inclusive education.



2.2 Mainstream and Inclusive education

Mainstream education is defined by Landsberg (2011a:69) as ordinary schools where learners require minimal support. This is assumed by many as the “normal” school set-up. Although the aim of inclusive education is to integrate mainstream education and inclusive education, it often happens that mainstream schools exclude certain learners with learning challenges. Reasons for exclusion includes the following; 1) teachers believing that they are not equipped with the necessary skills and knowledge to teach learners who experience barriers to learning; 2) teachers believing that facilities in separate self-contained environments can provide better learning opportunities for these learners (Swart and Pettipher, 2011:7).

According to Swart and Pettipher (2011: 18), mainstreaming refers to learners with disabilities included in the general education process which involves selectively placing these learners in mainstream classes. In support of the latter, Ainscow, Booth, and Dyson (2006:25) state that inclusion is based on the principle that mainstream schools should provide for all learners regardless of perceived differences, whether intellectual, cultural, social or physical disabilities. It is merely the process of actively including all learners in an inclusive classroom (Ainscow et al., 2006:25).

Table 2-1 compares mainstreaming and inclusive education.

Table 2-1: Mainstreaming and inclusion

<u>'Mainstreaming' or 'Integration'</u>	<u>'Inclusion'</u>
<ul style="list-style-type: none"> Mainstreaming is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system. 	<ul style="list-style-type: none"> Inclusion is about recognising and respecting the differences among all learners and building on the similarities.
<ul style="list-style-type: none"> Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes. 	<ul style="list-style-type: none"> Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
<ul style="list-style-type: none"> Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'. Here the focus is on the learner. 	<ul style="list-style-type: none"> Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the class-room.

Reproduced from WCED document called Special Needs Education (July 2001)

Source: WCED (2001)

WESTERN CAPE

Inclusive education has increasingly become a topic of interest for scholars worldwide. Inclusive Education was a plan of action by United Nations Education, Scientific and Cultural Organisation (UNESCO: 1994) to create equal opportunities for learner with diverse backgrounds. Hence, UNESCO (1994) defines inclusive education as a constant supportive integration of learners with disabilities, including learning disabilities, in the mainstream. Additionally, Norwich (2002) state that “inclusion involves committing to meet ‘the needs of a minority’ which includes learners with learning challenges and making arrangements ‘which may not be required by the majority’”. Hence, inclusion involves mainstream schools leading inevitably when adopting a specialised and dedicated support system for some (minority) to accommodate a full diversity (Norwich (2002). In support of the latter, the work of Ainscow and Miles (2008:17) highlights five ways of thinking about inclusion as stated below;

- a) “*Inclusion concerned with disability and “special educational needs*. This refers to the general assumption that inclusion is primarily about placing learners with disabilities or special educational needs in the mainstream and could also be defined as mainstreaming. However, the appropriateness of such an approach can be questioned, since it focuses on a “disabled” or “special needs” part of the learners and disregards other ways in which participation may be impeded or enhanced. Still including learners with disabilities in the mainstream should remain a key objective.
- b) *Inclusion as a response to disciplinary exclusions*. Learners who are identified as demonstrating bad or difficult behaviour can be excluded from education by being expelled from school.
- c) *Groups vulnerable to exclusion*. This perspective concerns learners who could be vulnerable to social exclusion, such as disabled learners, including learners with learning disabilities; learners who are excluded from school for disciplinary reasons; and learners living in economically poor communities.
- d) *Promoting a school for all*. Within a school for all, perspective segregated special education institutions are discontinued and all learners who are regarded as different are accommodated into a homogenous normality, instead of bringing about change through diversity. The Salamanca framework asserts that inclusive education is the learning together of all learners despite differences or difficulties learners may encounter (UNESCO, 1994:11).
- e) *Education for all (EFA)*. This focus was initiated by the World Conference on Education for All in Jomtien Thailand in 1990. The emphasis of the movement is that large numbers of vulnerable and marginalised groups of learners who are excluded from education systems worldwide must be given access to education. A key goal was to ensure that all children must have at least a primary education by 2015. It also has a vision of acknowledging that education is a much broader concept than only schooling, beginning with early childhood, emphasising women’s literacy and recognising the importance of basic literacy skills as part of lifelong learning. This means that all learners are to receive basic education of good quality in schools that embrace inclusive, sincere learning environments (UNESCO, 2005:9). In UNESCO’s *Guidelines for Inclusion* (UNESCO, 2005:13-15), inclusion is further described as a process of addressing and responding to the diversity of needs of all learners in all aspects of learning by changing and adapting strategies and approaches to include all learners equally in the education system” (Wahl: 2017:18.19).

The above ways of thinking about inclusion start from a bio-psychosocial understanding to a broadly sociological understanding of inclusion.

2.3 Inclusive education in the South African policy context

In the South African context, the political transition to a democratic country after 1994, set the foundation for a changing education system which extended the right to education, which is free of discrimination and prejudice (Pilbeam: 2005). South Africa's constitution (Act 108:1996) as well as the South African Schools Act of 1996 makes provision for learners' rights to receive quality education to meet their individual needs. South African laws and policies on education show that the country is also moving towards the international trend of inclusive education with the publication of Education White Paper 6 in 2001 (Naicker: 2006). The paper aimed to, "through the publication of policy document, Education White Paper 6 on Special Needs Education (2001)," build an inclusive education and training system which set out to create a single education system for all learners within a twenty-year period" (Naicker: 2006: 1). In addition, The United Nations Educational, Scientific and Cultural Organisation (UNESCO:1994: section 2) "called for inclusion to be the norm in education" and highlighted that mainstream schools can effectively combat discriminatory attitudes and create welcoming communities and build an inclusive society, and achieve education for all (Naicker: 2006: 1). In addition, Moll and Naicker (2001: 218) suggest, "Inclusive education should be concerned with overcoming barriers to participation that may be experienced by any pupils". Hence, inclusive education on South African soil has become a topic of interest, especially in terms of policy implementation and inclusive teaching practices (Wahl: 2017). Although, some changes relating to inclusive educations is evident, South Africa still has a long way to go with adopting inclusive education teaching practices with fair alternative assessment implementation.

According to Fataar (2001:642), "curriculum reform in South Africa between the early 1990s to the early 2000s took place within 'policy cycles', each presenting a relatively distinctive political ensemble that vied for the heart of Governmental hegemony in education". Thus, Government strived through curriculum changes to bring educational change through curriculum reform to suit the needs of the learners (Fataar: 2001). Lomofsky and Lazarus (2001) asserts that policy development in the South African context has been guided by the universal principles of a human right to basic education, equality and recognizing the democratic rights of parents, learners and those

with disabilities. Hence, a major shift in education policy reflected a change from a dual (special and general education) towards the transformation of a general education to recognise and address diverse learning needs of all learners (Lomofsky and Lazarus: 2001). This section will specifically focus on and provide an overview of Curriculum and Assessment Policy Statement (CAPS), Education White Paper 6 (EWP6) and the NPPR as it paved the way to the development on inclusive education and alternative assessment.

2.3.1 Curriculum and Assessment Policy Statement (CAPS)

The Department of Education (2011, p.7) says, the “Curriculum and Assessment Policy Statements is being used as a starting point for filling in gaps, reducing repetition and clarifying where necessary”. The Catholic Institute of Education (2010) state that CAPS is an amendment to the National Curriculum Statement (NCS) Grades R-12. The reason for the amendment was that teachers could find the curriculum more accessible (The Catholic Institute of Education: 2010). The CAPS document clarifies its commitment to social transformation and to foster critical thinking (DBE: 2012). It is also committed to the development of complex knowledge and progression from grade to grade (DBE: 2012). As eluded in Chapter 1 (1.4), the foreword in the CAPS (DoE, 2011) document by the Minister of Education Mrs Angie Motshekga, MP Minister of Basic Education describes the main reasons behind the CAPS document as follows:

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy, we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996).

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002). On-going implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) and the National Curriculum Statement Grades 10-12 to produce this document. From 2012 the two National Curriculum Statements, for Grades R-9 and Grades 10-12

respectively, are combined in a single document and will simply be known as the National Curriculum Statement Grades R-12. The National Curriculum Statement for Grades R-12 builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The CAPS document aimed to provide more specific guidance to teachers and at the same time assist teachers to know the level of difficulty in order to best provide guidance to learners for exam (DBE:2012). Hence, the main aim of CAPS was to bring obvious changes to the curriculum to show the transformation from apartheid era to the current democratic era.

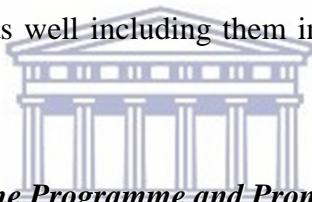
2.3.2 Education White Paper 6 (EW6)

The Education White Paper 6 was launched in July 2001 to support Inclusive Education. The role of the EWP6 according to the (DoE, 2001:19) is to provide a framework and guideline for the development and implementation of an inclusive education and training system. It also recognized that the gap in the curriculum was a noteworthy barrier to learning for some learners in areas such as content, language of instruction, teaching style and pace of teaching. Subsequently this paper aimed “through the publication of policy document Education White Paper 6 on Special Needs Education” to build “an Inclusive Education and Training System (2001) which “set out to create a single education system for all learners within a twenty-year period” (Naicker,2006:1). Likewise Hay & Beyers (2011:2) stated that EWP 6 was developed to create positive conditions for learners who did not attend school, as well as those experiencing barriers to learning, in a single and undivided education system. This means that all learners despite their challenges must be accommodated within mainstream schools. The Salamanca Statement on the education of all disabled students, agreed at a UNESCO World Conference on Special-Needs Education held in Salamanca in June 1994, called for inclusion to be the norm” (UNESCO, 1994). In addition to this, UNESCO welcomes the approach that learners with special educational needs must have access to regular schools.

To effect the implementation of EWP6 the following policies were drafted:

- Draft conceptual and operational guidelines for the implementation of inclusive education (DoE: 2002).
- Conceptual and operational guidelines for special schools as resource centres (DoE: 2005a).
- Conceptual and operational guidelines for full service schools (DoE: 2005b).
- Conceptual and operational guidelines for district based support teams (DoE: 2005c).
- National policy on assessment and qualifications for schools in the general education and training band (National Education Policy Act 27 of 1996).
- Guidelines for full service/inclusive schools (DBE: 2010a).
- Guidelines for inclusive teaching and learning programmes (DBE: 2010b).
- National strategy on screening, identification, assessment and support (DBE: 2014).

The EWP6 strived to bridge the gap for learners with learning barriers such as content, language of instruction, teaching style and pace of teaching. Thus, EWP6 promotes equal opportunities for learners despite the learning barriers as well including them in one single education system (DoE: 2001).



2.3.3 National policy pertaining to the Programme and Promotion Requirements (NPPR)

The inclusion of learners with learning barriers is also addressed in the National policy pertaining to the programme and promotion requirements (NPPR) (DBE: 2012) which makes provision for learners with special educational needs. The NPPR (2012: 5: c) aims to create equal opportunities for learners with learning difficulties and includes strategies for alternative assessment by providing grade level attainment of knowledge (content, concept and skills). This implies that learners will receive other forms of assistance to demonstrate their understanding of the curriculum content. For example, if a learner is dyslexic or has dysgraphia, a scribe or amanuenses will be provided to assist those learners (DBE: 2014).

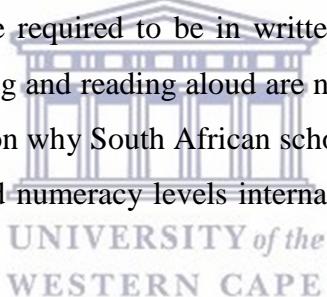
2.3.4 Tensions and contradictions in policy

There appears to be tensions and contradictions within the curriculum policy. Since resources play a big role in learners' development and learning process, is it very important that learners have all resources to sufficiently equip themselves and to successfully understand the CAPS curriculum. Vianna & Stetsenko (2006) claim Vygotsky takes history as a key factor in his whole approach and

lays the groundwork for a dialectical view of history as a continuously influential factor uniting the past and the present. It is evident in the South African context that, prior to 1994 inequalities and legacies of the apartheid era are still affecting some communities. While some significant effort has been made to bridge the inequality, the South African schooling system still has a long way to go towards achieving equity (Naicker:2006).

In the opinion of Naicker (2006) it is evident that government failed to ‘provide conceptual tools to guide teachers to navigate the new educational pedagogy’. This resulted in slowing down the process of ‘growth of knowledge about knowledge and conceptual developments, innovations, creative thinking and imagination’ (Naicker: 2006). Consequently, many learners and teachers struggle to adapt to the new approaches and some learners fall behind when it comes to the writing process, especially with the development of the hand coordination and the development of finer motor skills. This now creates a problem where learners perform poorly because they struggle to write.

In addition, many of the activities are required to be in written form and a variety of assessment activities such as listening and speaking and reading aloud are not enough to help learners pass. The question arises: Could this be the reason why South African schools find themselves on lower end of the continuum in terms of literacy and numeracy levels internationally? The following section will discuss assessment in detail.



2.4 Assessment in schools

Traditionally assessment has been viewed as a means of validating student learning after learning had already taken place (Bintz, 1991). Taras (2008) is of the opinion that assessment ‘has been shown to be the single most important component that influences student learning and education in general’ (289). In addition, Short and Burke (1991, p. 60) state that:

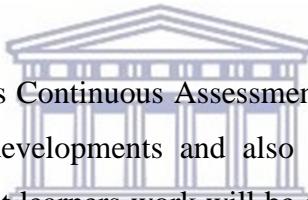
Traditionally, evaluation has been seen as an outside force that is imposed upon the curriculum generally and the learner specifically.

It has been externally imposed because of several assumptions is that the questions which drive the curriculum must be supplied by out- side recognized experts, that the vast majority of what is to be learned is already known, digested, and organized, and that there

are acknowledged correct responses to the curricular questions which are to be asked.

Therefore, assessment has played an important role in terms of educational reform. This is because of “its potential to influence the entire reform process” which is aimed at improving standards such as knowledge, skills and attitudes (DBE: 2011). Equitable assessment clearly requires a paradigm shift in terms of assessment framework which was introduced after 1994 when the newly elected democratic government came into power. As a result the way testing took place, changed, for example; summative evaluation. This approach shifted to a more learner centred approach which focused more on monitoring strengths and weaknesses of learners (DBE: 2011) which also gave learners multiple opportunities to do tasks. This resulted in two types of assessments which are now predominately used in schools today, namely;

- Formative assessment
- Summative assessment.



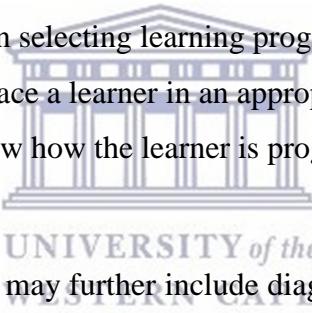
Formative assessment is also known as Continuous Assessment (CASS). CASS is mainly used as a supporting mechanism in terms of developments and also to give feedback into teaching and learning (DBE: 2011). This means that learners work will be assessed over a period of time and no longer seen as a ‘once- off achievement based examination’. This form of assessment enables the teachers to pace their learners and also to set targets. It allows for transparency which creates awareness amongst learners as they now understand what is being assessed. In support of this, Aboulsoud (2011) states that formative assessment has a positive impact on learning because it motivates and encourages being involved in the process. It also makes room for a wide variety of assessment techniques that learners are exposed to. Hence, Aboulsoud (2011) states that formative assessments allow assessors to apply different assessment tools over time to test their learners. The effectiveness of formative assessment ultimately lies in the immediate feedback to the learner (Aboulsoud: 2011). Lastly, formative assessment ensures that summative assessment serves only as one component of evaluation (DBE: 2011).

Summative assessment is usually conducted at the end of a learning period, for example in June and November. This type of assessment is used to confirm whether learners have met all the competence requirements. However, it is stated that the boundary between formative and summative assessment is not always clear-cut. This means that there might be an overlap in terms of teaching intentions

(DBE: 2011). Summative assessment is basically testing the knowledge and skills that learners acquired over a period of time. However, Aboulsoud (2011) is in agreement with other scholars and states that formative assessment should be given more weight than terminal or summative assessment.

Assessment is the process where information is collected, analysed and interpreted by learners. This then informs the progress and achievement of learners and is used as a tool to assist teachers, parents, SMT and stakeholders in the department of education (DBE Chapter 2:3). In order to have evidence of learners' knowledge and understanding of work attained, assessment is needed as the final link to prove what learners know and learned. Their work attainment and competencies is demonstrated through testing, practical tasks, investigations and so forth. This in my opinion is a crucial step to prove learners' understanding of work. Assessment according to the Assessment Policy in the General Education and Training Phase (DBE: 2011) has multiple purposes which include the following:

- A learner seeking help in selecting learning programmes or career directions
- An educator trying to place a learner in an appropriate grade/level
- A parent wanting to know how the learner is progressing, and so forth



These multiple purposes of assessment may further include diagnosis, evaluation, guidance, grading, selection, prediction and control. Additionally, to the purpose of assessment, assessment is also guided by certain principles to ensure effectiveness. The Department of Basic Education suggest the following principles of assessment (DBE: 2011):

- It should have clear, direct links with the critical and specific outcomes and it should be integral to teaching and learning
- It must be balanced, comprehensive and varied, valid and fair
- It must engage the learners
- Value the education and training practitioner judgment and it must be time efficient and manageable.
- It must recognize individual achievements and progress and it should involve a Whole school approach
- It must actively involve parents
- It must convey meaningful and useful information

- It must cater for learners with special educational needs
- Be bias free and sensitive to the gender, race and cultural backgrounds and abilities of learners
- It should improve quality of learning

The aforementioned principles lay the foundation for fair and equitable assessment which will give learners a fair chance to achieve maximum results through a variety of opportunities to show their competencies at different levels. Assessment is thus an integral part of academic progress and achievement. Research shows that assessment impacts what is taught and learned in classrooms (Anderson, 1998). The reason for this, is that students spend more time reviewing information that is assessed on tests and teachers as well spend more of their time teaching for tests (Anderson: 1998). Therefore, the need to shift from Traditional Assessment to Alternative Assessment arises for many reasons. First, the shift involves the reconceptualization of how learning takes place. Second, the foci of reconceptualization are:

1. Predominant use of lectures as primary method of teaching as well as objective testing as the core assessment measure;
2. Increase in different student population in both primary and higher education classroom; and
3. The constructivist learning theory (Gomez, Graue, and Block, 1991; McLaughlin and Vogt, 1996; Perrone, 1991) cited in (Anderson, 1998).

2.5 The case for Alternative assessment

Alternative assessment is a worldwide phenomenon which is aimed at improving learner performances. However, alternative assessment is conceptualized in different ways in different countries around the world. According to Baker (2010), there is enormous confusion around these terms. The scholar argues that alternative assessment definitions must become clearer, claiming that, “alternative assessment means anything except multiple-choice and true or false problems but generally connotes extended and multistep production tasks” (Baker: 2010). This means that tasks must inevitably require the use of raters, judges, or their electronic proxies to determine the quality of students’ efforts (Baker: 2010). On other hand, Venter (2012) argues that Adaptive Methods of Assessment “(AMA) can be defined as the changes made in the standard form of assessment, examinations or assessment process, to deal with the effects of a learner’s barrier to learning on his

performance during test and examinations". She further states that, South African documents view alternative methods the same as special concessions (Venter: 2012).

In addition, alternative assessment is an approach which includes different kinds of assessment strategies to assist learners who experience difficulty with learning due to various impairments. Hence, Stears and Gopal (2010) state that alternative assessment strategies allow learners to demonstrate outcomes differently such as drawing or writing, observing and communicating. This support the view of Gardner (1998) that learners do not learn the same way and those learners have different intelligence which should be tested in a different way to demonstrate their attainment of knowledge. In some cases concessions are made for some learners who struggle to read and write. The use of scribes is one form of concession that can be used to accommodate learners. Further, alternative assessment is aimed at catering for diverse learner needs in relation to writing, spelling, reading sight and hearing. Additionally, scholars acknowledge that aspects in (traditional assessment is not assessed) such as motivation, participation and commitment (Stears and Gopal: 2010). These studies strengthening the view that alternative assessment strategies are essential (Stears and Gopal: 2010). Learning materials should be adapted to suit various learner needs, to acknowledge that learners learn differently and they process information differently. Thus, one could say that not all learners function at the same level.



2.5.1 *Different methods of alternative assessment*

Below is a description of the different types of alternate assessments speaking to different needs and learning barriers of learners. Discussed below are the three types of alternate assessments as set by the Department of Basic Education (DBE, 2012: 9:30). The Department recommends that they be available in both ordinary (mainstream) and "special" schools as far as possible.

a) Alternate Assessment Based on Alternate Attainment of Knowledge (content, concepts and skills)

This type of assessment is for learners who have a cognitive (intellectual) disability who are currently at special or ordinary schools. In addition, these assessments are based on grade-level content that is covered by the general assessment. However, depth, breadth and complexity are

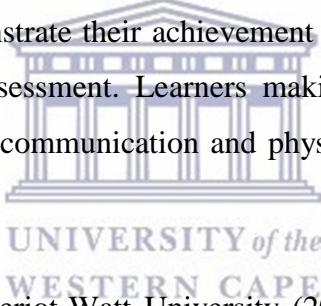
reduced. Consequently, these assessments describe these learners' achievements on the basis of high expectations for the learners (DBE, 2012: 9: 30).

b) Alternate Assessment Based on Modified Attainment of Knowledge (content, concept and skills)

This form of assessment is for learners with disabilities who work on grade-level content that is covered in the general assessment. These learners need more time to master content. As a result this type of assessment measures a learner's mastery of the grade-level. Learners using this form of assessment are those who have moderate intellectual disability, deaf, and on skills programmes and so forth (DBE, 2012: 9: 30).

c) Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts and skills).

This type of assessment is for learners with learning difficulties, who need testing formats that give them the same opportunities to demonstrate their achievement of content. This is done at the same grade-level as that of the general assessment. Learners making use of this form of assessment include learners, who are blind, have communication and physical disabilities, dyslexia or hearing loss (DBE, 2012: 9: 30).



According to a study conducted at Heriot-Watt University (2012) students with specific learning Difficulties associated with reading and writing need a scribe/reader. Given the wide range and level of reading, writing and comprehension difficulties experienced by students in this category, it is likely that some students will find it easier to verbalize their answers rather than write them. There are different forms of assessments which can be classified as alternative assessments which accommodate learners' diverse abilities, helping them to achieve maximum academic performance. The NPPR (2012) makes provision for a range of alternative methods in which learners can be assessed. Subsequently, learners with learning disabilities or physical abilities who are not able to cope with the learning processes in the mainstream school can be allowed concessions in order to achieve maximum results and be able to be productive citizens. Examples of alternative methods include: scribes or amanuenses (reader and writer); braille; audio; visual; hearing and sight.

There are more examples; however the above examples are sufficient to highlight the relevance to this study. Alternative assessment methods such as the examples above are used to assist learners

who experience learning barriers (DBE: 2011). These methods may be applied after a learner is subjected to an identification process in order to be recognized for school interventions in alternative assessment methods. The Education White Paper 6 on Special Needs Education (2001) guides policies relating to learning barriers experienced by learners. Hence, schools that accommodate learners with learning barriers or unrecognized learning styles associated with reading and writing or other difficulties can apply for concessions on condition that the child has a record and is listed at the Department of Basic Education as such. A scribe as an alternative assessment tool and it can be highly appropriate to assist learners with learning barriers associated with reading and writing. In addition, a learner is considered for a scribe when his/her writing ability prevents him from giving a true reflection of his/her knowledge and/or competence.

Other challenges are word identification and other disabilities such as sight problems with regard to reading which prevent a learner from reaching his/her full potential. Further, challenges with spelling take on various forms and present themselves to different degrees. A learner can be regarded as a learner who needs support, if it is almost impossible to evaluate his/her written work. However, ‘phonetic spelling can still be deciphered and should not be the only norm’ (DBE: 2014).

Hence, alternative assessment is needed so that learners are treated equally and can deliver work to their full potential. According to the Department of Education (DBE, 2012: 9:30) “every learner should have access to the standard of assessment that is suited for his or her needs”. It further states that “no learner should be disadvantaged by the system in as far as that there will be a lowering of expectations he or she is not assessed at all”. Thus, despite the learners’ disability, maybe is hearing, sight, reading and writing, learners should be given a fair opportunity through the different forms of assessment available set out in the NPPR (2012). This will create a fair opportunity for all learners to receive a school leaving statement.

Lastly, writing challenges involve those learners’ who experience ‘problems with spelling, handwriting, expression, or other problems causing difficulty to convey knowledge by means of writing’ (DBE: 2014). The problem must be of such a nature that ‘the learner is prevented from presenting’ a true reflection of his/her ‘knowledge and/or competence’ (DBE: 2014). In order to be considered for alternative assessment there must be appropriate evidence of difficulty to read/decipher the answers of those learners (DBE: 2014). More problems relating to writing are ‘conditions affecting muscle strength and mobility of the wrist’ such as hand coordination and fine

motor skills which affect the learners' grip and tempo of writing (DBE: 2014). These challenges are some of the reasons why learners need alternative assessment within the school.

