

**TEACHER SUPPORT TEAMS IN PRIMARY SCHOOLS,
OF THE WEST COAST WINELANDS
EDUCATION MANAGEMENT AND DEVELOPMENT CENTRE,
WESTERN CAPE EDUCATION DEPARTMENT,
SOUTH AFRICA.**

BY

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Declaration

I, the undersigned, hereby declare that

" Teacher Support Teams in Primary Schools, of the West Coast Winelands Education Management and Development Centre, Western Cape Education Department, South Africa"

is my own, original work that has not been submitted before to any other University, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Joan Agnes Ann Jafthas

Signature 

Date November 2004.....

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I want to thank my Heavenly Father who gave me the strength and health to achieve my goal.

I am very grateful to my dear husband, Marty, who has sacrificed his time to assist me, and my two caring daughters, Gizelle and Marcha, my son-in-law, William Boraine who have supported and encouraged me throughout my studies. They were there whenever I needed them.

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Special thanks to the principals, teachers and the Specialized Learner and Educator Support component of the West Coast Winelands Education Management and Development Centre (EMDC) for their contribution and cooperation during my study.

I want to thank the Western Cape Education Department (WCED) for permission to conduct this research in the primary schools of the West Coast Winelands EMDC of South Africa and the elementary schools in Massachusetts in the United States of America.

DEDICATION

I dedicate this study to my late beloved son, Marcellus, who was always proud of my achievements throughout my academic and professional career.

ABSTRACT

This research study explores the functioning of Teacher Support Teams (TSTs) in primary and elementary schools of the Western Cape Education Department (WCED) of South Africa and Massachusetts in the United States of America, in assisting educators of learners with special needs in mainstream schools.

The White Paper 6 on Building an Inclusive Education and Training System in South Africa (Department of Education, 2001:11), emphasizes the need to develop a community-based support system to support schools and education institutions, with a particular emphasis on the development of institution-level support teams, with all education institutions. This policy document, which has been used as a framework for this research, advocates that all schools must adapt to meet the needs of all learners, including those who have disabilities and those who have not had the opportunities to education.

A case study approach was employed in this study to gain an in-depth understanding of the situation and meaning of TST's for the participants who were involved. Because of the strength of the case study, it is a particularly appealing design for applied fields of study such as education. The validity of research findings increased, by using multiple methods of data collection, and multiple case studies. This approach is often referred to the literature as "triangulation." Triangulation can be defined as the "use of multiple methods in the study of the same object". A triangulation method for this study was used. The following research instruments were used, namely questionnaires to educators and the Specialized Learner and Educator Support (SLES) component of the EMDC, interviews with principals, document analysis of schools and focus group observation at TST meetings.

The study highlighted the main issues (1) do schools have TSTs; (2) the structuring of TST meetings; (3) are principals members of their TSTs, (4) the moderation process at schools during 2003 (5) are educators competent to assist learners who experience barriers to learning; and (6) clarity on role and responsibility of the MFT at EMDC level,

derived from questionnaires and interviews experienced by educators, principals and the SLES component with regard to the functioning of TSTs at schools. Having made the analysis, I found that TST meetings were inadequate and not well structured. I, as a researcher support this concern, and argue that the root of the problem ensuring the sustainability of TSTs lies specific in planning adequate time so that continuous discussions are provided for.

The conclusions and recommendations in this study are the following;

- (1) TST meetings should be well-structured at the beginning of a school year in every school of the WCED;
- (2) Principals as leaders of their schools need to take ownership regarding the establishing and optimal functioning of their TSTs;
- (3) From Head Office of the WCED, regular joint meetings should be established with EMDCs and delegates from schools regarding the process of TSTs;
- (4) Role players of the different components of the EMDC should have definite roles and responsibilities in supporting schools with the sustainability of TSTs
- (5) A continuous monitoring and supporting mechanism regarding the functioning of TSTs, should be accomplished by the MFT at EMDC level enhancing the link between TSTs and the moderation and more time process, are meant to contribute to the sustainability and continuity of TSTs in the WCED.

Finally, I conclude with recommendations for the schools as well as the West Coast Winelands EMDC, that partook in this study, in order to enhance and improve the functioning of TSTs.

Key words

1. Education Policy
2. Outcomes- Based Education
3. Inclusive Education
4. Teacher Support Teams

5. Education Management and Development Centre
6. Collaboration
7. Communication
8. Teachers' Practices
9. Learner-centred Approach
10. Classroom Management
11. Quality Education
12. Accountability
13. Motivation

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ACRONYMS

CAS	Curriculum Advisory Services
CSG	Child Study Group
DST	District Support Team
EMDC	Education Management and Development Centre
FP	Foundation Phase
IMG	Institution Management and Governance
IP	Intermediate Phase
LEA	Local Authority Education
LO	Life Orientation
MFT	Multi Functional Team
NCESS	National Committee for Education Support Services
NCSNET	National Commission on Special Needs in Education and Training
NGO	Non-Governmental Organization
OBE	Outcomes-Based Education
RNCS	Revised National Curriculum Statements
SGB	School Governing Body
SLES	Specialized Learner and Educator Support
SMT	Strategic Management Team
SP	Senior Phase
TST	Teacher Support Team
WCED	Western Cape Education Department

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

The development of good character cannot be separated from the basic purpose of education – to lead persons out of ignorance and helplessness, so that they have the chance to lead positive, purposeful, productive lives for themselves.