2.5.2 Implementation and process of alternative assessment in mainstream Cape Town schools

The successful implementation of alternative methods of assessment requires that various stakeholders must play a role. This means that all necessary requirements must be met in order to ensure that learners benefit from the alternative assessment initiative. The DBE (2014) outlines the necessary requirements and roles of all stakeholders involved for accommodation for alternative assessment and for concessions to take place. It is given as follows:

- Accommodations and support mechanisms must be as far as possible reasonable and practical.
- Importantly, it should be introduced as early as possible in the learner's school career and not only during summative examinations at the end.
- The Accommodations and Concessions Committees must include representatives from the following areas: Curriculum, Assessment and Examinations, Inclusive Education and a Legal representative.
- A holistic profile of the candidate must be included in the accommodation applications.

In order to ensure that learners meet all the requirements, the roles of the school and district education authority are of critical importance. Thus, collaboration between stakeholders is of utmost importance to ensure that the proper processes are followed so that learners can benefit optimally. The figure below explains the role of the school staff in applications for accommodation for alternative assessment.

Principal/Deputy	<ul style="list-style-type: none"> • Principal Responsible for establishment , development, management, support, monitoring, making resources available to the SBST, report to the SGB
Deputy Principal/ HOD/ SBST Coordinator/ LST	<ul style="list-style-type: none"> • Liaise with principal, teachers, learners, parents and DBST. Facilitates SBST meetings and development
HOD FP	<ul style="list-style-type: none"> • Monitor and implement the LIT/NUM strategy . Ensure that learners in need of support are referred to SBST
HOD IP	<ul style="list-style-type: none"> • Monitor and implement the LIT/NUM strategy. Ensure that learners in need of support are referred to SBST
HOD SP	<ul style="list-style-type: none"> • Monitor and implement the LIT/NUM strategy . Ensure that learners in need of support are referred to SBST
Grade Heads	<ul style="list-style-type: none"> • Help with identification of learners with barriers to learning. Assist the referring teacher to complete SNA1 regarding teacher intervention support.
All other teachers not on SBST	<ul style="list-style-type: none"> • Complete Learner Profile, Identify learners at risk, Complete SNA1. of learners who need support and give the support, Refer to SBST

Figure 2-1: Organogram for SBST Source: (Adapted) (WCED, 2015: 5)

The above organogram shows that the principal, school management team, school governing body and teachers have the joint responsibility to ensure that the appropriate process is followed to assist learners with learning challenges. Further, the school is requested to have a School Based Support Team/ Committee (SBST) in which the principal or any SMT member should be a member (DoE: 2008b:106). The correct process has to be followed to ensure the targeted learners receive the necessary assistance. Below is the process of application, discussed in a nutshell.

The SBST is responsible for identifying the learners through discussion with the class teacher. After numerous forms of interventions are considered by the SBST, the completion of the application forms must follow accompanied by all the relevant supporting documents (DBE: 2015). The school has to have all the paper work of learners in order such as, medical reports, academic reports, evidence of intervention and evidence of meeting with the school based support team. The school based support team has a significant role at the school and needs to be actively involved to ensure they fulfill their purpose and function. After the teacher has identified learners with challenges, he/she refers the learner to the SBST. The SBST discusses challenges and then makes certain recommendations which should be carried out by the teacher and later monitored by the SBST. The figure below explains the core purpose and role of the SBST in the school to assist learners with learning barriers. The guideline below is given by the Western Cape Education Departmental officials to assist schools and the support structures with the process of support (WCED, 2015).

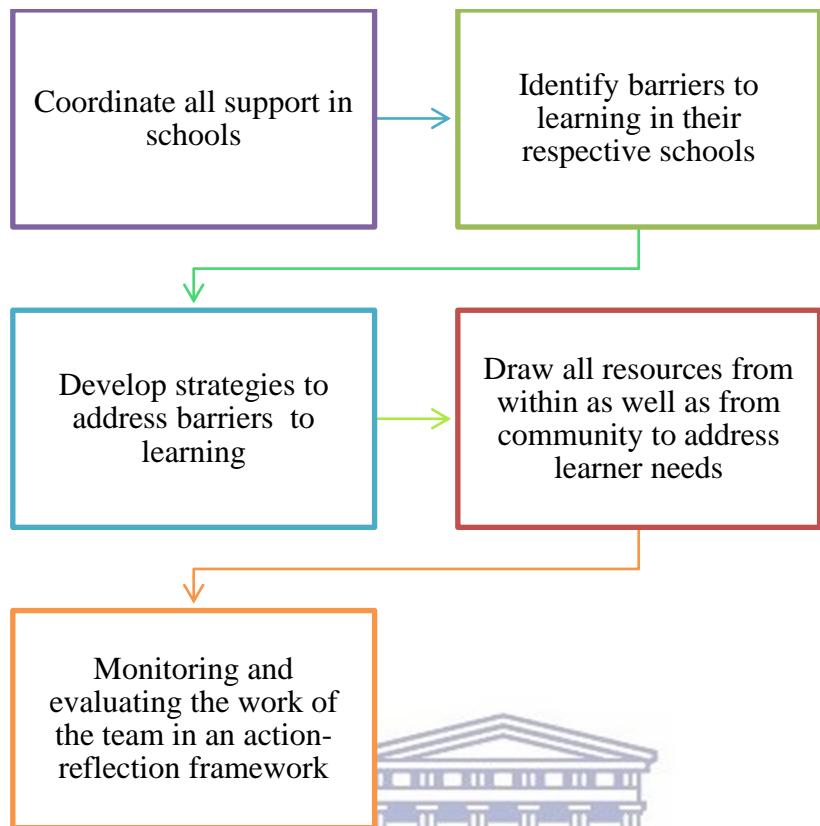


Figure 2-2: Purpose of the SBST Reproduced from notes Source: (WCED, 2015:8)

Hence, The District-Based Support Team plays a significant role in terms of support to the school. It consists of the necessary support staffs such as the school social worker, psychologist and medical doctor who collectively have the necessary skills and competencies to provide support to learners who struggle and who need alternative assistance. The following chart obtained through presentation notes from the WCED (2015) summarises the role of the DBST regarding accommodations and concessions for learners with learning barriers.

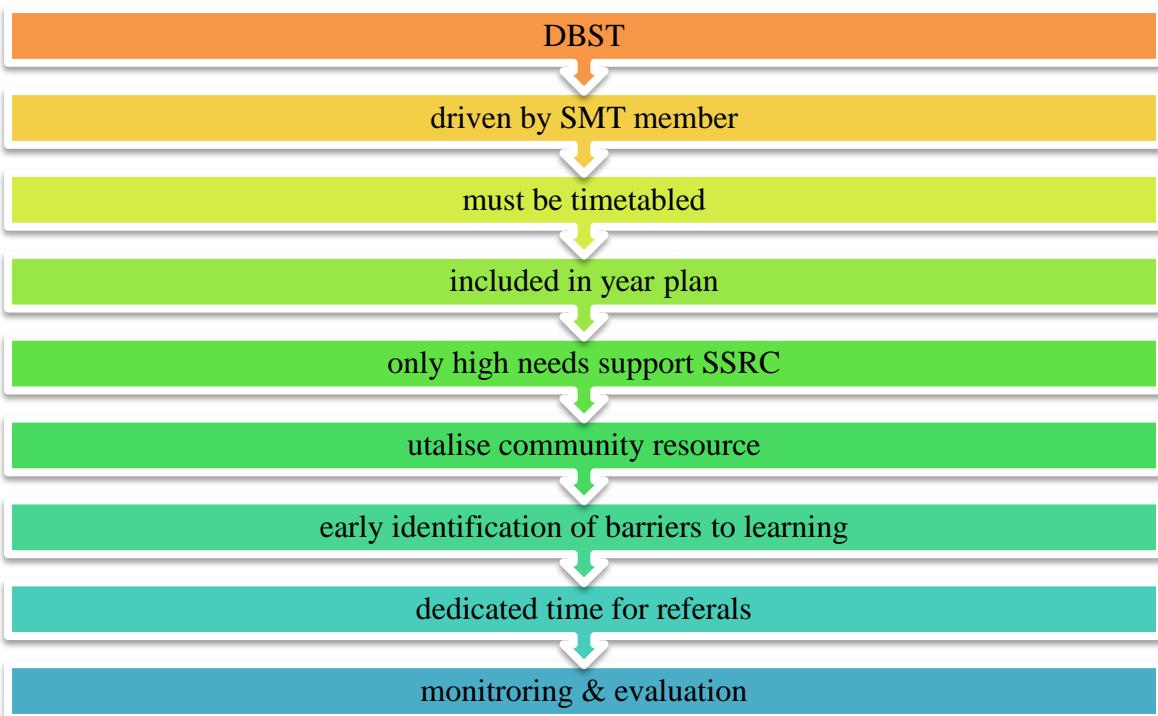


Figure 2-3: SBST Notes Source: (WCED, 2015:3)

The Table below clarifies the lengthy process and the necessary documents required for learners to be considered for alternative assessment methods (WCED; 2015)

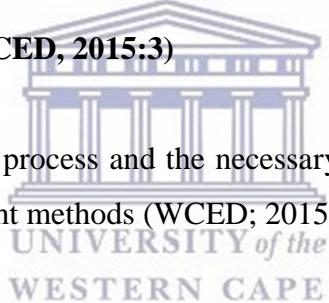
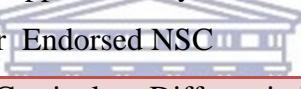


Table 2-2: Documents for alternative assistance

No	Form	Content of Form
1	Learner Profile	To be completed at admission
2	SNA 1	Assessment and Intervention by teacher
3	SNA 2& ISP	Assessment and Intervention by SBST
4	SNA 3	DBST Intervention – Rate level of Support
5	DBE 120	Request for support from DBST by SBST
6	DBE 121	DBST Plan of Action in relation to Learner
7	DBE 122	DBST Plan of Action in relation to School
8	DBE 123 a	Annexure A1 – Request of Parent/ Caregiver placement/ transfer to SSRC to access HIGH LEVEL Specialist programme
9	DBE 123 b	Annexure A 2 – Application by the DBST for placement of learner at a SSRC/ FSS to access HIGH LEVEL support programme.
10	DBE 124	Annexure B - Application by SBST to DBST for Accommodations/ Concessions or  Endorsed NSC
11	DBE 125	Annexure C - Curriculum Differentiation Schedule (Straddling)
12	DBE 126	Annexure D – Health and Disability Assessment Form

Reproduced from WCED document Source: (WCED, 2015:10)

WESTERN CAPE

The above documents must be forwarded to the District-Based Accommodation/Concessions Committee for the approval and implementation. The next step is then to apply for concessions to the District-based Accommodation/Concessions Committee. They will review the applications and then forward the application to the relevant sub-structure of the District-Based Accommodation/Concessions Committee. The sub structure that deals with differentiated assessments and accommodations will evaluate the recommendations by the sub structure and forward the decision to the Provincial Based Accommodation/Concessions Committee. If the concession is granted then the District-Based Accommodation/Concessions Committee must identify a panel of scribes and readers or any other persons required to assist the learners during the assessment and the examinations (DBE: 2014). Based on the decision of the District-Based Accommodation/Concessions committee the learner will be allowed to be assessed differently (DBE: 2015).

The school is one institution which links many stakeholders such as families, communities, bureaucracy and teachers together. Schools drive the future of many learners and communities. In saying that, this study closely examine how the school operates in terms of enabling or (dis) abling learners when it comes to academic performance. Any school is known for a certain culture which is inculcated over time. Academic performances are one of the standards that schools aim to maintain and nurture. According to Nash (1990) such content culture has to do with the curriculum and is regarded as being arbitrary. However, how schools go about in doing that becomes a great concern when many learners struggle to do the basics such as reading and writing. The assumption is that many schools, especially mainstream schools tend to privilege writing and text based assessment over many of the forms of alternative assessments set out by the NPPR (2012). Further, how schools distribute their funds is a great determiner of any schools results. Schools therefore hold the power to change a learner's dis (ability) into ability. Inclusivity and exclusivity of learners are determined how the schools structures operate.

2.6 Multiple Intelligence (MI) Theory as Theoretical framework

This section includes a discussion of the theoretical lens chosen by the researcher to make meaning of the issues hindering learners to achieve academic excellence. Gardner is well known amongst theorist for his multiple intelligence theory. However, he has never claimed that “MI theory represents “the” definitive description of human cognitive capacities” (Gardner and Moran: 2006). It is claimed that the MI theory is ‘relatively independent yet interacting intelligences that provide a better understanding’ of the different ‘scope of human cognitive feats than do competing accounts’. Further Gardner’s major claim is that “a description of individuals in terms of a small number of relatively independent computational capacities is more useful to cognitive scientists, psychologists, and educators than a description in terms of an innumerable collection of sensory-perceptual modules, on the one hand, or a single, all-purpose intelligence, on the other” (Gardner:1998).

2.6.1 Different multiple intelligence of learners

As mentioned in chapter 1, Gardner looked at eight criteria for behavior to be considered as intelligence and eight abilities to meet the criteria's. Gardner (1998) states that a person can be strong in more than one intelligence. The intelligence in Gardner's words (1998) is as follow:

- ‘Musical–rhythmic -A competence not only in composing and performing pieces with pitch, rhythm and timbre but also in listening and discerning. May be related to other intelligences, such as linguistic, spatial or bodily-kinesthetic.
- Visual–spatial: An ability to perceive the visual world accurately, transform and modify perceptions and re-create visual experiences even without physical stimuli.
- verbal–linguistic: A mastery and love of language and words with a desire to explore them
- Logical–mathematical: Confronting and assessing objects and abstractions and discerning their relations and underlying principles.
- Bodily–kinesthetic: Controlling and orchestrating body motions and handling objects skillfully as dancers, athletes and actors
- Interpersonal: Accurately determining moods, feelings and other mental states in oneself (intrapersonal intelligence)
- Intrapersonal, and in others (interpersonal) and using the information as a guide for behavior.
- ‘And naturalistic’: Recognizing and categorizing natural objects.

Gardner (1998) outlined eight abilities to meet those criteria's namely and it is highlighted in his words below,

- ‘Potential isolation by brain damage. For example, linguistic abilities can be compromised or spared by strokes.
- An evolutionary history and evolutionary plausibility. One can examine forms of spatial intelligence in mammals or musical intelligence in birds.
- An identifiable core operation or set of operations. Musical intelligence, for instance, consists of a person’s sensitivity to melody, harmony, rhythm, timbre and musical structure.
- Susceptibility to encoding in a symbol system. Codes such as language, arithmetic, maps and logical expression, among others, capture important components of respective intelligences.
- A distinctive developmental history within an individual, along with a definable nature of expert performance. One examines the skills of, say, an expert athlete, salesperson or naturalist, as well as the steps to attaining such expertise
- The existence of prodigies, savants and other exceptional individuals. Such individuals permit the intelligence to be observed in relative isolation.

- Support from psychometric findings. Batteries of tests reveal which tasks reflect the same underlying factor and which do not.
- Support from tests in experimental psychology. Researchers have devised tasks that specifically indicate which skills are related to one another and which are discrete. (Gardner, 1998).

Gardner, (1983), argues that multiple intelligence levels within an individual should empower learners rather than restrict them to one modality of learning and disagrees with the idea of treating learners as if they have one specific level of intelligence. Hence, asking learners to predominantly write and testing them mainly on written activities to gauge their understanding and knowledge acquisition, could restrict them and not give a true reflection of their capabilities. Each learner has a unique ability to do well if it is nurtured correctly through an appropriate teaching method. Thus, the implementation of alternative assessment methods, such as scribes to assist learners with challenges associated with reading and writing, seems to be a good starting point towards embracing an inclusive school system where all learners can achieve with fair assessment opportunities regardless of the learning difficulties facing them.



The reason why MI theory could be applied is because Gardner (1983) theorises that there are eight levels of intelligences in which one can operate in relation to the eight criteria. This supports the researchers' argument that learners learn differently and should be assessed differently or by means of assistance so that learners can achieve maximum results. Further, Gardner argues that MI can be considered as an inclusive pedagogy and Barrington (2004) states the following: MI theory claims that the view of intelligence is inclusive because 'it is not culture-bound, and accounts for differences in time and place. This complements the rationale for choosing MI theory as the theoretical lens. MI theory along with practical applications of the model has three basic aspects of the theory in particular (teaching strategies, curricular adaptations, and student assessment). It relatively describes the infusion of MI theory in general education classrooms to ensure appropriate inclusion for learners with mild to moderate disabilities (Stanford: 2003).

In addition, effective assessment is aligned with instructional practices (Stanford, 2003). There is a close link between teaching strategies and adaptation of assessment when using MI. It is clear that one cannot change teaching strategies and curricula without changing assessment methods. Additionally, it is emphasized that if MI theory is chosen to inform in classroom practices, teachers

must change the method of assessment of the learner. (Chapman,1993). Therefore if learners struggle to read or write, a scribe can be used as an alternative assessment method to enhance learner understanding and performance. This means fair opportunities are created for a learner to excel in his/her schoolwork in spite of the learner's shortcomings.

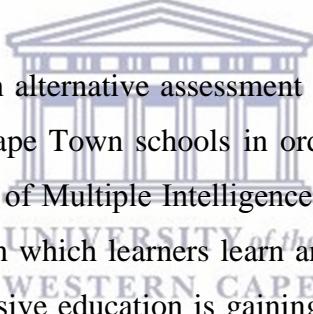
Further, Stanford (2003) argues that "Assessments that move beyond measuring knowledge and skills and begin measuring the disposition of using the knowledge/skills will better meet the needs of learners". This is therefore the reason why I suggest the use of the MI theory because it does not focus on the learners' ability but on the learners' attainment of knowledge and how the knowledge can be used. Furthermore, the use of authentic assessment creates opportunities for learners with learning disabilities through an alternative method in which growth and development are measured. Therefore, the identification of strength by a learner can shift the foci on assessment (Stanford: 2003).

The MI theory has been around for quite some time and different views and insights from the theory have come to light which have certain implications. Campbell (1996), cited in Barrington (2004), highlights the implications of the eight cognitive levels for teaching and learning and deemed it as being enormous. He states the following: "Conventionally, educational institutions from primary and secondary schools, right up to higher education tend to focus mostly on just two intelligences namely verbal/linguistic and logical/mathematical. The scholar also argues that "teachers essentially teach, test, reinforce and reward these intelligences" (Campbell, 1996 cited in Barrington, 2004). Moreover, limiting educational programmes to only linguistic and mathematical intelligences reduces the importance of other forms of knowledge. Also, those students who fail to demonstrate the traditional academic intelligences can develop a low self-esteem and this may result in their strengths being unrealized and lost to both the institution and society at large (Campbell, 1996 cited in Barrington, 2006). Using MI as a pedagogical way of reinforcing knowledge will allow learners to use their own strengths and not be marginalized by having to focus on traditional ways of learning and at the same time foster self-confidence. Hence, assessment using MI theory can meet learner needs. However, traditional ways of assessing restrict learners to a pencil-and-paper test as the primary means of demonstrating knowledge and skills which is very common in schools today.

The MI Theory has been criticized by various scholars. Some of the critiques mentioned by scholars were that there is no solid research that supports the effectiveness of using MI in the classroom

(Armstrong: 2017). Hence there is a lack of empirical support. Another critique highlighted was that the MI theory dumbs down the curriculum to make all students mistakenly believe they are smart (Armstrong: 2017). Despite the critiques of the MI theory it is still seen by scholars as a tool that creates awareness of numerous assessment strategies that enable learners to display their own understanding of work attained and can use new information and knowledge in unique ways (Stanford: 2003). Hence, alternative assessment includes ‘logs and journals, graphic organizers, observational checklists, video samples, rubrics, miscue analyses, and portfolios’ which enables learners to obtain marks which will enable them to pass. This explains why Stanford (2003) considered MI theory because these alternative methods of assessment allow learners to demonstrate their full potential and understanding of learning content in different ways. Therefore, other forms of assessments methods should focus on learners acquiring the disposition to use skills and strategies appropriately rather than focusing on whether learners can acquire knowledge (Stanford: 2003).

2.7 Summary



This chapter reviewed the literature on alternative assessment and inclusive education. It examined the processes currently followed in Cape Town schools in order to assist learners with alternative assessment methods. Gardner’s theory of Multiple Intelligence (MI) was used as a theoretical entry point to highlight the different ways in which learners learn and as a result need different ways of assessment. On the global scale, inclusive education is gaining currency and is being promoted by governments and non-governmental organisations and is likely to gain widespread acceptance. However, alternative assessment in relation to inclusive teaching practice lacks much recognition. The findings from the broad literature show that many teachers/educators in South Africa accept the need for inclusive educational practices yet they also admit that they are not sufficiently equipped to deal with its demands. In the same way, schools generally lack the resources, facilities and in most cases, the will, to accommodate and promote inclusive education.

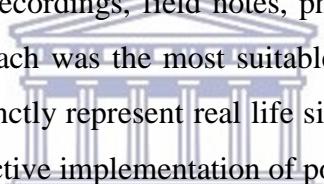
Chapter Three describes description of the research and design methodology used in this study.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Introduction

Generally, research methodology can be broadly classified into qualitative and quantitative types. Qualitative is concerned with developing explanations of the social world and the understanding thereof (Hancock: 1998). Research methodology refers to the processes that include collecting and analyzing of data to give sound research findings in accordance with the research purpose (Venter: 2012). Babbie and Mouton (2001) observe that qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world clearly visible. These practices transform the world into a series of representations, including, interviews, conversations, recordings, field notes, photographs, and memos (Babbie and Mouton: 2001). The qualitative approach was the most suitable to respond to the research aims in this research due to its ability to succinctly represent real life situations such as the daily challenges faced by management in ensuring effective implementation of policies.



This chapter presents the overall research design and the methods used to answer the research questions. This is a qualitative study and uses a Cape Town primary school. The purpose of the study was to investigate the factors influencing the effective implementation of alternative assessment methods as inclusive approach. In doing so, the researcher aims to answer the main question by looking at the views and understanding of teachers about inclusive education and alternative assessment. Another aim is to evaluate the role of different stakeholders regarding the implementation of alternative assessment methods.

A detailed account is given of the research methodology which includes methods of data collection, namely semi-structured interviews, questionnaire, field observation notes and documents analysed. It includes ethical considerations which were guided by the aims and objectives of the study and concludes with the section on validity and reliability of the findings.

The methodology used for the research is described and its rationale is outlined and explained. A detailed description of the research site is explained in the context of a quintile 1 primary school in

Cape Town. The selection of participants is discussed and is guided by the ethical considerations which protect the rights of participants to anonymity and privacy for the purpose of validity and reliability.

The researcher view the methodology used to be appropriate, as the purpose is to explore reasons why alternative assessment methods is not used daily by teachers in schools as a common practice but is stipulated in policy. This study is guided by the work of Gardner (1998) who specifically promulgates that learners learn differently and has multiple intelligences. The theory supports this quest for implementation of alternative assessment methods for learners with different learning abilities within mainstream schools.

3.2 Research Design: Qualitative Case Study

Hancock, (1998:6) states that in a case study there is a relationship between the value of the case study and the in-depth analysis of a single or small number of units. The qualitative case study was considered better suited to the purpose of this research, and for investigating factors that influence the use of alternative assessment in a mainstream school. Case study is primarily concerned with the interactions between factors and events. Interviews and observations are commonly used in case studies but this does not exclude other methods (Bell, 1999). In addition, under a case study, methods of data collection are selected on the basis of appropriateness for each task.

The case of scribes is illustrated in a primary school in Cape Town, South Africa. The school was selected based on the researcher's own preliminary observations while working as a scribe in a school. The use of scribes as a form of alternative assessment prompted the researcher to investigate this phenomenon in a more detailed and systematic manner. In actual fact, how and when scribes were used raised a few questions in the mind of the researcher while working as a scribe. After observing learner behavior, when being assisted, a few informal questions regarding the process followed at the school were asked, and this led to the quest for seeking answers to the many seemingly puzzling questions which arose in my head at the time.

Thus, a qualitative case study research design is therefore the ideal method to investigate factors that influence the successful implementation of alternative assessment within mainstream schools, and to investigate the role that school management plays to ensure that alternate assessment methods for

learners with learning impairments are in place. This design aided in collecting data that provided a thorough description and a greater understanding of the management strategies to ensure successful implementation of scribes as an alternative means of assessment. Comparisons of participants' viewpoints and those of different stakeholders are presented in the next chapter.

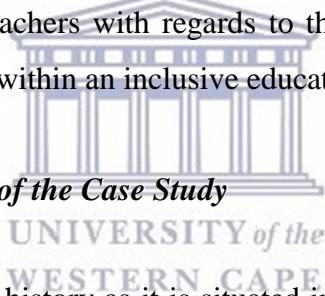
Further, according to Babbie (2010) research paradigms are frameworks used to organise what we have observed and how we reason. Sikes (2004) asserts that research paradigms consist of a basic set of beliefs that is guided by one's actions. With this said, Babbie (2010: p.8) recognizes two important benefits operated within a paradigm. One, "we can better understand seemingly bizarre views and actions of others who are operating from a different paradigm", and two, the benefit of stepping out our paradigm includes the possibility of seeing and explaining new things (Babbie: 2010).

Mertens (2005:7) defines a paradigm as the way one views the world through certain philosophical assumptions and it is guided by direct thinking and actions. As mentioned in Chapter 1 (1.8), the study is interpretive and it is constructed within the interpretivist constructivist paradigm. In support, Neuman (1997:68) states that "the interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understanding and interpretations of how people create and maintain their social worlds". This implies that knowledge is formed through social interaction. Hence, Fossey, Harvey, McDermott and Davidson (2002) elucidate that qualitative research aims give preference to the perspectives of research participants and highlight subjective meanings as well as the actions and context of participants. Persons constantly interpret and construct meaning while interacting with others in situations and through that gain insight to form clear understanding. This means that the participant's interpretation of their findings is related to their own background and experience (Creswell, 2009:8). Additionally, Creswell (2009:176) states within the interpretive worldview of the constructivist paradigm in-depth examination is used to discover meaning with the use of research tools such as interviews and open questionnaires. This research seeks to find answers by employing such methods to find answers through interpretation. Also, the aim is to determine solutions to the successful implementation of alternative assessment methods with an inclusive education system.

3.2.1 Advantages of Qualitative Research Methods

The holistic and flexible approach that a qualitative methodology offers made it a more appropriate approach for this study as it opened up opportunities to increase understanding. Hancock (1998) is of the opinion that the strength of the qualitative approach is that it expands the researcher's opportunities to increase his or her understanding in a complete and expressive manner. According to Hancock (1998:6) "the qualitative approach to a case study is described wherein the value of case study relates to the in-depth analysis of a single or small number of units". However, the scholar outlines one element of the case study method and states the following: case study is not necessarily representative of similar cases therefore results of the research are not necessarily generalisable. Generalisability is not usually an issue for the researcher who studies a specific situation (Hancock: 1998). Thus as abovementioned, the researchers' intention to use a qualitative case study design is not to generalize from the single case, but acknowledges it may have implications for similar situations and may be a limitation. In addition, the researcher zooms into one research site to gain understanding of the view point of teachers with regards to the factors influencing the successful implementation an alternative method within an inclusive education system.

3.2.2 Research Setting and Context of the Case Study



The selected school has an interesting history as it is situated in one of the most dangerous parts in the Mitchells Plain residential area where gang violence prevails on a daily basis. In 2016 the school celebrated thirty years of existence and has grown from strength to strength despite the numerous challenges it faces. The school has recently built a new school hall and this fosters a good platform for close relationships between the school and the community. The school uses the hall for various functions and it is also available to the community for use in different ways, for example by churches or other functions. It was recently used for the writing of the national matric examination which indicates how the image of the school has improved over the years, despite the area where the school is situated.

The school is categorized as a "no- fee" public school (quintile 1), meaning parents are not liable to pay any school fees for their children. Even though the school is funded by the WCED, it still relies on fundraising in order for the school to employ extra staff to ensure that the school functions effectively but within a given budget.

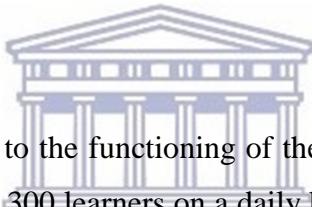
The school has grown exponentially over the years, with a learner enrolment of 1238. It has 33 educators and has 10 extra staff hired by the School Governing Body (SGB) to ease the load of the other educators. The additional teachers are paid by the school governing body. The school offers grades R to 7 and is a dual medium school. It offers both Afrikaans and English as mother tongue languages. However, the Afrikaans classes are phasing out as more parents prefer to place their children in English classes. Also, there are around 2% of learners whose mother tongue is isiXhosa but they are taught in English. This also highlights a form of exclusion as learners are not being taught in their mother tongue. Hence this strengthens my argument about the implementation of inclusive alternative methods of assessments as these learners may find it difficult to demonstrate their understanding of their school work because they are not taught in their mother tongue.

The principal and teachers work together to ensure the delivery of the curriculum. The current principal is the fourth principal at the school and is known as a leader with a vision for change. He runs the school with a business mindset in order to achieve the goals of the school. The new school hall was built under his leadership, having been at the school as principal for only four years. The student to learning support teacher (LST) ratio is at 33 to 1. The LST rotates between two schools. The school has a balance between young and experienced teachers which range from 1 to 48 years of teaching experience. With this combination of knowledge the school can grow from strength to strength in ensuring that learners benefit holistically. The novice teachers are encouraged to attend regular workshops for personal as well as professional development.

The information gathered by the school during 2016 indicated that most learners come from very poor socio-economic backgrounds; many learners are dependent on social grants. In 2015 the school was declared a no fee school because of the area where the school is situated as well as the increase in the total number of learners dependent on the feeding scheme at school. More than half of the children come from single parent homes and some stay with their grandparents. It appears that poor parental involvement or little care or support is given to the learners by parents. Furthermore, many of these learners did not attend grade R due to a lack of funding from parents. Also, most of these learners have Afrikaans as their mother tongue, but parents prefer their children to be in English classes due to the prestige that is associated with being able to speak English. The literacy levels of parents are also a huge concern because many parents are very young people who dropped out of school at a young age. As a result it makes it difficult for them to assist their children with their homework. They are further faced with poverty, drug abuse, gang violence, single parent homes,

dysfunctional families and so forth which directly impact on the day-to-day management and internal dynamics of the school.

The school offers a variety of sport and cultural programmes on a Wednesday afternoons for internal competition purposes. Inter-school competitions are dependent on the fixtures of the sporting code. The sporting codes include cricket, soccer, volleyball, chess, table tennis, hockey, baseball, karate, netball and rugby. The cultural programme involves arts and crafts, kids for Christ, choir, newspaper, knitting club and spiritual dancing. This initiative is aimed at fostering self-discipline in learners and also to boost the self-esteem of learners who struggle academically. The principal also implemented the bean system and the caught-in-the-act programme where learners are rewarded for positive behavior and good performance. Those beans count for points which are allocated to the different houses which learners are part of. These houses are Santos, Pirates, Ajax and Chiefs. Learners are also given the opportunity to participate in reading competitions, spelling bee, math Olympiad, science projects as well as environmental projects which gives them the opportunity to explore outside their own environment.



School relations and networks are key to the functioning of the school. The school has a functional feeding scheme which feeds more than 300 learners on a daily basis. The school views this initiative as a crucial part of the daily programme, because learners cannot learn on an empty stomach. As a further demonstration of the school's commitment to good values and a lasting relationship with the community, the school has created opportunities for adult members of the community to learn and empower themselves. Workshops such as positive parenting on the developmental stages of the child were presented to parents. The school also has a close relationship with the South African Police Service as well as Social Services and Truancy officers to ensure the safety of their learners.

The infrastructure of the school is very well maintained, given the years that the school has existed. The school has recently been evaluated by the WCED and was commended for building a beautiful garden. The school has an onsite caretaker and two watch dogs that live on the premises to ensure the safety of the school's property. Further, the school has a small active library with a pro-active librarian who assists learners to improve their strategies to learn. The school also has a fully equipped computer laboratory which is used mainly to improve learners' basic computer skills as well as to improve the learners' results in mathematics and languages. The school hall is used for choir practices, assembly and physical education. Lastly, the school also has a reading room which is

mainly used for foundation phase and word works programme to assist learners with sounds and reading.

The school's literacy and numeracy results and learners' general academic performance are influenced by learners' vulnerability of their immediate circumstances, such as parents abusing substances or as the gang violence around them. Many learners suffer from Foetal Alcohol Syndrome (FAS) and attention deficit disorders such as Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD). Consequently, this impacts on their results and academic work in general. The following subsection gives a detailed summary of the selected participants.

3.3 Research Approach

As mentioned in Chapter 1 (1.7) an interpretive case study research model, which constitutes the central approach in the qualitative design, was employed. This approach was most suitable to respond to the research aims. According to Fossey et al. (2002) interpretive methodologies predominantly concentrate on the meaning of human experiences and actions, and the understanding and accounting thereof. Hence, emphasis is placed on the participant's reflection on their actions and experiences as well as how they go about doing it, when engaging in qualitative research activities. Bell (1999) states that, researchers who adopt a qualitative approach focus more on insight rather than statistical analysis and are more concerned with understanding an individual's perceptions of the world. By choosing the qualitative approach, the researcher hoped that the participants' feedback will provide valid points for analysis in terms of:

- teachers understanding of inclusive education and alternative assessment methods;
- teachers understanding factors, internally and externally that enhance or limit the implementation of scribes;
- teachers perceptions of key role players regarding the implementation of alternative assessment methods

The qualitative approach allowed me to get insight and understand teachers knowledge and viewpoints regarding the concepts; inclusive and alternative assessment methods. It allowed the researcher to understand teachers' viewpoints on the role of various stakeholders with the implementation of alternative assessment methods. The qualitative aspect of the study also assisted the researcher to record teachers' views about the factors influencing the successful implementation

of alternative assessment methods. Lastly it attempted to help the researcher understand responses of teachers during semi-structured interviews.

3.4 Methods of Data Collection

According Babbie & Mouton (2001), primary data refers to data that you collect yourself and secondary data refers to data that already exists. The methods used to collect data in this qualitative study included the following research tools: open ended questionnaires, semi-structured individual interviews, and document analysis and field notes in the form of documented observations. The generated data gathered from these methods were compared and the findings was analysed and interpreted by me. The data for this study was collected from participants at the school selected as the case study to investigate the factors that influence the implementation of alternative assessment.

After the open-ended questions from the completed questionnaires was analysed, individual interviews with some participants were conducted. This was to clarify certain aspects of the questionnaires and gain further information. Hence, the multiple data sources used in this study assisted the researcher with methodological triangulation to validate data. Yin (2009:261) argues that the goal of different types of evidence is “to triangulate” data. This essentially means that data from different sources has produced similar findings. The advantage of structured questions is that they get responses that are easy to classify or categorize and subsequently analyse. Neuman (1997, p. 421) explains that “[a] qualitative researcher analyses data by organizing it into categories on the basis of themes, concepts, or similar features”. Three instruments were developed by the researcher to seek answers. The three instruments used in the study involved, a qualitative questionnaire, followed by semi-structured interviews and document observation (See appendices E, F, G).

3.4.1 Description of Participants

Qualitative sampling focuses on the selection of appropriate participants who must constitute a research sample. Additionally, Qualitative sampling is viewed as being purposive when it, ‘aims to select information sources to explore meaning’ (Fossey et al: 2002). Cohen, Manion and Morrison (2000, p.103) state that “The purposive sampling technique is used when the researcher handpicks the cases to be included in the sample on the basis of their judgment of their typicality and experience of the central phenomenon being studied”. In agreement with Cohen et al (2000),

McMillian and Schumacher (2006, 9. 319) state that purposive samples are chosen because they are likely to give more in-depth insight about the phenomena being investigated by the researcher. The selected participants in this study were the suitable holders of the data needed by the researcher because they have more relevance in line with what is being investigated. Hence, thus they were purposively selected (Nieuwenhuis, 2010b:79; Creswell, 2009:178).

Eleven, staff members who engage in the process of alternative assessment methods in the case study school were invited to participate in the research. These staff members included the learning support teacher who works directly with learners with learning barriers; members of the School Based Support Team (SBST), which consist of all grade representatives who facilitate the learning support process within the grade; the Heads of Department (HOD's) in each phase (foundation phase, intermediate phase and senior phase) as they are the direct link to the school management; and lastly, the principal, who is the leader of the school and the direct link to the school governing body (SGB).

The table 3.1 below gives a more detailed description of the participants. No scribes were available for participation on the research. During observations it came to light that a teacher who was no longer part of the teaching staff usually acted as a scribe along with parents of the learners. This was a limitation for the researcher as the views of the scribe would have played an important role regarding the arguments of the researcher.

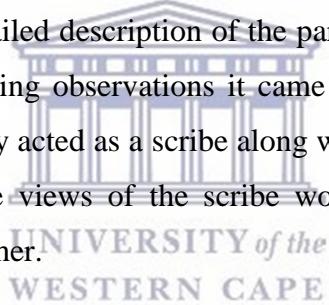
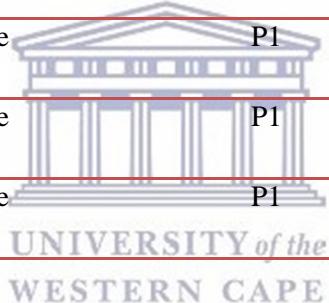


Table 3-1: Participants in the study

Teacher	Gender	Rank	Teaching experience
MM01	Male	P4	20 years
MF02	Female	P3	15 years
MF03	Female	P2	4 years
MM04	Male	P2	4 years
TF05	Female	P1	25 years
TF06	Female	P1	23 years
TF07	Female	P1	7 years
TM08	Male	P1	4 years
TF11	Female	P1	6 years
TF09	Female	P1	10 years
TF10	Female	P1	8 years



Selecting all the above participants ensured that there are more than enough participants should some of them decline or refused to participate. Further, these participants fully participated in completing one questionnaire (see Appendix F) and follow-up individual semi-structured interviews (see Appendix H). The following subsections explain how the instruments (questionnaires, semi structured interviews observations and document analysis) were used in the study. For discussion purposes the respondents were identified using the following codes for SMT members for male MM01 and MF02 for female. Teachers in the foundation phase was identified as TF an TM for intermediate and senior phase. The purpose of the study was explained to the participants as well the ethical issues concerning their anonymity and confidentiality. I also explained to the participants that there are no apparent immediate personal benefits for them from the research, but that their contribution is for a greater cause to promote alternative assessment within mainstream schools in an inclusive education system. The issues around ethics will be elaborated below in the section 3.10.

3.4.2 Qualitative Questionnaires

McClure (2002) is of the view that, ‘questionnaires are used to measure attitudes, facts or value held by individuals’ and it consists of both open- ended and close –ended questions. McClure (2002) further maintains that close- ended questions ‘force responses’ whereas ‘open- ended questions allow the participant to give a complete and comprehensive response’. All the eleven selected participants were expected to complete a questionnaire which comprises both open and closed questions (See Appendix E). The purpose of the questionnaire was to investigate what the views of teachers are on inclusive education and alternative assessment, the role of management in the implementation of alternative assessment, and the accommodation of learners with diverse learning styles in a mainstream school.

The researcher gave questionnaires to more than 11 teachers to answer to ensure that the researcher has more than enough participants in case some teachers did not fill out the questionnaires. The questionnaires were piloted with fellow teachers beforehand to see if the research question would be answered as well as to check if teachers were able to answer the questions asked on the questionnaires. Some questions were changed because some indicated that the questionnaire was too long and teachers might be overwhelmed because of their work overload. I developed the questionnaires under the guidance of my supervisor which comprised of two sections. Section A requested personal information related to background issues such as gender, rank and teaching experience of the participants. The reason for this was for me to ascertain the role teacher qualifications and experience can play in the application of certain alternative assessment strategies. Section B sought information regarding inclusion and the role of management in terms of alternative assessment methods.

The use of questionnaires as a qualitative instrument was aimed at getting participants’ opinions and understanding their perspectives regarding how management deals with challenging factors when implementing scribes as an alternative means of assessment. A qualitative questionnaire consisting of eleven questions to examine teachers perceptions of inclusive education and alternative assessment methods, as well as the role of management in ensuring that learners are assisted when they have learning barriers.

3.4.3 Semi-Structured Interviews

The data collection methods included semi-structured interviews (see Appendix H) with all the selected participants. Semi-structured interviews were conducted to get the feeling and emotion attached to the opinion and views of teachers relating to the aforementioned factors. Participants answered questions under the two themes: a) their views on alternative assessment methods, and (b) their views on current strategies on the management of alternative assessment. According to Hancock (1998), semi-structured interviews consist of a series of open-ended questions that place emphasis on the researcher's intentions or aims of what he/she wants to unfold. Further, Yin (2003) argues that with open ended questions you can ask participants about their opinions, perceptions and insights into certain occurrences. In addition, Fossey et al. (2002) concludes that semi-structured interviews are mainly used to facilitate more focused areas of a specific topic by using an interview guide. Interview guides normally contain a list of questions and prompts which is designed to guide the interview in a focused, flexible and conversational manner. In relation to the aforementioned, Greef (2005) states that semi-structured interviews are used to depict the participants beliefs about a specific occurrence because the researcher will have a set of prearrange research questions.

Seven teachers, both management and post level one teachers were selected to participate in the interviews. The researcher chose selected participants to get the views from both post level one and teachers in the management positions. As aforementioned, participants were purposefully selected to get answers to the research questions. The interviewees were informed beforehand about the interviews and were scheduled accordingly. The researcher gave the interview questions beforehand so that participants could familiarize themselves with the questions. However, teachers had to answer spontaneously and not prepare answer beforehand. Hence, exploratory questions were asked based on teachers' experiences, beliefs and opinions as well as their thinking and reasoning around the research problem addressed in the study. An effort was made to ensure that open ended, unbiased and non-judgmental questions were asked so that participants could freely respond and express themselves in a comfortable manner. The semi-structured interviews contained some key pre-compiled questions to be explored. Additionally, it also allowed the researcher to pursue further responses from the participants and to identify new evolving concept of enquiry. All selected participants (2 SMT members, 2 IP teachers, 2 FP teachers and the learning support teacher) answered a list of open ended questions which was the same for all participants (see Appendix G).

After the analysis of the questionnaires I concluded that the nature of the responses was not comprehensive and adequate for the purpose of the research and therefore interviews served as an important link to elaborate on the questionnaires where written answers were insufficient or unclear.

3.4.4 Document Analysis

An observation schedule was used during document observation to record what the researcher observed. The researcher analysed documents such as school policies, minutes of meetings and progress reports. According to Yin (2003), documentation involves a variety of written materials such as letters, memoranda, proposals, progress reports, minutes of meeting and internal records. Hancock (1998) elucidates that documentation involves a wide range of written materials which can produce qualitative information. The researcher has scrutinized documents such as school policies, minutes of meetings and progress reports to gain insight into the school's position regarding the alternative assessment strategies.



3.5 Data Analysis

According to Yin (2003), data analysis consists of a range of activities such as, grouping, categorizing, tabulating, examining, testing or recombining both quantitative and qualitative evidence in order to address the initial intentions of a study as expressed in the problem statement. Thus, the researcher used the above methods to analyse the case study data; grouping and categorising the data from the interviews, documents, observations and descriptive questionnaires, analysing verbal and non-verbal responses gathered through the above-mentioned tools relating to the observations of the practice of alternative assessment methods. The analysis is two-fold, meaning it looked at the case illustrated in the empirical study as well as the inferences made by the researcher.

The data was grouped as follows: It was grouped as non-verbal data, drawn from observations to monitor the practice of scribes. The aim was to draw out alternative assessment and management strategies which assist the successful implementation of scribes as a form of inclusive education and alternative assessment. This and other qualitative data analysis methods helped the researcher to make sense of the data. The researcher also evaluated, compared and contrasted and synthesized data

using social theory as a framework. Further, according to Hancock (1998), “analysis of data involves summarizing the mass data collected and presenting the results in a way that communicates the most important features”. Also, Nieuwenhuis, (2007) asserts that, qualitative data analysis is a function of an interpretive philosophy which aims to examine and see if there is meaningful and symbolic content in the data presented. According Nieuwenhuis (2010) qualitative data analysis is not a linear process but tends to be an on-going process.

3.5.1 Analysis of Qualitative Questionnaires

The researcher made use of questionnaires which were handed out to respondents to answer in their own time. The researcher used codes to identify various respondents. Hancock (1998) also states that, labeling and coding every item under analysis is done so that one can recognize differences and similarities between all the various items. Further, the researcher piloted the questionnaires and held informal interview sessions with fellow teachers or colleagues who also form part of the Masters in Education group. The group meets on Fridays to discuss certain aspects of their own work. The reason for the pilot study was to (a) validate the questions, (b) to establish if the questions were suitable to ask, and (c) also to establish if the teachers agreed that the questions will answer the research questions. The teachers gave verbal feedback which the researcher wrote down. The researcher looked at the similar comments and draw conclusions from there as to see which questions are relevant for the study and which ones are not.

3.5.2 Analysis of Semi- Structures Interviews

The researcher conducted in-depth semi-structured interviews with pre-selected participants to obtain different views about the topic of interest. The researcher also made use of individual interviews that were transcribed. All interviews were individually voice recorded in the teachers own classroom (interview-setting) where they felt safe and comfortable in their own space. The researcher met with participants prior to the interview to explain the research ethics process and to ensure them that the actual names of interviewees would not be mentioned on interview transcripts, to protect their identity. The interviews were scheduled for 45 minutes so that participants were not under pressure to answer. Also, the interview was conducted in English and that was also the reason as mentioned above why the researcher gave interviewees questions beforehand. The interviews were digitally recorded and the recordings were stored on two devices for backup. The researcher

transcribed most of the data verbatim but in some instances only selected certain responses that were relevant in answering the research questions. The data was validated through triangulation of other instruments used in the data collection process.

3.5.3 Analysis of Documents

According to Hancock (2016) documentation includes a wide range of materials that can produce qualitative data. The researcher made use of field notes that were gathered informally through observations, and various use of documents, including minutes of meetings, school policies and other relevant documents. Document analysis was used to examine whether the school polices are in line with national policy relating to inclusive education and alternative assessment. Also, if minutes of meeting are up to date and the role that management play in ensuring quality control. Focus was placed on whether the school policy makes provision for learners with learning barriers and whether learning diversity is embraced at the school through the schools vision and mission statement.

3.6 Reliability and Validity



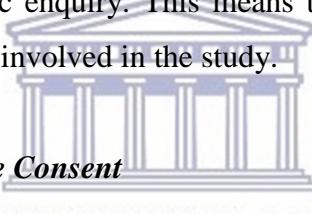
Lincoln and Guba (1984) assert that reliability and validity is guided by the contention of trustworthiness. According to Fossey et al. (2002) the reliability and validity of instruments that are used, is essential because every researcher should ensure that accuracy and objectivity are maintained throughout the research process. This is achieved by constantly using the correct instruments to measure the phenomena being investigated by the study. Trustworthiness is thus established when the findings strictly resembles what participants' shared during the data collection process. Reliability and validity is also concerned with the generalizability of findings and with the representativeness of samples as well as the reliability of the data collection process. In addition, Lincoln and Guba (1984) outline the criteria for assessing trustworthiness of a qualitative study and assert that it involves dependability, reliability, credibility, validity and ultimately conformability.

Further, triangulation is a crucial element in qualitative research. In this study the researcher make use of semi-structured interviews, questionnaires and observations in ways that ensure conformability. Before the interviews, the researcher advised participants that participation is voluntary. It was made known to participants that they are at liberty to withdraw from the research at any time without any negative or undesirable consequences for themself. It was also mentioned

in the consent forms that all responses will be treated confidentially and will only be used for references purposes. Anonymity will be ensured at all cost, and there are no limits to confidentiality, unless they are willing to be named. It was also made known that transcription of interviews will be anonymised. After professionally transcribing the interviews, the researcher cross checked the transcripts of the audio-visual recordings with each participants. This was done to increase the reliability and validity of data gathered through interviews. All categories were linked to the theoretical framework which guided the research.

3.7 Research Ethics

Ethical issues begin with interaction with living species such as human beings, animals and the environment (Babbie & Mouton: 2001). In addition, with these interactions potential conflicts of interest arise. According to Babbie & Mouton (2001) researchers who plan to do social scientific research need to be aware of the general agreements amongst researchers about what is proper and improper in the conduct of a scientific enquiry. This means that the researcher will enter into an ethical agreement with the participants involved in the study.



3.7.1 Letters from Authorities to give Consent

The researcher obtained permission from the University of the Western Capes' Research Ethics Committee (EDUHDC) to conduct research. Further, permission was obtained from the Western Cape Education Department to conduct research within schools. Furthermore, the researcher also obtained permission from the School Governing Body (SGB) and the principal of the research site. Lastly, teachers involved in the study were informed of the purpose of the study and consent forms were given with clear guidelines involving the study and the ethics around their participation (See Appendices A, B, C, D.).

3.7.2 Openness about Participation

The researcher has the right to search and explore, but not at the cost of harming or infringing upon the rights of other individuals in society (Babbie and Mouton: 2001). Thus, this research is guided by the following principles: privacy; anonymity; confidentiality, informed consent and voluntary participation. It is the researcher's intent to protect all respondents' privacy, anonymity and confidentiality. The researcher, therefore, makes use of written informed consent (see Appendices A,

B, C, D.). Neuman (1997, p. 452) is of the opinion that researchers can protect the privacy of participants by not disclosing the identity of the participants after data is gathered. Confidentiality on the other hand “means that information may have names attached to it, but the researcher hold it in confidence or keeps it secret from the public” (Neuman, 1997, p. 453).