Delattre, E. & Russell, W. (1993).

1.1 INTRODUCTION

The functioning of a Teacher Support Team (TST) is an important aspect in improving quality of education, because it has as its purpose the enhancement of collaboration and support to educators and development of conditions for learners to become more successful. The main aim of this research is to investigate the functioning of TSTs in the schools of the West Coast-Winlands EMDC of the WCED. According to Archer, Viljoen, Hanekom and Engelbrecht (1995), quality is creating an environment where educators, parents, government officials, community representatives and business leaders work together to provide students with the resources they need to meet the current and future academic, business, and societal changes. The above-mentioned authors argue that the quality of education will improve and affect academic, business and societal changes when administrators, educators, staff and school governing body members develop new attitudes focusing on leadership, teamwork, cooperation, accountability and recognition.

This study focuses mainly on research at four primary schools in South Africa and draws on some research done in four elementary schools in the United States of America in Massachusetts. The South African and American schools are all situated in the rural areas. The reason why the four schools in South Africa were chosen is

because two of the schools have educators with qualifications in Learning Support and the other two schools do not have fully trained Learning Support educators.

The reason for drawing on some of the experiences of the American schools is because they have also implemented Outcomes-Based Education (OBE) similar to the South African situation. The researcher drew on the different contexts with the same philosophy of education in order to understand the functioning of TSTs.

1.2 BACKGROUND TO THE STUDY

In South Africa we had an education system that was content-based, inflexible, oppressive and segregated in terms of disability and race. It was determined by time and calendar and by failing and passing at the end of the year. Learners had to "fit in to" a particular kind of system or were integrated into an existing system. Specialists who diagnosed and prescribed technical interventions assessed learners and the focus was on the individual learner. A shift is now taking place towards a new, liberating system of education that is outcomes-based, inclusive in terms of disability and race and has a flexible approach to time and progression.

Our Constitution (Act 108 of 1996) serves as the basis of our democratic state and common citizenship on the values and human dignity, the achievement of equality and the advancement of human rights and freedoms. These values prescribe to all of us to take up the responsibility and challenge of building a humane and caring society - not for the few, but for all South Africans. Outcomes-based Education (OBE) is a philosophy towards teaching and learning that was introduced in South Africa in 1997. The new Ministry of Education had to move away from apartheid education and introduce a new curriculum in the interests of all South Africans. Rapid changes are taking place in the world and South Africa has to transform according to her contextual realities. Schools could not just teach what was in the old-style textbooks,

as information may be outdated. The style of teaching also needed change to meet the needs, and to accommodate of all the learners in schools.

OBE is a philosophy towards learning and teaching that is learner-centered and is based on the understanding that all learners can learn. An outcomes-based system is a single system of education that can accommodate all learners, including learners who experience barriers to learning and learners who are regarded as gifted. According to the Revised National Curriculum Statements (RNCS), OBE forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve their maximum ability (RNCS, 2002:1).

Inclusive Education, as part of OBE, is provided in a single, integrated system that is able to recognize and respond to the diverse needs of the learner population, irrespective of the learning context. Options for education provision and support services are provided. Learners are able to move from one learning context to another, for example, from a special center of learning to an ordinary center of learning or from a formal to a non-formal program.

South Africa is part of the larger world and has to compete with other countries. Therefore, learners in South Africa have to develop the skills, knowledge and values needed for improvement in this competition. Our education system should provide the necessary support and use all the resources we already have. The existing resources and capacities within the system should be strengthened and transformed to contribute to the building of an inclusive system.

In a country and a world as diverse as ours, OBE requires learners to become active participants who create their own knowledge with necessary facilitation by the educator, after interacting with information from different resources. However, the role of the educator should not be underestimated as a human resource. Therefore,

OBE takes into account the rate at which learners learn (learner-paced), irrespective how small the step is or how long it takes the learner to complete it.

Inclusive education was introduced into South Africa by the National Commission on Special Needs in Education and Training (NCSNET), and the National Committee on Education Support Services (NCESS). These bodies were appointed in 1996 by the President and the Ministry of Education to investigate and make recommendations on all aspects of education and training need and support services.

There are various similarities between OBE and Inclusive education. Inclusive is implicit in OBE to a large extent. According to Naicker (1999:91) the similarities include the following:

- A clear set of expectations or learning outcomes for a single system;
- A clear set of expectations or learning outcomes for a single education that accommodates the needs of all learners;
- Conditions and opportunities within the system which enable and encourage all learners to achieve essential outcomes;
- Ensuring that all learners are equipped with the knowledge, competence and qualities needed for success after exit from the educational system;
- An assumption that all learners can learn and succeed, but not necessarily at the same pace and on the same day;
- Structuring and operating schools so that all students can demonstrate the outcomes;
- Successful learning promotes even more successful learning;
- Schools control the conditions that directly affect successful school learning.

The implementation of OBE was in a certain way problematic. The training of facilitators was not adequate. Some senior personnel were at a loss to help. Educators were confronted with a large volume of administrative work and there was not an equal balance between teaching and administrative tasks. The basic principles of education were not acknowledged, therefore OBE could not be successfully

implemented. In the researcher's opinion it was a matter of the baby been thrown out with the bath water. OBE meant different things to different people in theory and in practice (