3.7.3 Anonymity, Privacy and Identity

The researcher read through the information sheet and explained that the identity of the respondents will be protected at all times and that no harm will come to them. The researcher ensured that no names appeared on the questionnaires by writing in bold that participants must not write their names on the answer sheet (see appendix F), on the interview transcripts and in the research report. Care was taken when interviews were transcribed and respondents were not named. All respondents were identified as “Teacher” according to the following codes – for example, Teacher 1 will be coded at “MM01”, Teacher 2 as T, MF02, etc. to ensure that reported responses remain anonymous. I informed and explained to the participants the purpose of the research and will furnish the school with the final copy of my Masters’ thesis. In addition, research ethics permission for this research project was obtained from the University of the Western Cape’s Research Ethics Committee, from the Western Cape Education Department’s Research Division to conduct research within a specific school (see appendix B), and from the school governing body of the selected school (see appendixes C and D). A strength was that the school availed themselves and gave consent to conduct the research at the school. The researcher also informed individuals that their participation is voluntary; they have the right to refuse to participate in the research and to withdraw their participation at any stage. The researcher gave each participant an information sheet about the study as well as a consent form which indicated that participation is voluntary and they can withdraw at any stage. Babbie & Mouton (2001) stated that the two important techniques assisting researchers to protect the participants’ interests and well-being is anonymity and confidentiality in which the identity of the participant is not revealed.

3.8 Summary

In conclusion, this chapter gave an in depth description of the research design and methodology. It explained the process embarked on in answering the researcher’s main question. It further gave an overview of the participants as well as the setting and context of the case study selected.

Furthermore, it summarized the methods of data collection as well as the ethical considerations that the researcher had to uphold in order to protect the anonymity and privacy of participants involved. And finally, it highlighted the strengths and limitations of the fieldwork in terms of participation and documents obtained. The following two chapters discuss the research findings in detail and present the results of the analysis.



CHAPTER FOUR

4 RESULTS, PRESENTATION, DISCUSSION AND FINDINGS

4.1 Introduction

This study investigates the use of scribes as one of the many methods proposed by the NPPR policy (2012) to assist learners who struggle with reading and writing. The empirical case is a primary school in Cape Town. This chapter systematically presents and analyses the data gathered through qualitative questionnaires, minutes of meetings, school policy documents and interviews with selected teachers. It analyses teachers' understandings of inclusive education and alternative assessment practices, their perceptions of the implementation of alternative assessment practices and the factors influencing the management and implementation of such practice in the case study school. The results are presented using tables and extracts from interviews to support the research findings and inform the emerging arguments.

The research participants included eleven staff members: the learning support teacher who works directly with learners with diverse learning styles; members of the School Based Support Team (SBST), which includes all grade representatives who facilitate the learning support process within the grade; the Heads of Department (HOD's) in each phase (foundation phase, intermediate phase and senior phase) as they are directly linked to the school management in terms of the various needs that should be addressed at management level; and lastly, the principal, who is the leader of the school and the direct link to the school governing body (SGB). The codes such as MM and MF were used to identify management staff and TF and TM to identify post level 1 teachers when reporting on the data from the interviews and qualitative questionnaires. MM represents the code for male management teachers and MF female management teachers. TF represents female teachers and TM, male teachers to distinguish different responses from different tools used in the study. The codes MM quest or MM int. were used to ensure the participants' anonymity and adherence to the "no harm" code clause of ethics as promised. The following abbreviations or codes were used for participants:

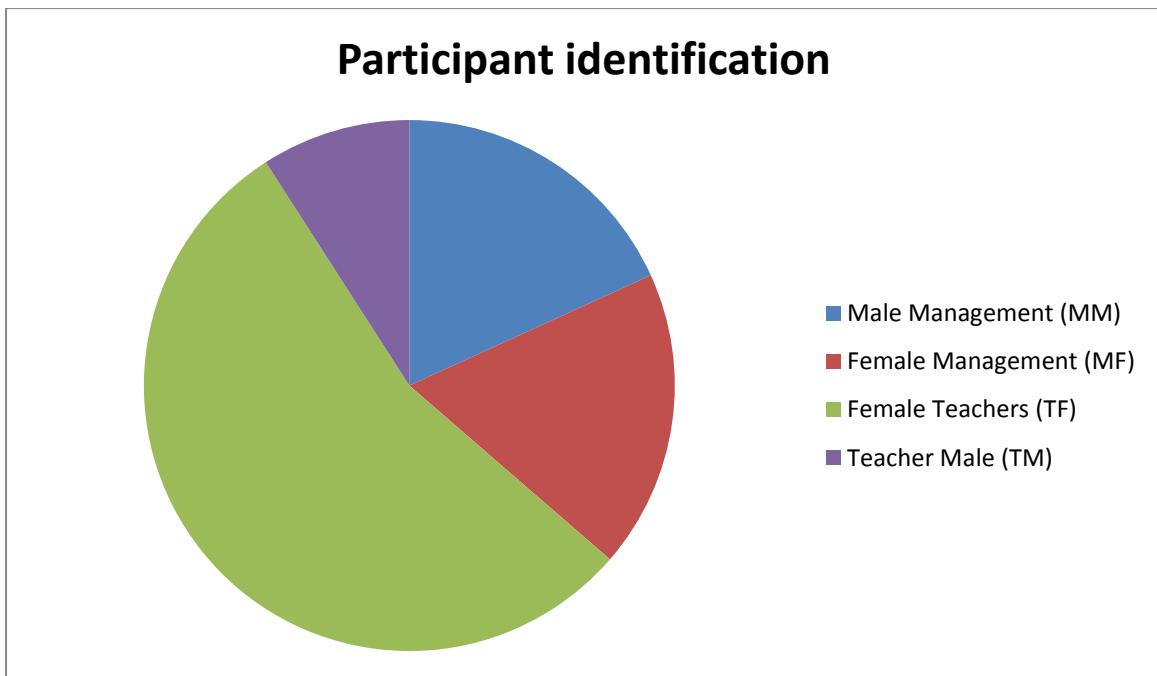
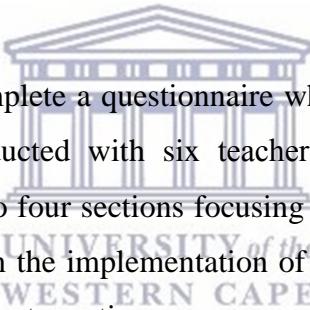


Figure 4-1: Participant identification



Nine participants were selected to complete a questionnaire which comprises both open and closed questions. The interviews were conducted with six teachers' management and post level one teachers. This chapter is structured into four sections focusing on the process, supporting structures and the factors that enable or constrain the implementation of alternative practices, in this case the use of scribes as an alternative assessment practice.

4.2 Teachers understanding of inclusive education

Inclusive education is a worldwide phenomenon and it is accepted in South African schools today. However, teachers have different views of this concept and they demonstrated their understandings in their responses to qualitative questionnaires. The quotations below capture their broad perceptions of inclusive education, ranging from bio-psychosocial to broad sociological understanding of inclusion.

MM04: All learners with different learning abilities are in one school/class despite their differences.

TF05: Including all learners of their different abilities- wheel-chair bound, slow learner, autistic, wears glasses, etc.

MM01: Meaning to include all categories of learners in the learning and teaching

process, that is disabled learners.

TF06: It means that all learners are allowed to be at a regular school no matter what the disabilities are. School must be equipped to accommodate all learners.

MF03: Education system which included learners of all needs, i.e. physical disabilities as well as mental.

TF07: That all learners despite color, creed, culture or handicap be included in the normal school sphere.

TF11: The school makes provision for all learners (including learners with barriers or special needs).

It is evident that most teachers show an understanding of what inclusive education is about, as shown in the above comments. The response of teacher TF07 regarding inclusion into the ‘normal school sphere’ raises the question of what is considered “normal”. Language and the ability to use it plays an important role in learning and acquiring knowledge. Besides, if a teacher refers to inclusive education as a means of allowing special needs children into ‘normal’ school it creates the impression that those learners accepted into a so called “normal” school are abnormal. This statement in itself is in direct conflict with the South African Constitution (1996) about creating non-discriminatory opportunities for all. Thus the views of teachers and how they perceive things can impact on the knowledge imparted to the learners they teach. It is also possible to interpret teachers TF07’s use of the word “normal” as necessary inclusive in the broader sociological sense. The quotations below highlight the view that learners should be accommodated in the mainstream school, or as MF02 stated, in neighborhood schools.

TM08: Inclusive education can be defined as the inclusion of all learners in a mainstream school regardless of their learning and physical impairments.

MF02: That all learners are welcomed by their neighborhood schools. They are in regular-age-appropriate classes. They are given support and guidance to learn.

This means that they should be accepted in the familiarity and comfort of their own neighbourhood, which is known to them. Moreover, support and guidance are to key terms identified by participant MF02 and is directly linked to the inclusive approach. However, we should not assume teachers know what inclusive education is about that they accept this as part of their daily routine. Having learners with all sorts of learning barriers or sometimes even physical impairments can become challenging. Hence, the question was posed by the researcher to get respondents opinions about

inclusive education and whether it should be welcomed and embraced in schools. The reason for this is because it is one thing to understand and know about something theoretically, but when confronted with it in practice, it can still appear to be strange. The following responses illustrate teachers' differing views on the need for inclusive classroom..

MF03: I'm in between. I see the need for it. However I don't see myself in an inclusive classroom.

MF02: No, because our educators will have to undergo formal training. Our school infrastructure is not designed for this. Educators have a choice to decide whether they want this to be part of mainstream or inclusive teaching.

TM08: I think inclusive education is a very broad term, but when it comes to learners who need special attention it is not practical in mainstream schools.

TF11: Yes, because we live in a democratic country and our constitution promotes equal rights and education for all.

MM04: No.

TF05: No.

MM01: Yes, but if schools can accommodate it.

TF06: Yes I do. School all need to be equipped for it.

TF07: Absolutely



In the course of the research process of this study, teachers showed significant variations in terms of the need for inclusive education and the implementation of it. As in the view expressed by *MF03, I'm in between. I see the need for it. However I don't see myself in an inclusive classroom.* It is interesting that the participant recognizes the need for inclusive education practices but appears to be against this. Some of the reasons for this controversial response may be attributed to a lack of training, proper resources and infrastructure or just a set mindset on the teachers part to accept the current trends and new developments within the education system. Conversely, *MF02* stated clearly “No” to inclusive education on the basis that *educators will have to undergo formal training and school infrastructure is not designed for this inclusivity.*

Examining the reasons given by the above participant and her view of “mainstream” and “inclusive” as an either-or dichotomy it is possible that the above mentioned factors highlighted by the participant prevent her from considering the possibility of inclusive education. Also, it could be that teachers are already burdened with other training to constantly develop themselves and keep abreast

of educational trends as a requirement by the South African Council for Educators (SACE: 2017), and this may frustrate teachers even more if they did not receive formal training to assist learners with learning barriers. It is possible that teachers want to be included in such important decision making processes because they want to give their input, because the realities in schools and those stated on paper seem different. It is interesting that the findings highlight the concern about training, also strongly evident and captured by Naicker's (2006) observation that officials did not train teachers but oriented them to Inclusive Education and the Revised National Curriculum Statement policy goals and aims with the expectation they must apply it and succeed. Similarly, Mittler (2000: 25) found that teachers are often unfamiliar with supportive assessment methods as well as how to meet learner needs. Thurlow (2004) also mentioned that adequate training should reinforce the quality and consistency of accommodations and concessions, and teachers should monitor the process of accommodations for individual learners in need of support. The role of the teachers in terms of monitoring the process of inclusive practices is deemed important, as mentioned by Thurlow (2004). The frustration of the teacher pointing out the need to undergo formal training may suggest that she found their current training unhelpful when implementing inclusive education.

Some teachers appear to be skeptical about the readiness to implement inclusive education. Teacher TF 11 considered the shift from apartheid after 1994 into a democratic state as recognizing the equal rights of all learners despite their various differences and abilities. However, it is perceived by most of the teachers and clearly stated by MF02 and TM08, that the lack of training, proper infrastructure and the practicalities of implementation can be some of the hindering factors to implementing inclusive education, perceived as idealistic. Thus it is surprising that schools built after 1994 still have limited infrastructure, and smaller classrooms, because there was apparently insufficient funding to restructure or renovate these schools and classrooms into bigger classrooms. This raises a central concern about whether mainstream schools are ready to embark on this journey of inclusive education.

Further, what emerged strongly is that some teachers will accept and allow inclusive practices in the school on condition that the school is properly equipped to accommodate learners with diverse learning styles within the mainstream school. Participants deem the readiness of the school in all aspects such as infrastructure, teacher training, resources and so forth as crucial factors that can influence the successfulness of inclusive teaching practices, and inclusive classrooms in South

African schools. The question remains: How can we reach the point where there is no distinction between “mainstream” and “inclusive”?

Instruction and assessment is inseparable, and the form of instruction and the methods that teachers use to assess learners may influence a child’s academic results and abilities. Teachers in most public schools must assist learners with diverse learning needs on a daily basis. Teachers’ understanding of alternative assessment was obtained from responses to the qualitative questionnaires and interview questions. When asked about how they understood alternative assessment methods they responded as follow:

TF07: This would be a way of assessing all learners, despite their barrier.

TF05: Assessment that is altered, different to that which every other learner writes.

TF11: When provision is made for a learner who is facing a barrier that prevents him/her from doing the standard assessment set up. The learner will be assessed on same content but in an alternate manner

TF06: Assessment to grade the performance of the learners. To alternatively use more and different methods if the child isn’t able to cope with the standard school based one.

MM01: Allowing scribes etc. to write learners work down who cannot really read or write for example.

MF03: Assessment which allows learners who are not conventionally “bright” to be assessed i.e. orally, or with a scribe.

TM08: Well it is another option to assess learners which will enable them to meet pass requirements, other than reading and writing.

MF02: It is method of assessment that allows for a more “holistic” approach. The learners are also given a longer period of time in which to write.

MM04: Learners are being assessed according to their learning abilities & styles.

The findings show that most of the respondents have a greater understanding of what alternative assessment entails. Many teachers were aware of alternative assessment methods that they can use to assess learners with diverse learning styles; however some indicated that the relatively long process that they must follow makes them despondent and reluctant to do it. Also the researcher’s assumption is that most schools prefer to use the common mode of assessment, which is in the form of writing methods. During the interview the researcher also posed questions to further explore

teachers' views, in the attempt to triangulate the data. Reading from a policy document, Teacher TF11 further expanded during the interview on a range of forms of alternative methods that can be used and expanded as follow:

Okay, I actually took out my file now because there's a whole lot of things that's available for concession... so if I just check what we have so far is there is, there is concession for visual impairment, deaf, hard of hearing, physical barriers, learning difficulty, behavior, anxiety, ADD, ADHD, autism, psychosocial disorders, limited functional speech and other medical conditions... yah so there is a whole range of things that's available

Participant MM04 demonstrated her understanding in the interview in a similar way as TF11, and concluded that alternative assessment is as follows;

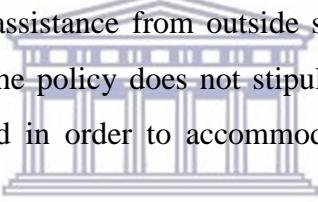
MM04: Yes I am aware of it, ... for example learners that have audio or hearing problems they would have audio assessments and then learners who are kinesthetic are the learners who must do practical tasks and then there are other forms of assessments for example the brail, learners who are blind they would do the brail assessment, so yes I am aware of it.

Teachers who answered the questionnaires and the interview questions confirmed that alternative assessment methods involve a range of different methods to assess. These methods are not only limited to the writing methods that the researcher assumed are preferred in schools today. This confirms what the National Policy Pertaining to the Programme and Promotion Requirements (NPPR) policy (DBE: 2012) stipulates that there are different ways that learners can be assessed and this policy makes provision for the different methods. This also confirms what the literature states that alternative assessment methods or adaptive methods are anything but multiple choice questions, but rather a changed version of the standardized exam setting (Venter, 2012). In my opinion, the accommodation of learners with diverse learning styles involves a tweak in the assessment process without interfering with the standard or content of the assessment. This means concessions are made, for example, by allowing learners who struggle to read and write to be assisted by scribes. The following participant highlights an important aspect regarding pass requirements;

TM08: Well it is another option to assess learners which will enable them to meet pass requirements, other than reading and writing.

This statement is directly linked to the NPPR's (2012) aim to ensure that all learners get equal opportunities to meet the pass requirements; this includes adaptive or alternate methods which will afford the learners to reach their full potential and achieve academically, to find a place in the society and to be actively involved in the social, economic and political spheres of the country.

The National Policy Pertaining to the Programme and Promotion Requirements (NPPR) (DBE: 2012) is a policy which stipulates various forms of assessment methods to assist learners with different forms of challenges when it comes to learning. Yet the NPPR policy document appears to be dormant in schools in the sense that teachers must access the internet to get information on issues addressed by the NPPR (2012). During my document analysis it came to light that the NPPR (2012) is not readily available to teachers as part of the school resources. The School Assessment Policy (SAP) was readily available to teachers. The SAP aims to ensure that assessment is conducted in a fair manner. It seeks to identify barriers to learning which will inform interventions. However, the schools assessment policy does not state what processes should be followed for a learner who has a learning barrier and who may need assistance from outside school boundaries to ensure that the learner can be fairly assessed. Also, the policy does not stipulate any types of barriers that might occur and how they can be addressed in order to accommodate learners with different learning barriers. Participant TF07 states:


...I'm aware of it I can implement it, because it is not a choice of the teacher alone, it is a collective decision by the school but there are documents that make provision for teachers so that they can accommodate learners with learning barriers.

In essence, the vagueness of the SAP, unclear directives on promotion and progression, standards of assessment and the differentiation of assessment are all factors which influence the implementation of alternative assessment methods. Yet, academic excellence is directly linked to effective monitoring and quality control. The main findings that emanated from the analysis of the school assessment policy (SAP), minutes of meeting and the schools vision and mission statement analyzed, were the following:

- Little to no reference to accommodation of learners with learning barriers in terms of assessments and concessions.
- No reference to standards of assessment and the level of questioning.
- Lack of monitoring in terms of scheduled meetings and the proof thereof through minutes of meetings.

As aforementioned, Venter (2012:3) argues that Alternative assessment or Adaptive Methods of Assessment (AMA) “can be defined as the changes made in the standard form of assessment, examinations or assessment process, to deal with the effects of a learner’s barrier to learning on his performance during test and examinations”. She further states that South African documents view alternative methods equivalent to special concessions. This means different methods are used to accommodate learners with diverse learning styles.

Alternative assessment, as described by MF02, involves a holistic approach. This aligns well with the MI theory of Gardner which emphasizes that learners have multiple intelligences. This acknowledges that while learners have different strengths and weaknesses, their strengths should be nurtured so that learners can be successful and find their place in society. Teacher TF06 agrees that alternative assessment is a means of using more than one method to assist learners who cannot cope with the standardized version of school based assessment, by finding alternative ways that consider the strength of that particular learner. Moreover teachers understanding of alternative assessment were emphasized by the unanimous statements of altered forms of assessment to suit the need of the learners. This is significant in terms of applying the knowledge and understanding they have of alternative assessment to cater for learners with diverse learning styles.

However, teacher MF03 commented that alternative assessment is for the learner that are not “conventionally bright” to be assessed. Such comments may lay the foundation for stigmatization and discrimination of learners that traditionally understandings classify as not “bright” and the methods use to assist them are also viewed in that light. Inclusive assessment methods clearly provoke us to reconsider what constitutes the conventional meaning of “brightness”. For example, consider the case of a dyslexic learner. In many instances there is nothing wrong with the learners IQ or his ability to think or reason but rather that he or she often cannot put down on paper work attained and knowledge gained, and therefore need alternative methods such as a scribe to assist him or her. This form of support may enable the learner with dyslexia to still show work attained but in a different way. This takes us to the next section on teachers understanding of scribes as a form of alternative assessment.

4.3 Teachers' understanding scribes as a method of alternative assessment

A scribe is one of the forms of assessment methods outlined in the NPPR (2012) that can be used to assist learners who struggle with reading and writing. This section explains teachers' understanding of scribes as one of the many forms of alternative methods that can be used in schools to assist learners with learning barriers. It is evident from the interviews that teachers portray awareness of the different forms of alternative assessment methods, other than reading and writing, that can be used to assist learners with learning barriers. The following responses obtained from the interviews reveal teachers' understanding and awareness of alternative assessment methods:

TF10int: ... a scribe, somebody that, ... will come in and test learners probably based on the fact that they can't write maybe read them the questions... and, and have them answer verbally and maybe they will write the answer for them something like that.

TF07int: Well a scribe, for me its self-explanatory, its someone that writes on behalf of someone else, meaning that you are writing verbatim what the person that can't write, you are writing as it is.

MM04int: Scribes I'd say is individual that has been called in who had training to write for somebody so for example the learner would I guess read the question on their own and then answer verbally and then the scribe would write the answer down what the learner has said exactly word for word.

MM01int: It would be an adult or let say a teacher, ... a teacher, who read the question for the child and also would write the child's answer down if the child answer the question, that's my understanding

TF11int: Well a scribe is somebody and not somebody that the child knows, its somebody that doesn't know the child at all and the child doesn't know that comes and assist the child with formal assessment and the person will scribe verbatim what the child is conveying to that person and the person who is scribing for the child shouldn't question the child or prompting or anything the person is simply just writing whatever the child is relaying to that person.

TF09 int: ... use alternative assessment methods where learners who struggle to read or write would then dictate the answer having either a scribe or someone that would be able to assist when answering questions, a reader also helps having someone that reads the questions to them so that they can understand the question and then they will be able to answer. In questionnaire

MM01int: Allowing scribes etc. to write learners work down who cannot really read or write for example.

Having scribes as one method of alternative assessment, to use throughout the year can change learners' perceptions and attitudes towards their peers that might need additional assistance. However, the school should not only consider one method of alternative assessment but explore more methods as prescribed in the NPPR based on the learners learning needs and challenges. The argument for the use of alternative assessment methods within an inclusive education system can reduce the culture of exclusion in local mainstream schools. This might foster self-confidence within learners that struggle to perform tasks.

Participants mentioned in the interviews that one can make use of a scribe, reader or other practical method to assist learners with learning barriers, but it is not prominent at this school, because the public schools chose to predominately use writing and reading as the main form assessment. One of the teachers highlighted this during the interview, stating that it does not matter if you know about alternative assessment methods; you not necessarily allowed doing it. This statement is in contradiction to policy.

TF07 int...you can assess learners differently other than reading and writing...however it doesn't necessarily mean you are allowed to do. It just doesn't mean that I'm aware of it I can implementing it, because it is not a choice of the teacher alone, it is a collective decision, ...by the school but there are documents that makes provision for teachers so that they can accommodate learners with learning barriers. This means that it is not the teacher alone that can decide that they want to implement the aforementioned method, but it should rather be a collective decision from the school and all its stakeholders involve.

This means that teachers cannot decide whether they want to implement alternative assessment methods but it must be a whole school initiative, where the school and all its stakeholders follow the same procedure and the school management monitors the process as a means of quality control. An analysis of the schools assessment policy shows that no reference is made to alternative methods that can be used, including the use of scribes. Teachers therefore need clear guidance from the school whether they can make use of such a process. The participants in the study displayed basic knowledge and understanding of scribes as someone who writes for students who struggle to read and write on their own.

Teachers in South African public schools follow a prescribed curriculum. The Curriculum and Assessment Policy Statement (CAPS: 2012) document tells them what and how to assess learners. The type of assessment is outlined in the CAPS document for each subject, for example, a project, reading, essay writing and so forth, but does not cater for the learner with challenges in reading and writing. A small percentage of assessment contributes towards oral presentation but is not nearly enough for the learner to pass. Teachers at the research site unanimously stated that the school does not make use of any other assessment method except reading and writing, which impacts on the performance of those learners who struggle to read and write. A response in the questionnaire supports a key finding of this study that the school case study predominantly makes use of the writing and reading methods to assess learners.

TF08t: ... school only uses reading/ oral and writing, where writing claims the highest percentage of the learners' marks.

The interview data support the above critique of the dominance of text-based approaches to assessment in the school.

TF09int: ...they are using the basic form of assessment which is either reading or writing and in that regard they do not take cognizance or they don't take into account that there are learners that have difficulties or barriers so everybody is basically being measured with the same measuring stick regardless of the fact that they are weak or cannot do the task at all which is quite unfair it's is very unfair towards learner that are struggling”

MM04 int: currently at our school we are only using the writing, we don't have any other form of assessment at our school besides the listening and speaking where they must listen but yet they still have to write down the answer for a mark even though it's listening and speaking, ... they still need to write down the answer which is a disadvantage the learner again

Even though teachers display a basic understanding of different forms of assessment methods, specifically of what a scribe entails, it is clear that there is a misunderstanding in terms of management stating clearly what is applicable in terms of school policy relating to alternative assessment and the monitoring of that process. Other than inclusive decision making, the schools objectives are not clear to indicate to the school community that the school embraces differentiation and will make provision for those learners that need support in terms of their different

learning barriers. The school does not officially seek alternative support or concessions for those learners who have learning barriers. The policy documents analyzed as part of this study show that alternative assessment is absent from the SAP, SIP and the mission and vision statement. The School Improvement Plan (SIP), under the headings “Year in Review” and “Academic Plans” does not speak to addressing the needs of learner who struggle with learning barriers.

This section present findings on the perceptions of teachers regarding the implementation of alternative assessment practices, the factors influencing implementation and the management of such practices including the role of school management and other stakeholders as well as critiques of the text-based approach. It examines the views of teachers in terms of the implementation of alternative assessment practices and the various reasons that hinder the successful implementation of such methods. In theory, learner performance and progression should be directly linked to their academic competencies. In saying that, academic work learned over a period of time should be accompanied by testing methods to prove learner work attainment.



4.4 The process of applying for concessions

In order to implement alternative assessment methods it is imperative to follow the correct processes to ensure that all the learners’ documentation are in order. Interview discussions, qualitative questionnaires and the analysis of relevant document were used as methods to obtain information about the process and practices. The NPPR (2012) policy stipulates that learners can be accommodated for support as long as all documentation is in order, and evidence of interventions are gathered over a period of time as proof to assist these learners in need of alternative assessment methods.

Interviews with teachers emphasized the changes that occurred in the education system as a whole over the years from the previous “transmission” way of teaching to a more learner-centered approach to teaching, as well as the previously remedial classes for “slow” learners which has now changed to learning support classes or better known today as inclusive education. The knowledge of teachers relating to alternative assessment and the process to use alternative methods is relatively limited as far as the participants concerned and will be discussed in detailed below. TF11 captures this dilemma,

...a lot of people are not aware of the process and a lot of people are not because they unaware of how it works. I think they kind of shy away from it because they not courageous enough to ask how do I go about it, or to question the whoever is in charge or whoever might know how do I go about it so people... uh very often just carry on per normal cause they don't feel like the admin , they don't feel like the referral process and they don't feel all of those things so I think that's the limiting factors but I think what we've seen in the last year with the SIAS rolling out and all the enabling factors that's available we can make a difference we can use this effective and ...with implementation of scribes if people are more aware of how to go about it and it people follow the process well be more successful in the implementation of scribes in our school.

Having knowledge about alternative assessment methods requires teachers to apply the knowledge through a process which will give learners who struggle with reading and writing a fair opportunity to get the assistance they need through alternative methods. Interviews with teachers involved with school-based support indicated the following, I learned that assisting learners with learning barriers occurs through a complicated bureaucratic process which starts with identification in the early stages of learning, ongoing intervention, referral to SBST and application for alternative methods of assessment. The alternative assessment process starts in the foundation phase classroom with the teacher as the lifeguard who is trying to save a potential “academic drowning” learner from failing hopelessly after evaluating and observing the learners academic progress. Through this, the identification process is crucial within the foundation phase. The next step after identifying the learner in need of support, a stage one form is completed for intervention. The teacher refers the child to the SBST, which makes recommendations to the teacher who will then start with intervention in class.

The teacher informs parents and monitors the learners’ progress and will keep the SBST up to date with the learners’ progress. If the learners progress is not on at a satisfactory level a stage two form is completed by the teacher through a seating with the SBST. The teacher will go back to class and intervene more. If the learner still cannot cope, stage three and four forms are completed for further referral to DBST for assistance. The learner will then be assessed and evaluated by a psychologist, medical doctor or social worker depending on the recommendations made by the SBST. Based on the outcome, further intervention is done at school and learners will be listed on the Centralised

Educational Management Information System (CEMIS) as ELSEN learners. Those learners will then be considered for concessions.

Teachers have to follow a process to use alternative assessment methods and cannot decide on his/her own on how to assess learners who have challenges with reading and writing. Schools and teachers are required to adhere to policy prescriptions and have to apply to the department of education for alternative assessment methods at school, which could be a lengthy and dead-end process. Therefore, teachers opt for the one- size-fit- all approach and use the same prescribed assessment for all learners in class, regardless of their academic challenges. Teachers implementing the CAPS document implement it without questions ask. However the implication for the learner who struggles to read and write are critical because the assessments outline by CAPS does not cater for learners with diverse learning need. This means that learners with learning needs must complete their assessment with their peers even though they are not equipped do so. The qualitative questionnaires also highlight teachers' views regarding the process and are captured as followed:



MM01: Teachers must first identify learners, and then refer to SBST and SBST after careful consideration and analysis refer & apply to DBST after which the application goes to PBST for further approval.

TF05: did not answer this question.

TF07: Nothing has been done so far, I have no idea what the process is.

MF03: It's a long drawn out process which involves learner scripts & learner work. The process usually discourages teachers from applying.

MF02: Through school psychologist and school S.B.S.T. group application forms are sent to circuit manager for approval.

MM04: An application form should be filed in by Assessment and S.B.S.T. committee for each learner, preferably foundation phase, and then this will be approved by the district. The concessions options will then be made available on cemis & teachers can then choose accordingly.

TF06: The child must be very weak in his language. Failed in the different phases and being unable to comprehend what we think he read.

In addition the teachers highlighted the following when they completed the qualitative questionnaires:

TF11: These learners should be referred via the SBST. The learner's info will be submitted to the DBST and they will make a recommendation based on the learner's profile. Once a collective decision has been made in consultation with the specialist or therapist, an application for an applicable concession may be made.

TM08: The teachers must provide evidence of the learners learning barriers especially for reading and writing in order to apply for concessions and have proof of their work.

However, teacher MF03 points out the emotions teachers feel when going through all the trouble of applying: starting from compiling learner documents, to intervention, to application -and nothing works out to assist the learner through concessions. MF03 aptly describes the bureaucratic process as a “long drawn out process [and] usually discourages teachers from applying”. Many teachers felt that their efforts of applying and producing the required paper work are in vain when they have to take intervention back to classes when learners are not afforded the opportunity to get additional help. Many teachers become despondent as applications are most of the time unsuccessful. Following the right procedure could be beneficial for the learner if all stakeholders follow through on the process started at an early stage of learning.

Figure 4-3 captures the procedures to be actually works when applying for concessions.

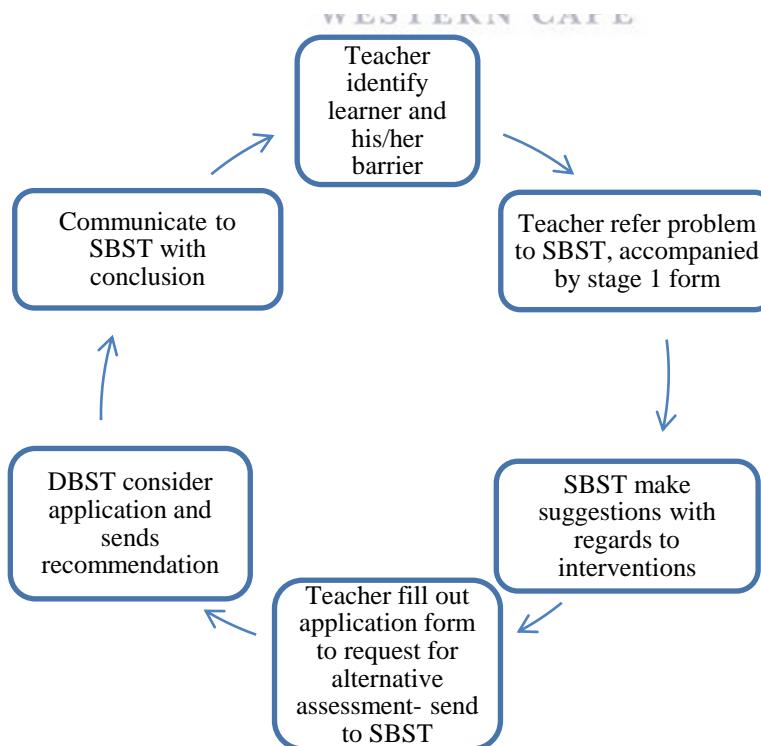
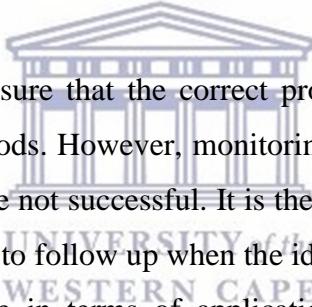


Figure 4-2: Process of alternative concessions (WCED, 2015)

The above-mentioned process needs to be monitored accordingly to ensure quality control and that learners who are in need of assistance are indeed assisted. However, this was often not the case. This process may result learners still not being granted the opportunity to have concessions. The lack of monitoring the process from all stakeholders involved also becomes a frustrating process for those teachers who really want to assist their learners. Another teacher pointed out the process of application could be a lengthy process due to all the interventions that first need to take place before the actual application can be done. He made the following comment which confirms what the teacher stated in the qualitative questionnaire,

MM04int: ... however in the past educators would apply but then it takes a long process to apply and then if the application goes through the results will just come back its not granted and then all the paper has been done but the scribe was not granted to the learners, so there is a new development for process in place now, however there should be a paper trail from grade 1 to the grade the learners is currently in, and if the learner does not have the paper trail then this assessment can't take place, the use of a scribe can't take place.

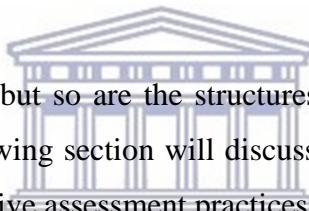


Monitoring is a crucial element to ensure that the correct process was followed and learners are indeed considered for alternative methods. However, monitoring is a complex issue as the buck is always passed on when applications are not successful. It is the responsibility of all key players, that is the teachers, SMT, parents and SGB to follow up when the identification process starts. One of the participants mentioned a critical issue in terms of application and the monitoring thereof. The response was of MM04 was as follow:

... not all educators follow up and follow through with the processes, one educator may and then the next educator may not and another will, but if the middle educator did not worry about the learner to get a scribe then the paper trail would be gone and the scribe would not be given.

However, if the follow up process between teachers fail, where is the rest of the role players who must ensure quality control and monitor the process of application? One could argue that monitoring has a chain reaction. If one of the angles comes loose the result can be damaging in this case for the learner in need of assessment. In the case of the learner application, if not all stakeholders' play their part the learner would be the one struggling at the end and not get the needed support and assistance to increase his/her academic performance.

Lastly, teachers who participated in answering the questionnaires show understanding of the process but alert us to many challenges that hinders the process to support and assistance for learners in need of support. Starting with the process in very early stages, keeping track and following up are some of the endless responsibilities placed upon teachers who later feel helpless and despondent because they need to deal with learners who struggle on a daily basis and those learners need to remain under their care and teaching until help is provided. Yet in many instances those learners do not get the necessary assistance because of various reasons such as the lack to follow up by stakeholders, the lack of monitoring and negative attitudes of teachers. As a result many of these learners may become frustrated that when they reach certain ages they tend take the easy way out by dropping out of school and becoming a statistic of unemployment, gangsterism or young deaths. Sad but true, those learners who are not rescued at a particular stage, are failed by the education department and the various stakeholders as all parts of the education body need to work together in order to combat any chance of learners who have some impairment to leave the schooling system and becoming a statistic.



The process is an important element, but so are the structures that need to manage the process to ensure that it reaps success. The following section will discuss the supportive structures that play a crucial role with the process of alternative assessment practices.

UNIVERSITY of the
WESTERN CAPE

4.5 Key structures

To ensure that learners are identified and that the process starts from an early stage to receive assistance of a scribe, the SBST plays a central role in making sure that all required documents are in order. The questions were posed by the researcher in the qualitative questionnaire to examine the functionality of the SBST two school- level structures that play a role in the implementation of alternative assessment methods: the school based support team (SBST) and the assessment committee (SAP). This section describes both structures drawing primarily on data from qualitative questionnaires. The section also looks at the role of SMT and DBST as supportive structures in relation to implementation of alternative assessment methods.

4.5.1 *The School Based Support Team (SBST)*

Two questions in the qualitative questionnaire asked whether the school had a functional school-based support team. The questions were also posed to glean information about the composition of on

the SBST. All nine participants stated that the school has an active SBST committee. However, based on their views it is clear that the participants show limited knowledge of who must really serve on the SBST committee.

TF05: Yes, A grade representative (R-7) and the SBST co-coordinator.

MM01: Yes, One representative per grade and a member of the SMT.

TF06: Yes, All grade heads, SBST co-coordinator, deputy, learning support teacher.

TF07: Yes, The co-coordinator, grade representatives for each grade, the I.L.S.T. teacher.

MM04: Yes, SBST co-coordinator, grade representatives, principal& external assessor e.g. psychologist, etc.

MF02: Yes, SBST co-coordinator and representative from each grade.

TM08: Yes, The SBST co-coordinator which is a teacher at school. Each grade has a representative as well as the ESEN teacher.

MM03: Yes, A rep from each grade.

TF11: Yes, SBST co-coordinator, teacher reps from each grade, learning support educator.

It is recommended that a member from SMT also be part of his committee. There is also non-core members who could form part of it.

As illustrated in Chapter Two in the organogram a range of members must serve on the SBST. Starting from SMT members such as the Principal, deputy, HOD's, to grade heads, representatives of each grade, class teachers who are not part of the SBST but who have the role in filling out forms and ensuring learners' paper work is in order, to non-core members. The existence of a functional school-based support team (SBST) is considered vital in the process of applying for the assistance of a scribe to assist learners. The functionality of the SBST is dependent on all the key role players and administrative duties assigned to it. Teachers need to follow through and follow-up on learners' performance and intervene when needed. Monitoring and evaluation by the school management (SMT) is necessary to ensure quality control so that learners could enjoy a fair chance to perform academically.

The role of the SBST as reproduced from departmental notes gained from the school and gives a clear outline of the role of the SBST.

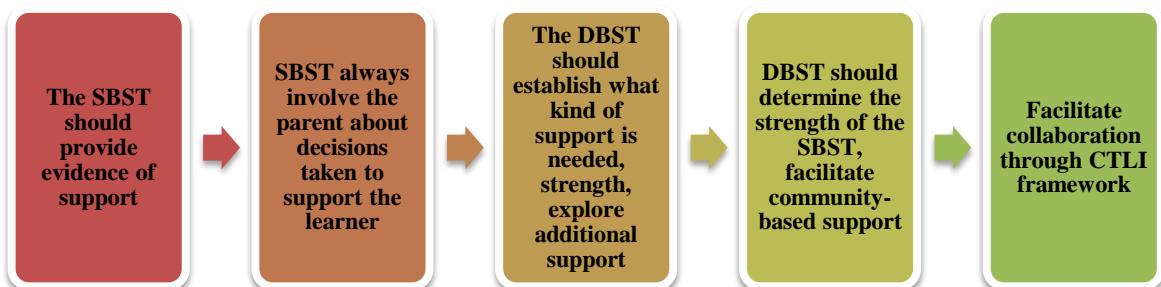


Figure 4-3: Role of SBST

Reproduced from notes (WCED, 2015:13)



4.5.2 The Assessment Committee

The data reveals that the school has an active Assessment committee. The committee consists of seven members; coordinator, one deputy, two HODs, two foundation phase teachers and one intersen phase teachers (intermediate and senior phase). However, I was unable to obtain a written structure of members of the Assessment Committee.

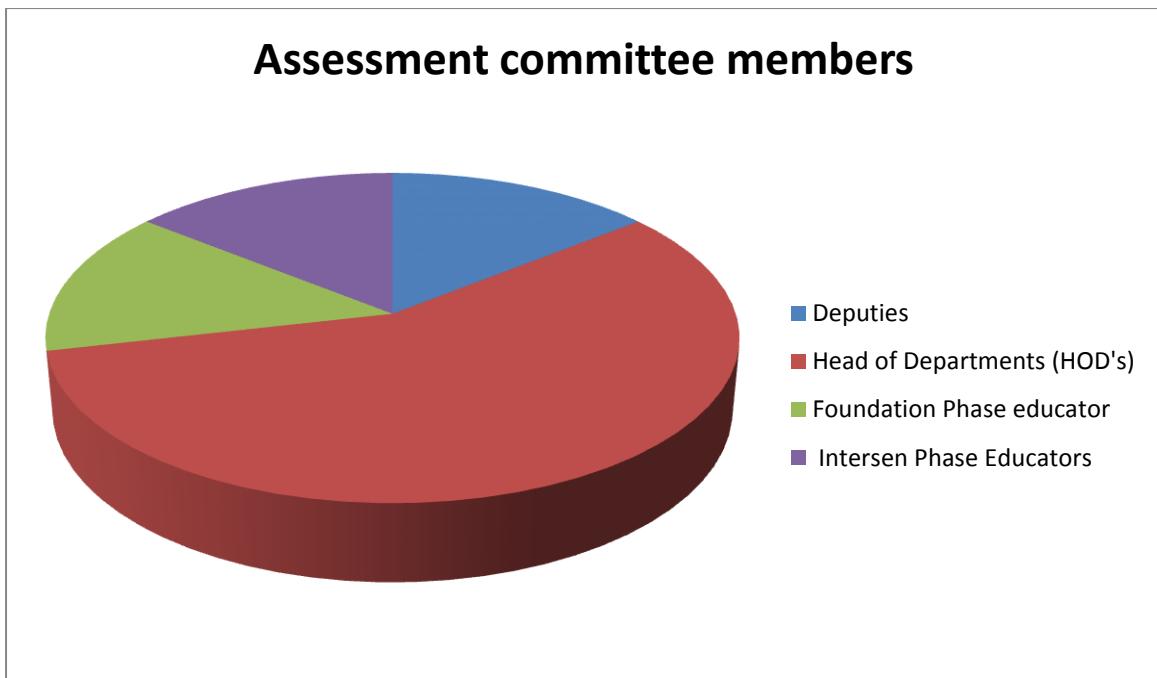


Figure 4-4: Members of Assessment Committee

The chart above illustrates that a large portion of the assessment committee's members are of the head of the departments (57,1%). The rest of the committee consist of the deputy responsible for curriculum and 28,5% represents the different phases that is foundation phase and intersen phase which consist of both intermediate and senior phase. This indicates that the biggest responsibility lies with HOD's and that of the curriculum head to ensure the assessment processes are indeed followed as guided by the assessment policies from DBE, WCED and the school. However, I am concerned about the small percentage representing the phases at the school, specifically intermediate and senior phase, because the phases at school operate differently in terms of the number of assessments covered as well as the content thereof. It is possible to argue that the intermediate phase and senior phase should each have their own representative who acts as the mediator of the phases; this may monitor accountability and cohesion.

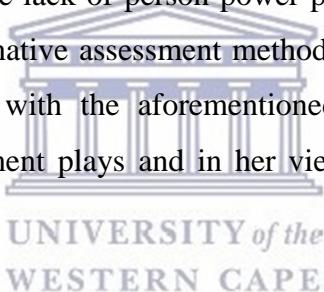
Further, the researcher wanted to establish if the school has an active Assessment committee and requested the minutes of meetings held by the committee for document analysis purposes. The researcher used the schools term planner as guide for scheduled assessment committee meetings. However, the researcher did not obtain the minutes, as the minutes were not in the schools main file where all the minutes are supposedly kept.

The lack of information on the minutes of meetings and monitoring from SMT whether the meetings indeed took place as per the schools term planner, leaves unanswered questions in terms of the role

that this assessment committee plays when learners should need the support of scribes. This also leaves unanswered questions of accuracy and quality control of formal assessments done by learners. These shortcomings raise a concern in terms of effective monitoring by SMT and whether someone will be held accountable for not ensuring that administrative work is in order or it may be a question of not wanting the minutes of meetings to be made publically available.

4.5.3 *Role of SMT*

The school management consists of different layers. This includes the School Governing Body (SGB), Principal, Senior Management staff such as deputies and heads of department. The school management has different layers in terms of the running of the school's day- to- day business. School management includes a School management team (SMT) consisting of the principal, head of the school, two deputies and heads of department. One of the SMT members stated the school management has the power to change learners' disability into an ability by ensuring that process runs smoothly. However, he reveals that the lack of person power prevents the SMT from pursuing any good idea such as implementing alternative assessment methods in general. He also referred to the lack of resources to assist learners with the aforementioned strategy. Another SMT member commented on the role that management plays and in her view SMT must have a common goal which will get teachers on board.



Another SMT member strongly felt that results might improve with the assistance of a scribe. However, he feels that misinterpretation amongst the learners and the scribe could influence the results. MM01 highlighted the issue of bias could kick in and he views this as a short term solution because learners' results are already low and this impacts on the schools results as a whole. Thus, one could argue that having a common goal, for example, as a school to have good results, will result in SMT doing anything possible to ensure that all learners are given a fair opportunity to succeed. This means they will be open for any method of teaching and learning as well as assessment that suits the need of the learners. The starting point is with the SMT which will flow to all other spheres in the school.

Furthermore, there is no evidence of the standard of assessment in terms of how the setting of question papers should be, for example higher order, middle order and lower order questions. There is no evidence of the promotion and progression requirements as set out by the NPPR (2012). Furthermore, the SAP also does not make reference to alternative ways of assessment as stipulated

by the NPPR (2012). I observed that there is no evidence of how to support learners at risk and what the procedure is for alternative methods. This in essence is clear that the school does not make provision for alternative assessment methods. Subsequently, there are no clear directives in terms of learners' promotion based on academic competencies or abilities or special progression requirements in terms of age and years in phase.

4.5.4 *The role of the District-based Support Team (DBST)*

The District-Based Support Team plays a significant role in supporting the school. It provides support staff such as the school social worker, psychologist, medical doctor, and so forth. The school has to have all the required documentation for learners in place such as, medical reports, academic reports, evidence of intervention and evidence of meeting with the school based support team. And then apply for concessions to the District-based Accommodation/Concessions Committee. They will review the applications and forward it to the relevant sub-structure of the District-Based Accommodation/Concessions Committee. The sub structure that deals with differentiated assessments and accommodations will evaluate the recommendations by the sub-structure and forward the decision to the Provincial Based Accommodation/Concessions Committee. If the concession is granted then the "District-Based Accommodation/Concessions Committee must identify a panel of scribes and readers or any other persons required to assist the learners during the assessment and the examinations" (DBE: 2014).

4.6 Factors, internally and externally, enhance or limit the implementation of alternative assessment

This section presents and discusses the factors that enhance or limit the implementation of alternative assessment strategies. The following table briefly highlights the categories that emerged in the qualitative questionnaires interviews and is discussed accordingly.

Table 4-1: Enhancing and Limiting Factors influencing the use of scribes

Enhancing/Enabling factors	Limiting factors
<ul style="list-style-type: none"> • Alternative way for struggling learners • Buy in and support of all stakeholders • Helpful educators 	<ul style="list-style-type: none"> • Administration and paperwork overload • Role of parents, intervention and application • Infrastructure, staff and class size • Funding and resources limiting implementation of scribes • Lack of training, under qualified to assist learners with learning barriers • Communication, lack of communication regarding the process and application of concessions

4.6.1 Enhancing factors

Responses with regards to enhancing factors were very limited as most of the participants pointed out the factors which limited the implementation of alternative assessment methods. They expressed the view as follow:

MF02: It gave struggling learners an alternative way of being assessed especially those who can't read and write to achieve success.

TF06: Educators being very helpful. Extra classes to assist those learners. Parent involvement.

As mentioned above very little thought was given to enabling factors. Some of the responses in light of enabling factors were as follow:

TF09: Enabling factors looking at that you need everybody to support it. It cannot only come from the teaching staff it needs to be supported by the governing body by the SMT the school management team and it needs to be approve by the board ultimately everyone is a

stakeholder, the parents must also play their part. I mean many the reality is many parents as I said earlier are in denial no there's nothing wrong with my child, my child don't need a scribe my child doesn't need extra and that child might not be able to get it because we need consent from the parents. So siting the parent down, making the parent clear this is what's happening we just need your support and having the proper infrastructure to make sure the child is successful can enable that take place

TF10: ...take time, real time and, and sit with each child instead of passing them by...

MM04: ...the teachers on board and have them moving towards a common goal...whole staff... the resources and the human resources would be put in place...

In light of the above-mentioned comments MM01 was not clear on what the enabling factors were as in his view both enabling and limiting factors impact on one another. In his view he elaborate in the statement below:

Uh for me there is none really, there is no enabling factors that could enable the implementation there I think we are not there yet because of the limiting factors you know the one impacts on the other ...

In the course of the interview with teachers it became clear that support from all stakeholders, resources and parental involvement seems to be some of the crucial enabling factors mentioned by the participants which could contribute to the implementation of alternative assessment. Thus, if not all stakeholders buy in and seek to find enabling factors to work with, it seems that the use of scribes in the case study school thereof still has a long way to go.

4.6.2 Challenges with the implementation of alternative assessment at the school

The analysis of the case study data revealed numerous challenges to facilitating the use of scribes. What also stood out as a limiting factor in the study was that participants answered in very short sentences as if they appeared to be skeptical to talk about their views on the factors hindering the implementation of alternative assessment methods. The interviews provided an opportunity to probe for information that was not evident in the responses to the questionnaires.

Below are the responses to the qualitative questionnaires in relation to a question posed by the researcher to seek answers to the challenges that teachers face regarding the use of scribes.

TF05: did not answer,

MM01: said the question is not applicable.

MF03: Yes

TF08: Yes. Our school only use reading/ oral and writing, where writing claims the highest percentage of the learners marks.

TF07: not following this method currently

MM04: I did not come across dealing with yet.

TF11: I think many are uninformed about the right procedure to follow but the implementation of SIAS and its training might clear this up.

TF06: Not in my class. I do intervention but for the school- All paperwork that must be filled in and application must be done far in advance.

MF02: In the case of scribes- the struggling learners did better than the learners who would normally do well in class.

Teacher TF08 referred to the fact that the school only makes use of reading and writing ,that in itself implies that the school has already a set way of doing their assessments. This implies that the school does not consider other ways to assist learners in need of alternative support. Another teacher, TF06, also referred to the intervention done in class as well as the application with all its paper that needs to be done in advance. This denotes that even though teachers attempt to do an application and get all the paper work in order, it is not really used. Basically it is seen as a white elephant because the school does not follow through on the processes to assist learners who need additional support.

Further, another teacher, MF02, claimed that when scribes were used to assist struggling learners, they did better than the learners who would normally do well in class. The respondent said that the school made use of scribes as an alternative method. This statement indicates that some teachers are not aware that scribes as an alternative method of assessment are being used in the school. This highlights the gap between teachers, school management and school policy in terms of alternative practices.

4.6.3 Challenges related to key role players

Role of parents

The function of the parent is imperative when dealing with children, especially minor children. Learners are often sent to school and parents leave them as if they are the teachers' responsibility. As mentioned in Chapter Three the research site is situated in an improvised gang infested community. It is perceived is that the kinds of family structures that exist within the community consist mostly of single mothers who are dependent on social grant and often also abusers of substances. This exerted a significant influence on parental involvement at school, as parental involvement is very low or in many instances zero. This kind of family structure exemplified a limitation because it can influence the process when teachers do apply for concessions because the consent of parents is fundamental in these processes. One participant raised the importance of parental involvement:

TF09...The biggest problem is the parents are also not bringing their part so we, we seeing that parents are either in denial no there is nothing wrong with my child so my child doesn't need to go for ... extra...information from a doctor or where ever and now the problem kind of escalates till the point or the child was been basically put over from grade to grade and now the child is in grade 6 and now we realize but the child is actually on a grade 3 level...

In light of the above statement, one could argue that due to some parents lack of cooperation learners are sometimes disadvantaged and are put over from grade to grade without external assistance because applications could not be processed without the consent of the parents. Since the applications is already a long drawn out process which requires a lot of effort in terms of paper work from the teachers, the least that parents can do is play their part in being visible and available if such occurrence happen that the learners need to be applied for.

In many cases when the school needs to apply for additional support parents are not there to give consent or complete the required documents. One teacher is of the view that many parents are in denial because according to parents there is nothing wrong with the child (TF09). Teachers reflect despondency when they voice their concerns.

Role of the teacher

Teachers at the school acknowledged the existence of a gap in the process and implementation of alternative assessment methods. They attributed this to a lack of communication and follow-up between teachers when the application has been done, and monitoring thereof in terms of permission granted by external structures such as the DBST. Further, teachers often felt unsure about whether or not the school allows the use of scribes. Most teachers acknowledge that SMT should play a bigger role in ensuring that learners are assisted and that they are given a fair opportunity to excel academically through any means of assistance.

Teachers experience many challenges in terms of assisting learners who struggle to read and write. One of the main concerns of teachers is the fact that learners with learning needs should write the exact same paper as the ones more abled to do so, because the school predominantly makes use of reading and writing. One teacher highlighted this concern by making the following statement:

TF09 int: They are using the basic form of assessment which is either reading or writing and in that regard they do not take cognizance or they don't take into account that there are learners that have difficulties or barriers so everybody is basically being measured with the same measuring stick regardless of the fact that they are weak or cannot do the task at all which is quite unfair it's is very unfair towards learner that are struggling

Although schools and teachers assessment methods are prescribed in most cases by the curriculum given to schools, SGB's can still decide which methods they can use to ensure maximum results, that includes other methods of teaching and assessment prescribed in the NPPR. In agreement with the abovementioned argument a teacher, part of SMT, who participated in the interview, highlighted the disadvantages learners face because they have to do the task on their own while they not equipped to do it.

MMO4int- Currently at our school we are only using the writing, we don't have any other form of assessment at our school besides the listening and speaking where they must listen but yet they still have to write down the answer for a mark even though it's listening and speaking, ...they still need to write down the answer which is a ... disadvantage the learner again.

The lack of intervention on the part of the SGB and SMT results in many learners being disadvantaged. After failing once in a phase learners are sometimes put over from grade to grade. At a later stage this has impacts school attendance because learners drop out of school because they cannot cope with the pressure in terms of mastering the skill of reading and writing. Apart from learners struggling and not coping, one teacher indicated that teachers are held accountable if a learner cannot read and write at grade 6 level. She stated that teachers are linked to their learners' abilities and capabilities (TF07). This means that if the learner performs poorly in his or her academic work, it is a reflection on the teacher. This may influence the views and attitude of teachers in terms of how far they will go to really assist those learners who struggle.

TF09 highlights the point that learners learn through different avenues:

...it needs to come from a holistic point of view and we need to really encourage it on all levels, its I've seen so far that education and the ability to do things not only through academics or athletics, it can be through arts and other avenues, nature where children learn more as well how to deal with plants and practical matters....

This substantiates Gardner's (1983) arguments of multiple intelligence theory. The theory of multiple intelligence focuses on intelligence which is differentiated into specific modalities rather than only one general ability. Gardner looked at eight criteria for a behavior to be considered as an intelligence, this includes: 'potential for brain isolation by brain damage, place in evolutionary history, presence of core operations, susceptibility to encoding (symbolic expression), a distinct developmental progression, the existence of savants, prodigies and other exceptional people, and support from experimental psychology and psychometric findings' (Gardner: 1983). Thus, it is clear that learners are not all the same and they definitely do not learn at the same pace and levels. It is therefore important that we as teachers find the strongest ability of a child and nurture that ability, to the extent where that learner is able to produce good results in order become a successful and economically productive citizen.

The relevance of the argument to the findings emerging in this study is that the capabilities of learners reflect that they can verbally produce work that is given to them but struggle to put it on paper. The assumption is that, with the assistance of a scribe the learner might score better results if one taps into the strongest ability of the child.

Many respondents endorsed having a scribe as a form of alternative assessment method, because learners' results might improve. One of the participants argued that education is about testing the knowledge the learner has and not about testing the learners' ability to write or read. She is of the opinion that not being able to write does not mean that the learner is an "empty vessel", and therefore argues a scribe would be beneficial for the learner with learning barriers (MM04). In agreement, participant (TF07) also states that the fact that a learner cannot read or write does not mean that there is something wrong with the learners IQ. The following statement indicates what one of the teachers think in terms of the use of scribes.

... even giving children extra time it's a simple thing where you can give a child an extra 30 minutes or an extra hour,... scribes,... but you might not be able to articulate it on paper so we need this and the results will improve dramatically you will see a greater reflection of the child's potential if they do that process and that would be the reality (TF09).

However, TF07 questions the validity of the process in terms of the true reflection of results. She is of the opinion that human error and feelings might influence the results of the learners. She concurred that the true reflection will depend on who the school chooses to be of assistance to the learner. TF09 also stated that scribes should be rotated, as having the same scribe for the same learner might influence the results. The issue of being biased was also raised as a matter of concern. Thus, there are clear instructions from the National Education Department as well as the Western Cape Education Department (WCED) relating to the process and selection of scribes or any other form of assistance. As aforementioned, monitoring becomes a vital process to ensure that concerns regarding learner assistance are dealt with so that learners can have a fair opportunity to achieve maximum results on their own level of attainment.

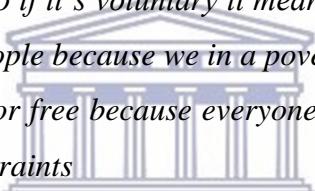
4.6.4 Funding and Resources

Resources are a fundamental need in the day today running of any institution. The school has over one thousand two hundred learners, which gives a teacher to learner ratio 1:38. The teacher to learner ratio shows the educators work circumstances on a daily basis. All the teachers interviewed, pointed out that they have a large number of learners who struggle academically and cannot progress at the same rate with the others, which makes it difficult for the teacher to support these learners as fully as they ought to (TF07). Also, TF09 mentioned that learners in grade 6 are found not to be on

grade level because learners are put over from grade to grade. She further said that the fact that the school is understaffed also play part to why teachers cannot actually sit down and see to these learners needs.

Participants pointed to the lack of finances to ensure the successful implementation of alternative assessment methods such as scribes. Respondent TF07 stated that in order to accommodate large classes as well as those learners who struggle with reading and writing, funding and sponsors should be obtained. She also mentioned that in order to get human resources such as volunteers to assist and act as scribes, funding is still a core issue as many of those volunteers live in a poor area and need at least a stipend.

TF07int: ..., trying to get funding, sponsors to help those learners if we want to increase the total of learners at our school... and then also for me another constraint is finances because those people need to be paid. So if it's voluntary it means that anyone can just come because they volunteer, and we need people because we in a poverty straking area it is very rare that you get people that can work for free because everyone there needs to put something on the table, so that is one of the constraints



Another participant expanded this view:

MM04int: ...get the teachers on board and have them moving towards a common goal for example ...enabling our disable learners to have the ability for example have good results ... than the resources and the human resources would be put in place so that a learner with any disability and any ability can actually have good results,

Clearly, managing funding for scribes is a key issue in the school. The idea that the school management holds the power to change a disability into ability is echoed as follow:

TFint11:Absolutely, Absolutely because I think management holds the power to makes final decisions I think teachers make recommendations, the SBST is there to support the recommendations made by teachers and ...and advice what to do to make a difference but ultimately when these learners are referred or an application is being uh suggested for consensus and things like that I certainly feel you needs management being you because management can motivate to the advisors and to the powers that be in SLES and the support

system in the department than certainly I think it will be more successful and it will possibly go quicker instead of a long process of waiting so absolutely management play a vital role and management need to be aware of what the processed are and management need to back the teachers and the SBST in these applications

MM01int: We have the power but we don't have the man power or the women power I would say it's one thing to have good ideas it's another thing to implement it so we have the power we lack the resources to assist in particularly human resources to implement this particular strategy

Thus, additional assistance funding is imperative because resources (both human and capital resources) are needed to ensure the successful implementation of alternative assessment.

Hence, different stakeholders such as teachers, school management team, district support team, parents and the school based support team are required to work hand in hand to ensure the successful implementation of accommodation in the form of alternative assessment. As mentioned above, the government has mandated in the CAPS policy (DoE: 2011) the importance of inclusive education in schools which can be seen as the starting point of implementation. Schools on the other hand need to have the buy-in of all stakeholders that is the local district, teachers and parents to support and embrace alternative assessment. Alternative assessment requires an open mind set and positive attitude of all stakeholders to see the value that alternative assessment can add not only to the learners' academic performance, but stimulating and cultivating all competencies humanly possible to create the best version of the learner and at the same time improve the overall academic results of the school.

4.6.5 Infrastructure

Responses relating to infrastructure were that space was a problem in terms of having assistance in class. Also, if learners are being assisted they need to be removed from class because they might distract the rest of the class. The following statements shed light on these points:

TF09... There is no space even available for this to take place what I would even encourage is that if they have a test and there's children that need a scribe they should write in a

separate venue not with others, because it could be quite a distraction to the rest of the learners...

TF07.... so sometimes I don't really think that its practical, ...for me basically its not to have a learner in my class ...or to excluded the learners but I think personally that those learners who struggle with reading and writing needs to get their own classroom where they can be accommodated and accepted for who they are without being...marginalized...

TF09: ... and having the proper infrastructure to make sure the child is successful can enable that to take place...

The lack of proper resources, including infrastructure clearly hampers the main goal of enhancing teaching and learning through the use of scribes as an alternative form of assessment.

4.6.6 Staff and class size

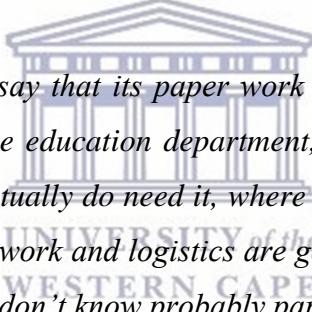
In all effort from teachers to assist learners they are very despondent due to the large class sizes and the numbers of learners struggling academically in class. The lack of proper support systems in place adds to their frustrations. However, inclusive education is about accommodating all learners despite their barriers and impairments. Pilbeam (2005) states that, ‘inclusivity’, or inclusion means including differentiated teaching and learning styles in the classroom to cater for learners “different needs”. Teachers’ recommendation that learners must be taken out of the classroom shows that we still have a long way to go in order to make inclusive education work. Teacher MM01 sums up what most of the participants shared in terms of limiting factors relating to class size, infrastructure and staff:

Time is one of them as teachers sit with 46 children in a class and be able to...to accommodate that in a very tight program is... you know it's virtually impossible almost uh, other factors would be... that I don't think teachers necessarily have been trained in this field and this can perhaps make it difficult for them to transcribe what the child is actually saying you know, and then obviously bias is factor there could be bias that people feel sorry for children and they interpret it in a certain way in just to help the child so it's not an independent or autonomous action but can influence another teacher.

4.6.7 Challenges related to administration

Documentation and administration emerged as key factors which influence the implementation of scribes. Many efforts displayed by teachers are often taken for granted when these applications are not followed through to the next level. As discussed earlier, this results in teachers feeling despondent and this negatively affects teachers' attitudes when confronted with new applications. This paper overload is added on to what teachers already encounter during their normal school day relating to other administration work. The following participants expanded on this theme:

MM04 int: I would say the administration, the paper work, the paper trail that must be in place for the learner to be applied for so mainly I would say it's that and also not all educators follow up and follow through with the processes, one educator may and then the next, another educator may not and another educator will, but if the middle educator did not worry about the learner to get a scribe then the paper trail would be gone and the scribe would not be given.



TF09 int: ...I would probably say that its paper work that needs to be done ... permission that needs to be asked from the education department, the school probably then has to be assessed to see whether they actually do need it, where is the teacher going to be situated ... so I'm assuming a lot of paper work and logistics are going to go with it, you know. So what what's limiting us from doing I don't know probably paper work.

TF11int: I think what's limiting is a lot of people are not aware of the process and a lot of people are not because the unaware of how it works... often just carry on per normal cause they don't feel like the admin , they don't feel like the referral process and they don't feel all of those things...

MM01int: Administration and application thereof (negatively)

MM04int: The school just applies and hopes for the best. Most times these requests are denied after all the paper work the educators have done.

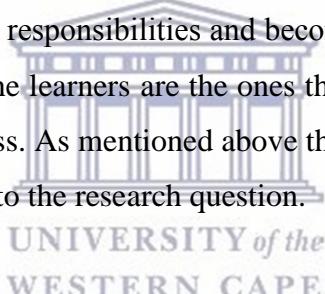
What also emerged in the findings was that teachers said that it is a process to make things a reality for learners and that the process is quite lengthy. Teachers apply and follow all the necessary processes but when a child needs a concession it is not granted for various reasons. Some of the experiences as highlighted was the fact that teachers have to apply and do all the paper work but

when the results come back learners are still not granted assistance. Participants expressed their experiences and views as follow:

MMO4int: ...however in the past educators would apply but then it takes a long process to apply and then if the application go through the results will just come back its not granted and then all the paper has been done but the scribe was not granted to the learners...

MF03: It's a long drawn out process which involves learner scripts and learner work. The processes usually discourage teachers from applying.

Thus, based on the above views of teachers, it is evident that teachers become frustrated when putting in all efforts to assist their learners to ensure that they will be able to perform academically in their own comfortable way, they are often denied the opportunity to do so. Teachers are given the task at hand to see that all the necessary paper work is in order and following the process to apply for a learner but in many instances learners are not afforded that opportunity. This can be one of the reasons why teachers' abandoned their responsibilities and become reluctant to follow up and follow through with the process. However, the learners are the ones that suffer the consequences when the teachers do not follow up on the process. As mentioned above the researcher used document analysis as one of the methods to gain answers to the research question.



4.6.8 Training of Scribes

Respondents emphasized the need to develop learning programmes for scribes and stated the following:

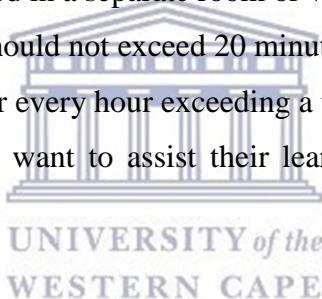
TF07: ... a lot of times you choose, you get volunteers that are not really educated on the level that should be, so for you to have a scribe, it is must be someone that is qualified on that level to assist the learners. So first of all for me constraint would be the, the quality of the qualification of the person that you would hire ...

TF09: ...the training that must be done must be done consistently as well what the scribe concern so that every scribe can be on the same level and that all children are fairly assessed in that regard.

In addition to the above points with regards to training of the relevant people, the DBE (2014) stipulates in the National Policy Act 27 of 1996 what the process is with regards to alternative assessment methods, specifically the use of a scribe.

- A scribe writes down the exact responses that the learner gives verbally or through a sign language interpreter.
- This is in cases where the learner's reading/writing ability prevents him or her from giving a true account of his or her knowledge and/or competence.
- Also in cases where the learner cannot write the examination question paper due to a severe disability.
- A scribe should be an educator, but should not be a member of staff of the school or institution concerned, nor should the scribe have any relation to the candidate.
- A scribe could be drawn from a panel of readers identified and trained by the Province.
- The process should be conducted in a separate room or venue.
- A rest break is allowed but it should not exceed 20 minutes after two hours. Also a ten minute rest break is allowed for every hour exceeding a two hour paper.

However, in many instances teachers want to assist their learners and try alternative routes, with contradictory consequences.



TF07 ...you get volunteers that is not really educated on the level that should be, so for you to have a scribe, it is must be someone that is qualified on that level to assist the learners... constraint would be the, the quality of the qualification of the person that you would hire...

MM01: I don't think teachers necessarily have been trained in this field and this can perhaps make it difficult for them to transcribe what the child is actually saying you know, and then obviously bias is factor there could be bias that people feel sorry for children and they interpret it in a certain way in just to help the child so it's not an independent or autonomous action but can influence another teacher

TM08: ...because we are human beings and there's always human error, so sometimes it's natural to feel that would like to help the learner to pass or you would like to write something to put it more in perspective or context on behalf of the learner, so for me it's never a true reflection because it depends on who the school will choose as a scribe, so ... it doesn't

mean the learner can't read and write that there is something wrong with their IQ, however the person who is writing down the answers a person can never know if it will be a true reflection of the learner.

4.6.9 Communication

In relation to the above statement, other responses in terms of the implementation of alternative assessment were as follow: TF10 states that the SMT has never mentioned the use of alternative assessment because it is not part of what the school does. Comments such as the above mentioned may indicate a lack of clear communication at the school as to whether teachers can or cannot make use of scribes or any other forms of alternative assessment methods. It seems that teachers are aware of the process of alternative assessments and the application thereof; especially in terms of the paper trail that is needed. However, the importance of alternative assessment method and whether the school takes it seriously to priorities the assistance of struggling learners are not clear as many teachers are not sure if scribes are part of the schools day to day running processes as an intervention to improve results.



Further, in the analysis of the School Assessment Policy (SAP) I noted major shortcomings. These shortcomings included incomplete representations of types and forms of assessment, including question ordering in question papers in terms of Blooms Taxonomy and progression requirements. I gathered that the SAP did not give clear cut directives on the types or forms of assessments (such as formative and summative assessments) conducted by the school. The policy also lacks clarity on the different types and methods of assessments (such as tests, investigations, practical tasks, projects and so forth). In essence it highlights the circumstances and procedures under which the test must take place. This refers to examination rules and regulations. The irony is that the school furnishes the learners with an assessment program which indicates what type of assessment they can expect for that particular assessment period.

4.7 Discussions and findings

The findings question whether the “accommodation” approach which isolates and stigmatizes learners, can be effective in transforming all schools (mainstream schools) into genuinely inclusive schools so that there is no distinction between mainstream and inclusive schools. Even though it is

the international and national prospect to integrate mainstream schools into an inclusive education system it seems that we still have a long way to go.

This study found empirical evidence which highlights' the gaps in policy and management processes in schools which hinders the implementation of alternative assessment methods to assist learners with learning barriers. One can go a step further and state that it is imperative that school management teams take charge of the monitoring process to ensure that teachers indeed keep tabs on learner needs. Additionally, it can also be argued that it is the school management's responsibility to change learner's learning disabilities into abilities by choosing alternative methods to assist learners who struggle with reading and writing.

Further, having a SBST at school helps to process the application when learners need alternative assistance. However, the findings demonstrate the shortcomings in terms of monitoring of the process to ensure that alternative methods are applied. Also, the role of key players in ensuring that learners are assisted is also a question, especially the role that SGB and SMT plays to ensure that funding is distributed to ensure maximum results are achieved and learners are assisted to achieve their full potential. The fundamental role that parents play is also a salient factor which contributes to the lack of assistance that learners sometimes get because of absent or nonchalant parents. The researcher made use of questionnaires, semi-structured interviews and documents to get answers to the research questions. Even though the school has a functional SBST, there are no evidence in the SAP stipulating different types of intervention, the referral process to the SBST in case of a learner being identified as a struggling learner. One could argue that the above-mentioned findings are some of the reasons why teachers show little interest in the process of alternative assessment methods and the implementation thereof because quality control and quality assurance seems to be compromised when very little monitoring of processes take place. The findings also confirm what many scholars alluded to during the literature search, that all key inadequate training into the inclusive approach. Another key finding is also dominance of the text-based approaches which "mainstream" schools use.

Having equal opportunities to learn as set out by the Constitution of South Africa (1996), can be affected by the following elements illustrated through the findings of my field work; 1) teacher attitudes and perceptions to assist learners who need alternative assessment methods; 2) school management teams allowing or not implementing alternative methods at school; 3) monitoring of the

process to ensure quality control; 4) involvement of other stakeholders within the education department; 5) other internal and external factors such as learners socio economic backgrounds; 6) role of parents and learners; 7) learners ability to cope within the mainstream school. This is based on the researcher's assumption that schools predominately privilege writing methods, ignoring the many more available alternative forms of assessment learners have through the policy document.

The above report and discussion of findings shows that there are various factors influencing the successful implementation of scribes. It is evident that paper overload, bureaucratic administration, resources, funding and lack of training are the prominent issues highlighted by teachers. Although teachers' want to assist learners they can do only so much with what they have to work with. The fact that learners are in many cases denied the opportunity to be assessed differently and teachers already walk that extra mile by completing documents and keeping records, results in teachers' getting frustrated and despondent. Thus, the DBE and WCED should re-look at their support systems and reduce the gap in terms of resources, funding as well as alternative measures other than paper overload to guide and assist teachers so that they can assist their learners who are in desperate need of alternative assessment methods to ensure their place in society as a productive citizen.

The above findings also indicate that teachers have knowledge of and are aware of alternative assessment methods. However, deciding whether this method can be used is not upon the teachers but all stakeholders involved. This combination shows that having the knowledge of alternative assessment does not reserved the right to implement this strategy as an individual but it must be a collective decision by the school and its stakeholders. The set ways of assessment predominately done by schools calls for the need to assist those learners who need assistance with reading and writing. The knowledge of alternative assessment methods are accompanied by processes that need to be followed to ensure that learners can be assisted. In line with the process come the monitoring thereof, which are the key process that will ensure that learners indeed get the necessary assistance they need and that they are afforded a fair opportunity. This means all stakeholders must be accountable for paper trail, follow-ups and interventions accordingly.

The analysis of the case study data has demonstrated that the implementation of alternative assessment, in this case the use of scribes, is affected by a number of factors inside and outside the school. It was highlighted that the attitudes of all stakeholders are very important in creating an environment or context which allows children with special needs to be comfortably accommodated

into mainstream schools. Further, inadequate training for teachers and scribes in mainstream schools are contributing factors hindering the implementation of alternative assessment and is contradictory to the values and aims of inclusive education. Chapter Five explains the implications and conclusion drawn from the study and gives recommendations based on the conclusion drawn.

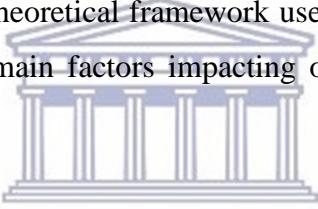


CHAPTER FIVE

5 CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

The primary question driving the research is what factors influence the successful implementation of alternative assessment in mainstream schools. Further, embarking on this empirical journey to answer the above question exposed me to data that shaped my understanding of the realities in school and the day- to- day challenges of teachers, as well as, my knowledge about the lack of monitoring and communication breakdown within the school. This also allowed introspection in terms of developing a deeper understanding of my personal, academic and professional self. Thus this chapter presents an account of the research journey as it unfold the integrated literature with the empirical fieldwork in relation to the theoretical framework used in the study in order to shape both my and others understanding of the main factors impacting or influencing the use of alternative assessment methods.



The use of scribes in a primary Cape Town school constituted the empirical case. The overall argument based on the findings indicate that there is a need for scribes as alternative assessment method to assist learners with learning difficulties such as reading, spelling and writing. The study showed that teachers are supportive of scribes as an alternative assessment method; however they acknowledge that there are factors influencing the successful implementation thereof. The main factors highlighted at the case study school are: teachers are frustrated with the lengthy processes that results in learners not getting the assistance they need or require. Teachers in the mainstream schools generally have limited to no skills to handle special needs learners who are integrated into inclusive schools. The general lack of training and support from district official and school management teams leads to the development of negative attitudes by teachers because of the inept management of alternative assessment methods by school heads. Thus, if the support is given to teachers and learners at all management levels and the above mentioned factors are addressed, inclusive education and alternative assessment is definitely here to stay.

5.2 Main Findings

The findings in this study could be used to support teachers in the mainstream schools with the implementation of alternative assessment within an inclusive education system. It could also serve as recommendations for policymakers ensuring the effective monitoring of alternative inclusive assessment practices in schools by both SMT and teachers.

The main findings which emerged from the study relates to:

1. Teachers' views and understanding about alternative assessment methods and inclusive education

The findings presented above reveal that the teachers show understanding of inclusive education and alternative assessment as well as scribes as a method of alternative assessment. However, inclusive education and alternative assessment practices cannot work in isolation as alternative assessment falls under the umbrella of inclusive education. Such practices need collaboration and it seems that this is missing within the school setting as teachers claims that they cannot implement these approaches because they not clear whether they can do so. Consequently the successful implementation of alternative assessment methods as an inclusive practice relies on strong leadership and the transparency of school policies and guidance from the school management team to teachers in this regard.

Further, it is evident at this particular research site that the community's attitudes, views, welfares and kinds of responsibilities shape their social and economic conditions. As a result these learners with special needs may find it challenging to assimilate normally in such a school setting because of the burden they carry of what transpires due to their social conditions. Alternatively it is important to build good relationships with parents and the community to ensure that they buy in and accept the changes to the school. Nevertheless, in order to succeed with inclusive education all stakeholders must be prepared to accept and work towards a common goal to embrace this notion, as inclusive education is a reality in the twenty first century.

2. Factors, internally and externally, enhance or limit the implementation of alternative assessment.

Herewith several insights and issues emerged from the findings of the study relating to more factors influencing the implementation of alternative assessment:

- some of the teachers are misinformed about whether the school can use alternative assessment or apply for concessions,
- the appropriate training as mentioned above for teachers to assist learners with learning barriers,
- the administrative duties and paper work overload,
- learners still denied concessions after teachers did all the paper work. More factors identified which may hinder the successful implementation of alternative assessment specifically scribes, are finances to pay scribes, resources, scribes being a stranger to learners which could act as a barrier due to the lack of self-confidence.
- proper resources and infrastructure



3. The perceptions of key role players regarding the implementation of alternative assessment methods.

The study showed that various role players play a role in the successful implementation of scribes as an alternative method of assessment. However it is clear that all key role players are dependent on each other. Participants revealed in the study that they believe the school management has the power to change learners' disability into an ability by ensuring that the process runs smoothly. However, it was revealed by an SMT member that sometimes the lack of person power prevents the SMT from pursuing any good idea such as implementing alternative assessment methods in general. Another SMT member revealed that the role that management plays is vital and SMT must have a common goal which will get teachers on board. Hence, it is revealed in the study that teachers must follow through when applying for concessions such as scribes and SMT must monitor the process from the start of the application to the point where it reaches the DBST. Parents must also play their part by following up on the child's progress and the process, especially in terms of consent given.

The following findings emanated from the literature consulted.

1. Taylor (2008) states even though numerous attempts were made by the newly elected government to strengthen education the quality of education especially in poor communities still leave us with many unanswered questions, and ways to amend this situation remains a puzzle for many of us.
2. This finding agrees with Gardner's theory (1998) that not all learners learn at the same pace or the same level. Thus, it is imperative to nurture the learners' strongest ability to ensure that the learners also find a place in society to actively contribute to the economics of the country. This assertion is in support of Gardner's Multiple Intelligence theory which states that one should not restrict learners to one modality but allow learners to explore and find their strength in their strongest modality.
3. Thurlow, (2004) is of the opinion that adequate training should reinforce quality and consistency of accommodations and concessions and teachers should monitor the process of accommodations for individual learners in need of support. One can go a step further and state that it is imperative that school management teams take charge of the monitoring process to ensure that teachers indeed keep track on learner needs.
4. Mittler (2000: 25) also agrees and states that teachers are unfamiliar with supportive assessment methods as well as how to meet learner needs.
5. Lomofsky, Roberts and Mvamby (1999:70) argue that the inclusive policy made new demands on teachers and this resulted in them experiencing stressful days.

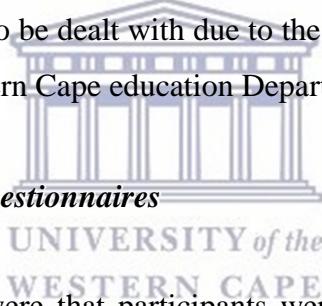
5.3 Strengths and Limitations

The study was limited to one primary school as the researcher focused on a single case study. Thus, the findings and conclusions of the study are not necessarily generalizable for other schools in South Africa. Further, teachers' busy school programme such as the Wednesday sport programme, meetings and other extra and co-curricular activities influenced the data collection process as it took longer than the researcher bargained for, especially to get the answered questionnaires. Also, the researcher had to reschedule interview sessions with participants due to the busy schedules of the school programme. This impacted on the time the researcher had to transcribe semi-structured interviews and slowed down the progress of the research. Also, the researcher had to wait endless times for the documents requested to by the school. More, the minutes requested for the assessment

committee meeting was not obtained after many request from the researcher. This made it extremely hard for the researcher to validate whether assessment meetings indeed took place. This was time consuming as the researcher had to wait to analyze the documents. Lastly, the researcher could not interview more scribes because the scribes that were used a few years back were not available for interviews.

The process of administering questionnaires went on fairly well because teachers could respond to the questions at their own time and space. Teachers were flexible in terms of scheduling time to participate in the study. The analysis was done after the participant handed the questionnaires back to researcher. However, the transcription was very time consuming as the researcher wanted it to be as authentic as possible. The interview process was the most cognitively demanding exercise during the data collection process. Also, the fear of not getting the data that was needed to substantiate the researchers' arguments will always be a stressing point. Lastly, observations were done continuously and field notes accompanied that. However, document analysis was done lastly as the researcher first wanted the participants contributions to be dealt with due to the participants packed schedule as well as the time frame granted by the Western Cape education Department.

5.3.1 Strengths and limitation of Questionnaires



The strengths of the questionnaires were that participants were not under pressure to fill out the questionnaires because they could do it in their own time and space. However, participants took more time than the researcher bargained for, as they collectively agreed on a time that the questionnaires had to be handed to the researcher. The researcher had to ask participants multiple times for the questionnaires. Further, the scribes were not available to fill out the questionnaires because the deputy principal informally told the researcher that the teacher who scribed is no longer at the school, as well as the ex- learners of the school who were grade 6 and 7 at that time who scribed for the learners who needed assistance.

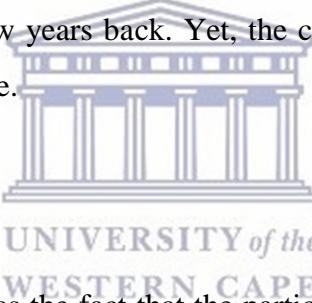
5.3.2 Strengths and limitations of Individual semi-structured interviews

The semi-structured interviews were very stressful because participants had to sacrifice their own time and it was sometimes difficult due to their packed schedule. Therefore the limitation was that participants was very busy with assessments, sport program and various other commitments and this

made it difficult to stick to the time frame that the researcher intended. The researcher had to continuously reschedule which put pressure on the researcher because the researcher had to transcribe the interviews which also took a lot of time. So time constraints were the biggest limitation. However, the strengths were that the researcher builds a good relationship with participants and they were willing to assist at any stage. They were very helpful and showed great positivity towards the study.

5.3.3 Strengths and limitations of documents

My greatest challenges were obtaining the necessary documents requested from the school such as the minutes of assessment committee meeting held. There was no set file for these minutes. Also, the policy documents for assessment and the code of conduct were obtained later than requested. This put pressure on the researcher to analyse the documents in the time the researcher aimed to do. However, the strength is that as an ex-educator at the school the researcher had insight on the code of conduct when it was reviewed a few years back. Yet, the concept of alternative assessment was not really discussed at that point of time.



5.3.4 Limitations and delineation

One of the strengths of the research was the fact that the participants were willing to assist with the answering of the questionnaires and to participate in the interview process. Also, another strength was that the school availed them to participate. The consent obtained from the school came very easy and with a quick response. However, the fact that they could answer the questionnaires in their own time and space, took a bit longer than the researcher had planned for. Also, in terms of the interviews, the participants were very busy with schools extra mural program which resulted in them to continuously reschedule. Further, the delay of observation sets was another limitation as the researcher had to request numerous times for documents. This had a great impact on the researcher's intention to submit the final piece.

5.4 Recommendations

After analysis of data and drawing on conclusions of main finding in Chapter Four the researchers make the following recommendations for various stakeholders.

Recommendations for Higher Education and Further Training

Teacher education programmes at the universities should train upcoming teachers as part of their formal training on how to use different methods of alternative assessment so that they can be equipped to assist learners with learning barriers. The respective education departments should liaise with the universities in terms of the need at school regarding alternative and inclusive practices. The education departments should also check if the school has a trained teacher(s) who will be able to assist learners with learning barriers. This could help teachers with the process of identification of learners with learning barriers at an early stage, as well as how to complete all forms.



Recommendations for the school principal and SMT

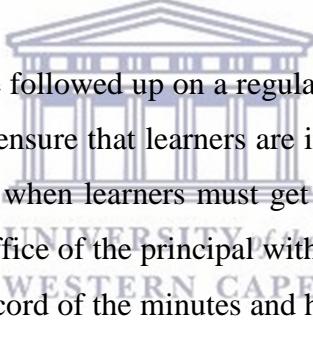
The school assessment policy should be revised and be clear with regards to the types and forms of assessments that the school can use to assist learners with learning barriers. The policy must state clearly the stance of the school regarding inclusive education and what the school hopes to achieve when they admit learners with learning barriers at the school. Also the motive of the school regarding academic performance and learner achievement should be stated clearly in school assessment policy. The schools action plan must be in place and it should be in direct response of learners needs. The school should thus display clear solutions and strategies to render support. The school management team should play an active role and they should clearly communicate with teachers with regards to the use of alternative assessment methods and the process of concessions. The SMT should ensure that there is a representative when the SBST meet so that there can be a clear link to the office to ensure quality control.

Support should be given from the SMT to teachers in terms of supporting learners with learning barriers. This may decrease the despondency levels of teachers and foster a more positive attitude amongst teachers. The SMT should also communicate with WCED officials to ensure that maximum support is given to learners and teachers on a regular basis. Teacher workshops on inclusive

education and alternative assessment methods at school can be more sufficient for teachers because it will reduce the stress of travelling and extra expenditure from teachers. This might also change teacher's attitudes towards the expected duties of teachers.

The school should acknowledge learner strengths by nurturing their stronger ability through any form of assistance and support to build learners character which can later impact on their role in society as a whole. I highly recommend that the school explore other methods of assessments as set out in the NPPR to assist learners with both formative and summative assessments so that learners can achieve maximum results and excel to their full potential. Thus we need to move away from modernist approach that focuses only on math and science but rather focusing the attention on learners who have creative abilities and nurture their strongest ability to ensure character building. This might lay the foundation for inclusive education. This can also lead to all learners being comfortable within themselves and also create fair opportunities in the world of work for them.

Recommendations for the teachers



Applications for concessions should be followed up on a regular basis to ensure that the learners can be assisted from an early stage and to ensure that learners are indeed supported from an early stage. This can avoid crisis in the long term when learners must get support and additional assistance. A time frame should be given from the office of the principal with regards to the handing in of minutes of meetings. The office should keep record of the minutes and handing in of the minutes of meetings to ensure quality control as well as to have proof that meetings indeed took place.

Teachers need to identify at a very early stage (foundation phase) that learners have barriers through baseline testing. Teachers must ensure that learner profiles are up to date. Teachers do intervention on class level and if that does not materialize refer to SBST. SBST gives recommendations for further interventions and if that does not work, refers to DBST through SBST. Importantly teachers must keep records and have a paper trail so that the learner's upcoming teachers also have an idea what the learner's progress levels are in order to follow up. Building a relationship with parents and keeping them informed about their child's performance will also help learners enjoy better assistance. Following all these steps will strengthen the learner's chances to get assistance with alternative methods for assessments. Keeping record and having a paper trail is one of the most common issues identified by teachers as administration overload are one of the key burn out factors

mentioned by teachers. However, teachers need to keep in mind that the success and failures of learners are mainly dependent on the role of the teacher and the school.

5.5 Recommendations for further studies

This study found that there are policies such as the CAPS, NPPR and EWP6 that stipulates and support inclusive education and alternative assessment. The researcher therefore recommends an experimental study to assess the use of different methods of alternative assessment, especially the use of scribes for learners with learning barriers relating reading and writing in a primary school.

The following question could be asked:

1. Is it possible to have inclusive teaching practices without accommodating learner's through alternative assessment methods?
2. Can alternative assessment improve not only results but create opportunity in the workforce that accepts the 'multiple intelligence' of prospective productive citizens and use it optimally?

5.6 Summary

The study has established that there are various factors that influence the successful implementation of alternative assessment in schools. These factors are divided in to different categories namely;

- the role that classroom teachers play from the identification process to the concession process.
- the role that school management plays in terms of ensuring that learners that struggle academically and who have learning barriers are supported within the mainstream school.
- schools policy documents to get a sense of whether the policy documents make provision to accommodate learners with learning barriers.

The research also found that many factors impact on the implementation of alternative assessment methods such as administration work, attitudes of SMT, teachers and parents. Allowing learners to make use of alternative assessment will enhance academic performance and will also include learners who struggle academically. This will also foster self-confidence within learners who want to achieve better results. Barrington (2004) considers teaching and learning that is informed by MI as an inclusive pedagogy. The reason for this argument is because MI takes a very wide view of

intelligence and works towards teaching and assessing learners using more than just two of the intelligences set out by Gardner. Further, in order to ensure that learners can optimize the opportunity to make use of alternative assessment methods, the school and teachers need to follow procedure. This study also highlights the role that school management as well as other stakeholders ought to play as being very important to ensure that learners get the assistance they need to excel and academically perform. Another, pertinent point is that schools need to change the way funding and other resources are utilized to be able to change a disability into ability. Lastly, the study revealed that teachers' despondency comes from being overloaded with a paper trail and administrative duties which come with the process of learners being identified for alternative assistance. It is clear that, inclusive education and alternative forms of assessment are here to stay after all.



6 REFERENCES

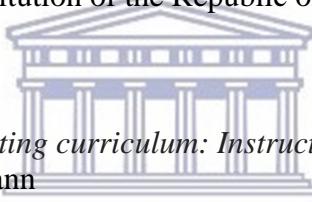
- Aboulsoud, S. H. (2011). Formative versus summative assessment. *Education for Health*, 24(2), 651.
- Adelman, C., Jenkins, D., & Kemmis, S. (1976). Re-thinking case study: notes from the second Cambridge Conference. *Cambridge journal of education*, 6(3), 139-150. Also reproduces as chapter 6 in Bell, J. et al. (1984). *Conducting Small-scale Investigations in Educational Management*. London: Paul Chapman.
- Ainscow, M., & César, M. (2006). Inclusive education ten years after Salamanca: Setting the agenda. *European Journal of Psychology of Education*, 21(3), 231-238.
- Ainscow, M., Booth, T. & Dyson, A. (2006). Improving schools, developing inclusion. London: Routledge.
- Ainscow, M. & Miles, S. 2008. Making education for all inclusive: where next? *Prospects*, 38:15-34.
- Alternative methods exam times. [Online], Available: <http://intranet.irmingham.ac.uk/as/dadls/exams/alternative/amanuences.aspx>
- Anderson, R. S. (1998). Why talk about different ways to grade? The shift from traditional assessment to alternative assessment. *New directions for Teaching and Learning*, 1998(74), 5-16.
- Armstrong, T. (2017). *Multiple Intelligence in the Classroom* (4th Ed). California: ASCD Publishers
- Assembly, C. (1996). Constitution of the Republic of South Africa, 1996 (Act 108 of 1996). Pretoria: Government Printer.
- British Dyslexia Association. (N.D). Access Arrangements. [Online] Available: [105](http://www.bdadyslexia.org.uk>Educator</p><p>Babbie, E., & Mouton, J. (2001). <i>The Practice of Social Research</i> (Cape Town: Oxford University Press South Africa).</p><p>Babbie, E., and Mouton, J. (2002). <i>The practise of social research</i>. Cape Town, SA: Oxford University Press.</p><p>Babbie, E. (Eds.). (2010). <i>The Practice of Social research (12th Edition)</i>. South Africa: Oxford University Press.</p><p>Baker, E. (2010). What probably works in Alternative Assessment? <i>National Centre for Research on Evaluation, Standards, and Student Testing</i>: University of California: Los Angeles.</p><p>Bell, J. (1999). <i>Doing your research Project: A guide for first-time researchers in education and social science Third Edition</i>. Great Britain: St Edmundsbury Press Ltd, Bury St Edmunds, Suffolk.</p></div><div data-bbox=)

- Barrington, E. (2004). Teaching to student diversity in higher education: How multiple intelligence theory can help. *Teaching in Higher Education*, 9(4), 421-434.
- Bintz, W. P. (1991). 'Staying Connected'-Exploring New Functions For Assessment. *Contemporary Education*, 62(4), 307.
- Brualdi, A.C. (1996). Multiple Intelligences: Gardner's Theory. *Practical Assessment, Research & Evaluation*. 5(10), 1-3
- Byrnes, M. 2000. Accommodations for students with disabilities: removing barriers to learning. *NASSP Bulletin*, (84):21-27.
- Chapman, C. (1993). *If the Shoe Fits... How To Develop Multiple Intelligences in the Classroom*. IRI/Skylight Publishing, Inc., 200 East Wood Street, Suite 274, Palatine, IL 60067..
- Chisholm, L., Volmink, J., Ndhlovu, T., Potenza, E., Mohamed, H., Muller, J. & Vinjevold, P. Ngozi, L., Malan, B &Mphahlele, L. 2000. *A South African Curriculum for the Twenty First Century: Report of the Review Committee on Curriculum 2005*.
- Christie, P. (1999). OBE and unfolding policy trajectories: Lessons to be learned. *Changing curriculum: Studies on outcomes-based education in South Africa*, 279-292.
- CIE: Submission on The National Curriculum and Assessment Policy Statements for all subjects listed in the National Curriculum Statement GRADES R-12 (784). 2010. <http://www.cie.org.za/images/uploads/CIE>
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*, 5th edn (Abingdon: RoutledgeFalmer).
- Creswell, J.W. 2009. *Research design: qualitative, quantitative and mixed methods approaches*. Los Angeles: Sage.
- Crystal (2011) *Use of a Scribe as an Accommodation for Dyslexic students*. [Online], Available: <http://Crystalandcomp.com/2011/03/use-of-a-scribe-as-an-accomodation>.
- Denzin, K. N., & Lincoln, Y.S. (Eds.). (2005). *The Sage Handbook of Qualitative Research Third Edition*. Sage Publications: London.
- Department of Basic Education. (2010). Curriculum and Assessment Policy Statement: Government Printing Works. Department of Basic Education. 2010. a. Curriculum News. *Improving the quality of learning and teaching*. Pretoria
- Department of Education. (1996). South African Schools Act. No. 84 of 1996. Pretoria. Government Printers.
- Department of Education. (1997). *Language in education policy*. Government Gazette. Pretoria, South Africa: Government Printer.

- Department of Education. (2001). *Education White paper 6-Building an Inclusive education and training system*. Pretoria: National Department of Education.
- Department of Education. (2002). Revised national curriculum statement Grade R-9 overview. Pretoria. Government Printers.
- Department of Education. (2006). South African Schools Act, 1996 (Act No. 84 OF 1996): Amended National Norms and Standards for School Funding. No.869. Pretoria: Government Printers
- Department of Education. (2012). *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*. Pretoria: National Department of Education.
- Department of Basic Education. (2015). *National Senior Certificate Examination 2014 Technical Report*. Retrieved on 19 September 2016 from http://www.education.gov.za/LinkClick.aspx?fileticket=5nWkeqFfYgM%3D&tabid=358&m_id=1325
- Edwards, M. (n. d). *Scribing the manual*. [Online], Available: http://intranet.ecu.edu.au/_data/assests/pdf_file/0019/21376/Scribing_manual.pdf. Downloaded 16/05/2012]
- Module: Learning Disability- Written Expression Disorder*. (2005-2010)[Online], Available: http://accessproject.colostate.edu/disability/modules/LD/tut_written_exp_dis.cfm. Downloaded 16/05/2012]
- Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management (4th Ed)*, London: Paul Chapman Publishing, (Chapter 15)
- Fataar, A. 2001. Engaging the narrowing education policy trajectory in South Africa. *Southern African Review of Education*. 5(2).
- February, F. (2016). *Exploring the Effect of a Dialogical Argumentation Instructional Model in Enhancing Grade Two Learners' Understanding of the Day and Night Cycle*. (Unpublished Master's Thesis) South Africa: University of the Western Cape
- Fiske, E., & Ladd, H. (2006). Racial equity in education: How far has South Africa come?. *Perspectives in Education*, 24(2), 95-108.
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychiatry*, 36(6), 717-732.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books
- Gardner, H. (1998). A multiplicity of intelligences. *Scientific American*, 9(4), 19-23.

- Gardner, H., & Moran, S. (2006). The science of multiple intelligences theory: A response to Lynn Waterhouse. *Educational psychologist*, 41(4), 227-232.
- Greef, M. (2005). *Information Collection: Interviewing*. In De Vos, A. S., Strydom, H., Fouche, C. B., & Delport, C. (2005). Research at grass roots. Pretoria: Van Schaik.
- Heriot-Watt University. (2012). *Scribe/Reading in Exams: A Guide for staff and students*. [Online]. Available: http://www.hw.ac.uk/students/.../Scribing_Reading_in_Exams_guidlines.pdf
- Hancock, B. (1998). *An Introduction to Qualitative research. Trent Focus for Research and Development in Primary Health Care*. Nottingham: Trent Focus Group.
- Hancock, D. R., & Algozzine, B. (2016). *Doing case study research: A practical guide for beginning researchers*. Teachers College Press.
- Howie, S. J, Combrinck, C., Roux, K., Tshele, M., Mokoena, G.M., and McLeod Palane, N. (2016). Pirls Literacy 2016: South African Highlights Report. University of Pretoria: South Africa
- Ancient Egypt. (n.d.). Readers and Scribes, [Online], Available: <http://www.ancientegypt.co.uk/writing/explore/scribe.html>
- Project History Teacher. (n.d.). History of scribes, [Online], Available: <http://www.projecthistoryteacher.com/2006/06/scribes-and-education-in-ancient.html>
- Hockings, C. (2010). *Inclusive learning and teaching in higher education: a synthesis of research*. Retrieved August, 10, 2011. [Online], Available: [http://www.heacademy.ac.uk/evidencenet\[Downloaded\]](http://www.heacademy.ac.uk/evidencenet[Downloaded])
- Human Sciences Research Council.(n.d.).Code of Research Ethics. Retrieved on July 12, 2011 from <http://www.hsrc.ac.za/Page-168.phtml>
- Landsberg, E. 2011a. Learning support. (In Landsberg, E., Kruger, D. & Swart, E., eds. Addressing barriers to learning: a South African perspective. Pretoria: Van Schaik. p. 69-86).
- Lazarus, S., Lomofsky, L. (2001). South Africa: First steps in the development of an inclusive education system. *Cambridge Journal of education*, 31(3), 303-317
- Leithwood, K., Anderson, S. E., Mascall, B., & Strauss, T. (2010). School leaders' influences on student learning: The four paths. *The principles of educational leadership and management*, 2, 13-30.

- Levin, H. (2017). Accelerated schools for at-risk students.
- Lincoln, Y. S., & Guba, E.G. (1984). *Naturalistic inquiry*. New Park, CA: Sage Publications.
- Lomofsky, L., Roberts, R. & Mvambi, N. (1999). The inclusive classroom. In *Inclusive education in action in South Africa*. Edited by Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. Pretoria: Van Schaik.
- Lomofsky, L. & Lazarus, S. 2001. South Africa: first steps in the development of an inclusive education system. *Cambridge journal of education*, 31(3):303-317.
- McClure, R.D. (2002). *Common data collection strategies effective in qualitative studies using action research in technical/operational training programs*. [Online], Available:<http://evokeddevelopment.com/uploads/blog/commonData.pdf>
- McMillan, J., & Schumacher, S. (2001). *Research in education a conceptual introduction*. 5th Ed. New York: Lingman. McMillan, J & Schumacker, S. 2006. *Research in Education: Evidence Based Inquiry*. New York: Pearson Education Inc.
- Mertens, D.M. 2005. Research methods in education and psychology. Integrating diversity with quantitative, qualitative and mixed methods. 2nd ed. London: Sage.
- Mittler, P. (2000). *Working towards inclusive education: Social Contexts*. London: David Fulton Publishers
- University of the
WESTERN CAPE
- Morris, M. W., Williams, K. Y., Leung, K., Lerrick, R., Mendoza, M. T., Bhatnagar, D., ... & Hu, J. C. (1998). Conflict management style: Accounting for cross-national differences. *Journal of international business studies*, 29(4), 729-747.
- Naicker, S. M. (2005). Inclusive education in South Africa. *Contextualising inclusive education*, 230-251.
- Naicker, S. (2006). From Policy to Practice: A South African Perspective on Implementing Inclusive Education Policy. *International Journal of Whole Schooling*, 3 (1): 1-5.
- Naicker, S. (2007). From Policy to Practice: A South-African Perspective on Implementing Inclusive Education Policy. *International Journal of Whole Schooling*, 3(1), 1-6.
- Nash, R. (1990). Bourdieu on education and social and cultural reproduction. *British Journal of Sociology of Education*, 11(4), 431-447
- Neuman, I. W. (1997). *Social Research Methods. Qualitative and Quantitative Approaches*. (3rd Edition). Cape Town: Prentice Hall
- Nieuwenhuis, J. (2007). Introducing qualitative research. In: Maree, K. ed. *First Steps in Research*. Paarl: Van Schaik Publishers, pp. 87.
- Nieuwenhuis, J. (2007). Analysing qualitative data. In: Maree, K. ed. *First Steps in Research*.

- Paarl: Van Schaik Publishers, pp. 99.
- Nieuwenhuis, J. 2010a. Analysing qualitative data. (In Maree, K., ed. First steps in research. Pretoria: Van Schaik. p. 99-117).
- Nieuwenhuis, J. 2010b. Qualitative research designs and data gathering techniques. (In Maree, K., ed. First steps in research. 2010. Pretoria: Van Schaik. p. 69-97).
- Norwich, B. (2002). Education, inclusion and individual differences: Recognising and resolving dilemmas. *British Journal of Educational Studies*, 50(4), 482-502.
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. London: Sage Publications
- Pilbeam, E. (2005). *In Search of Social Science Teacher's Book Grade 7*. Southern Africa: Oxford University Press.
- Prinsloo, M., & Baynham, M., (2008). *Renewing literacy studies*. [Online], Available: <http://web.uct.ac.za/depts/educate/download/pri1.pdf> [Downloaded 25/04/2012]
- Republic of South Africa. 1996. Constitution of the Republic of South Africa. Act 108 of 1966. Cape Town: Government Printer.
- 
- Short, K. G., & Burke, C. (1991). *Creating curriculum: Instructors and students as a community of learners*. Portsmouth : Heinemann
- Sikes, P. (2004). *Chapter 2 Methodology procedures and ethical concerns*. In Opie, C. (Ed). Doing Educational Research. London: Sage.
- South African Council for Educators. SACE. (2017). The Code of Professional Ethics/SACE [Online], Available: <https://www.sace.org.za/pages/the-code-of-professional-ethics>. Retrieved 14Noveember 2017
- South Africa. 1996. National Education Policy Act 27 of 1996.
- South Africa. 1996. Schools Act 84 of 1996.
- South Africa. Department of Basic Education. 2010a. Guidelines for full service/ inclusive schools. Pretoria: Government Printer
- South Africa. Department of Basic Education. 2010b. Guidelines for inclusive teaching and learning programmes. Pretoria: Government Printer.
- South Africa. Department of Basic Education. 2011. Curriculum news: improving the quality of learning and teaching: strengthening implementation from 2010 and beyond. Reflections on the process of writing a new Curriculum and Assessment Policy Statements (CAPS), May.
- South Africa. Department of Basic Education. 2014. (SIAS) Policy on screening, identification, assessment and support. Pretoria: Government Printer.

- South Africa. Department of Education. 1997. Curriculum 2005 discussion document: specific outcomes, assessment criteria, range statements (Grades 1-9). Pretoria: Government Printer.
- South Africa. Department of Education. 2001. White Paper 6. Special needs education: building an inclusive education and training system. Pretoria: Government Printer.
- South Africa. Department of Education. 2002. Draft conceptual and operational guidelines for the implementation of inclusive education. Pretoria: Government Printer.
- South Africa. Department of Education. 2004. Workshop on barriers to learning. Pretoria: Government Printer.
- South Africa. Department of Education. 2005a. Conceptual and operational guidelines for special schools as resource centres. Pretoria: Government Printer.
- South Africa. Department of Education. 2005b. Conceptual and operational guidelines for full service schools. Pretoria: Government Printer
- South Africa. Department of Education. 2005c. Conceptual and operational guidelines for district based support teams. Pretoria: Government Printer.
- Stack, E. (2007). *Inclusion of student with Special Educational Needs: Post-Primary Guidelines*. Dublin: Stationary office, Special Needs Education: Building on Inclusive Education and Training-South Africa July 2001[Online], Available: http://wced.pgw.gov.za/documents/...Special_Needs_Education.html
- Stanford, P. (2003). Multiple intelligence for every classroom. *Intervention in school and clinic*, 39(2), 80-85.
- Stears, M., & Gopal, N. (2010). Exploring alternative assessment strategies in science classrooms. *South African Journal of Education*, 30(4), 591-604.
- Swart, E. & Pettipher, R. 2011. A framework for understanding inclusion. (In Landsberg, E., Krüger, D. & Swart, E., eds. Addressing barriers to learning: a South African perspective. 2nd ed. Pretoria: Van Schaik. p. 3-26).
- Taras, M. (2008). Summative and formative assessment: Perceptions and realities. *Active learning in higher education*, 9(2), 172-192.
- Taylor, N. (2008, February). What's wrong with South African schools. In *What's Working in School Development Conference, JET Education Services, Cape Town*.

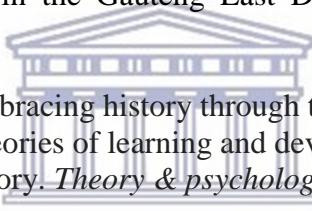
Thurlow, C. (2004). Relating to our work, accounting for our selves: The autobiographical imperative in teaching about difference. *Language and Intercultural Communication*, 4(4), 209-228.

United Nations Educational, Scientific and Cultural Organisation. 1994. Salamanca statement and framework for action on special education needs. [www.unesco.org/ education/](http://www.unesco.org/education/)

United Nations Educational, Scientific and Cultural Organisation. 2005. Guidelines for inclusion: ensuring access to education for all. Paris: UNESCO.

United Nations Educational, Scientific and Cultural Organisation. 2005. Understanding and responding to children's needs in inclusive classrooms. A guide for the teachers. Paris: UNESCO.

Venter, R. (2012). The implementation of Adaptive methods of Assessment (Particularly Amanuenses) at four schools in the Gauteng East District of the (Doctoral dissertation, University of Johannesburg).



Vianna, E., & Stetsenko, A. (2006). Embracing history through transforming it: Contrasting Piagetian versus Vygotskian (activity) theories of learning and development to expand constructivism within a dialectical view of history. *Theory & psychology*, 16(1), 81-108.

Vygotsky, L. (1978). Interaction between Development and Learning. In Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Mass: Harvard University Press.

Wahl, R. A. (2017). *Exploring effective teaching strategies for foundation phase teachers in mainstream primary schools to effect inclusive education* (Doctoral dissertation, North-West University (South Africa), Vaal Triangle Campus).

Wang, Y.B. (2009). Impact of Lev Vygotsky on Special Education. *Canadian Social Science*, 5(5), 100-103.

Webster, J. (2015). *Children with Writing Problems*: [Online], Available: <https://www.thoughtco.com/scribing-accommodation-for-children-writing-problems-3110875>

Western Cape Education Department. (2015). SBST Roles, Functions and Responsibilities: Establishing Functional SBST's within the SIAS Framework. [PowerPoint Slides]

Western Cape Education Department Policy Document: Alternative and adopted methods of examining/assessing learners with Special Education Needs. [Online], Available: http://wced.pgwc.gov.za/circulars/minutes05/dea25_a.pdf

Williams. J. D., & Snipper, G. C. (1990). *Literacy and Bilingualism*. New York & London: Longman Group Ltd

Yin, R. K. (1994). *Case study research: designs and methods* (2nd Ed.). Newbury Park, CA: Sage Publications.

Yin, R. K. (2003). *Case study research design and methods*. (3rd Ed). London: Sage Publications.

Yin, R. K. (2009). *Case study research design and methods* (4th Ed.). Thousands Oaks, California: Sage Publications.



7 APPENDICES

Appendix A: PROJECTINFORMATION SHEET

Research Title: Investigating factors that influence the use of scribes as an alternative means of assessing learners with barriers to learning: A case study of one school in Cape Town

What does this study entails?

This is a research project will be conducted by Ms. Chantelle Melanie August of the Faculty of Education at the University of the Western Cape. I am inviting you to participate in this research because you are able to give valuable the information about your ideas and beliefs about education. You are selected to give more insight on Alternative assessment method with specific reference to the use of scribes as well as the role that management play in ensuring that it is implementation in your school. The purpose of this study is to investigate factors which may hinder the successful implementation of alternative assessment.

Expectations



What will I be asked to do if I agree to participate?

You will be asked to complete a questionnaire that deals with two specified themes namely, classroom practice and diverse learning and alternative assessment methods. You will be asked to participate in an individual interview that will be voice recorded and transcribed. The questions will link to the aforementioned themes.

Is participating in this study confidential?

You can be assured that I will keep your personal information and that of your school private and confidential. With regards to the voice recorded interviews I vow not to mention your name or the school's name on it and will be kept in a secure place. There will be nothing on the records that will link you or your school. If we write a report or article about this research, your privacy and anonymity and that of your school will be protected to the maximum extent possible. However, if information comes to my attention concerning child abuse, neglect or potential harm to you or other

I will disclose to the appropriate individuals and/or authorities in accordance with legal requirements and/or professional standards,

Are there any risks involve?

There are no known risks associated with participating in this research.

What are the benefits of this research?

This research is designed to identify factors which may influence the successful implementation of alternative assessments methods, specifically the use of scribes as a means to assist learners with learning barriers.

Additionally, I hope that this research offers teachers as well as management an opportunity to reflect on their assessment strategies in terms of learners with different learning barriers.

Do I have to participate in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part or withdraw at any stage of the research. If you decide not to participate in this study or to withdraw, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

Should you have any questions about the research study itself, please contact Ms. Chantelle Melanie August at 2941643@myuwc.ac.za on 0833882502.

Should you have any further questions regarding this study or your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact Dr. Neetha Ravjee who is the supervisor of this study. She can be contacted on (021)959 2246 or neetharavjee@uwc.ac.za.

Appendix B: University of the Western Cape Permission Letter

 OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 2988/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

11 April 2016

Ms CM August
Faculty of Education

Ethics Reference Number: HS/16/1/18
Project Title: Inclusive alternative assessment strategies: Exploring the use of scribes to assist learners with diverse learning styles in a Cape Town Primary School

Approval Period: 11 March 2016 – 11 March 2017

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

[Signature]
Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

Appendix C: Western Cape Education Department Permission Letter



Western Cape
Government

Education

Directorate: Research

Audrey.Wyngeard@wced.westerncape.gov.za
tel: +27 21 457 9272
fax: 0865702380
Private Bag X9114, Cape Town, 8000
wced.westerncape.gov.za

REFERENCE: 20160420-9659
ENQUIRIES: Dr A T Wyngeard

Ms Chantelle August
8 Alberta Street
Forest Heights
Bellville, River

Dear Ms Chantelle August

RESEARCH PROPOSAL: INCLUSIVE ALTERNATIVE ASSESSMENT STRATEGIES: EXPLORING THE USE OF SCRIBES TO ASSESS LEARNERS WITH DIFFERENT LEARNING STYLES IN A CAPE TOWN PRIMARY SCHOOL

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The study is to be conducted from 03 May 2016 till 31 August 2016.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngeard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
The Director: Research Services
Western Cape Education Department
Private Bag X8114
CAPE TOWN
8000

We wish you success in your research.

Kind regards,

Signed: Dr Audrey T Wyngeard
Directorate: Research
DATE: 21 April 2016

Lower Parliament Street, Cape Town, 8001
tel: +27 21 457 9272 fax: 0865702380
Toll-free: 0800 45 47

Private Bag X9114, Cape Town, 8000
Employment and salary inquiries: 0861 73 33 33
[www.wced.westerncape.gov.za](http://wced.westerncape.gov.za)

Appendix D: Letter

8 Alberta Street

Forest Heights

Eerste River

7100

January 2016

School Address

Principal, School Management Team and Governing Body

RE: Permission for participation in Educational Research

My name is Chantelle Melanie August. I am a Masters student in the Educational Studies Department at the University of the Western Cape (UWC). As part of this course I am required to conduct research in the field of Educational Studies with the aim of becoming a more proficient researcher.

The aim of my research is to identify how the school manage Alternative assessment with specific reference to scribes that assist learners with learning barriers. My research hopes to create a platform where the school explore other forms of alternative assessments such as scribes and not only focus on the writing form of assessment.

My research will require me to gather data from one teacher in each Phase (Foundation, Intermediate and Senior) as well as the learning support teacher and the principal who is the leader of the school. Each teacher will be asked to fill in a questionnaire, partake in an interview which will last approximately 30 minutes and will be voice recorded. I will also have to observe documents such as the school policies. I would arrange to do the interviews with the three teachers after school hours. I do not foresee that my research will in any way disrupt the normal running of the school. I plan to collect my data during April and May of this year.

Should your school agree to participate in this research study, I would be willing to share my research findings with your staff on your request. These findings could assist your school with understanding the need for different forms of assessment practices. Neither the names of teachers participating in the study nor the name of your school will be revealed in my research report. I have attached to this letter an information sheet explaining what my research is about as well as a consent form stating what the participants would agree to consent to in this research.

I hope that this letter finds you well and that I will receive your favorable response.

For any additional information do not hesitate to contact me or my supervisor Dr. NeethaRavjee on the contact details provided below.

Thank you in advance.

Yours truly

Ms. C.M. August

0833882502

2941643@myuwc.ac.za

Dr. NeethaRavjee

(021)959 2246 or neetharavjee@uwc.ac.za.

Appendix E: Informed Consent Form (Semi-structured Interviews)

With your signature at the bottom of this page, this form has the power to protect the autonomy of the participant (Name and surname).

Please read it in full, and if you understand and agree, sign below.

The purpose of this research is to explore how the use of scribes for a longer period of time can increase literacy performance. The idea is to learn whether the use of scribes lone during exam times work effectively and assess whether this could be a development strategy in the long term in terms of learners and teacher perceptions.

Individually, you have been identified as a potential participant for this research because you may have valuable insights for this research. All that is required is your participation in this interview which should last no longer than sixty minutes.

Please be advised that participation is voluntary. You are at liberty to withdraw from the research at any time without any negative or undesirable consequences for yourself. All responses will be treated confidentially and only used for references purposes. Anonymity will be ensured, and there are no limits to confidentiality, unless you are willing to be named. This research will be used for articles to be published in academic publications. The findings of the research will also be reported back to participants.

Yours faithfully

UNIVERSITY of the
WESTERN CAPE

Chantelle August

Tel: 083 388 2502

Email: 2941643@myuwc.ac.za chantyaugust@gmail.com

I..... (Full names of participant)
**herby confirm that I understand the contents of this document and the nature of the research project,
and I consent to participating in the research project.**

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT:

DATE:

Appendix F: School Governing Body (SGB) Consent Form

I give consent that selected participants may participate in the research study of (Researcher name).

I have read the Project Information Statement explaining the purpose of the research project and understand that:

The purpose of this research is to explore how the use of scribes for a longer period of time can increase literacy performance. The idea is to learn whether the use of scribes lone during exam times work effectively and assess whether this could be a development strategy in the long term in terms of learners and teacher perceptions.

..... (School name) have been identified as a potential setting for this research because of its direct involvement with scribes, and may have valuable insights for this research. All that is required is the participation of teachers in this interview which should last no longer than sixty minutes.

Please be advised that participation is voluntary. The school is at liberty to withdraw from the research at any time without any negative or undesirable consequences for the participant or the school. All responses will be treated confidentially and only used for references purposes. Anonymity will be ensured, and there are no limits to confidentiality, unless you are willing to be named. This research will be used for articles to be published in academic publications. The findings of the research will also be reported back to participants.

Yours faithfully

UNIVERSITY of the
WESTERN CAPE

Chantelle August

Tel: 083 388 2502

Email: 2941643@myuwc.ac.za chantyaugust@gmail.com

I.....(Full names of principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to allow(name of school) participating in the research project.

I understand that my school is at liberty to withdraw from the project at any time, should we so desire.

SIGNATURE OF PRINCIPAL: DATE.....

APPENDIX G: TEACHER QUESTIONNAIRE

PLEASE DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE!

Please answer the following questions by placing an X in the relevant block/s or writing down your answer in the space provided. Your anonymity is ensured.

This questionnaire consists of two sections namely: **Section A – Personal background**

Section B – Your ideas and views about Inclusive Education and Alternative Assessment with regards to students' diverse learning needs; and the role that management play in ensuring the successful implementation of alternative assessment to accommodate learners with diverse learning styles.

Respondent code _____

SECTION A

1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. What is your rank?

Principal	<input type="checkbox"/>
Deputy Principal	<input type="checkbox"/>
Head of Department	<input type="checkbox"/>
Grade leader	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Scribe	<input type="checkbox"/>
Learning Support Teacher	<input type="checkbox"/>

3. What is your teaching experience?

Below 1 year	<input type="checkbox"/>
Between 1-10 years	<input type="checkbox"/>
Between -10-20 years	<input type="checkbox"/>
Above 20years	<input type="checkbox"/>
Other	<input type="checkbox"/>

SECTION B

Information on inclusion and the role of management in terms of alternative assessment methods

1. What do you understand by the term Inclusive Education?

2. Do you think inclusive education should be welcomed and embraced in mainstream schools?

3. Does your school have a functional School Based Support Team?

Yes	
No	



4. If yes, who serves on the SBST?

5. What is your understanding of Alternative Assessment?

6. Is your school making use of Alternative assessment methods, specifically scribes?

Yes	
No	

7. If yes, was there a difference in learners' results?

8. What processes must be followed by the school to apply for concessions in terms of alternative assessment?

9. Do you face any challenges with the implementation of alternative assessment at your school?

10. How does your school address these challenges?



UNIVERSITY of the

11. What factors in school influence (positively or negatively) the implementation of scribes as an alternative assessment method?

APPENDIX H: Semi-Structured Interview: School management team and teachers

1. Are you aware of the different forms of alternative assessment methods other than reading and writing for learners with learning barriers? Follow up- What form of assessment are your school currently using for learners with learning barriers?
2. Are you and the school aware that you can make use of a scribe as a form of alternative assessment to assist learners with learning barriers? Follow up- What do you understand under the concept scribes?
3. We are moving towards an inclusive education system where teachers must accommodate learners with different learning and physical impairments. Do you prefer a scribe to assist your learners with learning barriers for formative and summative assessment? Follow up- Do you think it will be a true reflection of the learners' ability and the schools results?
4. What are the limiting and enabling factors regarding the effective implementation of scribes?
5. Does the school management support alternative assessment methods, in particular the use of scribes? Explain



Closure

6. Do you think that school management has the power to change a disability into an ability?



APPENDIX I: Document Analysis

The initial questions below will be used to begin my analysis.

EVIDENCE	Yes	No	Other comments and analysis
School has a code of conduct and mission and vision statement			
School has an assessment policy			
School has an Assessment Committee			
School has a functional School Based Support Team (SBST) and learning support teacher			
School has a School Improvement Plan			
School has scheduled Assessment Committee Meetings			

EVIDENCE	Descriptive evidence
Does the school's Mission and Vision explain assessment clearly?	
Is the Assessment Policy in line with the National Protocol on Promotion and Progression?	
Does the school SIP recognize alternative forms of assessment?	
Standard of Assessment consist of High order, Middle order and Low order questions	
Who serves on the Assessment committee	
Does the school have a specific intervention program to assist learners with learning barriers?	

APPENDICES J: Examples of extracts of interviews

The following table is an example of how the researcher categorized the themes or topics.

Step 1: Breaking down and identifying topics

<p>Extracts from interviews</p> <p>R: Are you aware of different forms of alternative assessment methods other than reading and writing for learners with learning barriers?</p> <p>IT 3: Yes I am.... having either a scribe or someone that would be able to assist when answering questions, a reader ...</p> <p>MI 4: Yes I am ... for example learners that has audio or hearing problems...audio assessments and then...are kinesthetic... must do practical tasks and then... brail assessment...</p>  <p>UNIVERSITY of the WESTERN CAPE</p>	Alternative Assessment methods
<p>R: What are the limiting and enabling factors regarding the effective implementation of scribes?</p> <p>IT 3: I think the limiting one would be we are short of staff ... I think fairness in regard to a child that is able to do...actually identifying who has the problem... and actually showing the clear indication through records...is consistency...The training..</p>	Limiting we are short of staff actually identifying fairness records consistency training
<p>R: Great and if you say the enabling factors what do you think would be the enabling factors?</p>	

		denial Enabling Can happen if: support be approve consent proper infrastructure Limiting administration, the paper work, the paper trail follow up and follow through
IT 3: Enabling factors... support it. It cannot only come from the teaching staff it needs to be supported by the governing body by the SMT the school management team and it needs to be approve ... denial ... we need consent from the parents... support and having the proper infrastructure to make sure...	MI 4:I would say the administration, the paper work, the paper trail ...also not all educators follow up and follow through with the processes, ...	Factors



UNIVERSITY of the
WESTERN CAPE

Step 2 - Categorizing the topics

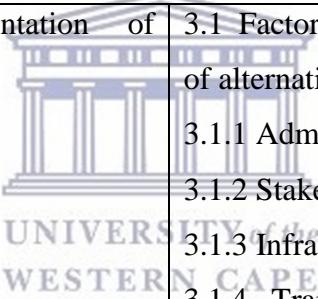
Example

Teachers concerns about struggling learners	<ul style="list-style-type: none"> ...measured with the same measuring stick Place at a disadvantage
Role of management	<ul style="list-style-type: none"> There is no space even available for this to take place I don't know if I can point fingers to the SMT supporting it because you know at the end of the day we just follow rules that we get from above but no they are not really doing anything for us to, to get it
Teachers knowledge and views of alternative assessment methods	<ul style="list-style-type: none"> ...I've seen so far that education and the ability to do things not

	<p>only through academics or athletics, it can be through arts and other avenues, nature where children learn more as well how to deal with plants and practical matters</p> <ul style="list-style-type: none"> • oral exams • ...results will improve dramatically you will see a greater reflection of the child's potential if they do that process and that would be the reality.
Factors for implementation	<ul style="list-style-type: none"> • process of making it a reality is quite lengthy • parents are also not bringing their part • parents are either in denial • put over from grade to grade and now the child is in grade 6 and now we realize but the child is actually on a grade 3 level. • we under staff • permission that needs to be asked from the education department • paper work and logistics

The following table gives a detailed description of the themes and sub-themes which was gathered from the data collected.

Table 7-1: Step 3 - Description of themes and sub-themes

Theme 1	Sub-themes
Teachers concerns about struggling learners	1.1 Expectations of learners
Theme 2	Sub-themes
Teachers knowledge and views of alternative assessment methods	2.1 Teachers knowledge about different forms of alternative assessment 2.2 Teachers knowledge about scribes as a form of alternative assessment method 2.3 Teachers views about alternative assessment methods and results
Theme 3	Sub-themes
Factors influencing the implementation of alternative assessment	 3.1 Factors that limits the implementation of alternative assessment 3.1.1 Administration and paper work 3.1.2 Stakeholders: Teachers and parents 3.1.3 Infrastructure, staff and class size 3.1.4 Training of scribes, finances and resources 3.2 Enabling factors influencing the implementation of alternative assessment 3.2.1 Support of all stakeholders and resources
Theme 4	Sub-themes
Role of management	4.1 Teachers views on power that management holds to change a disability

into an ability

4.2 Support notion of alternative assessment methods

4.3 Funding, Resources and Training

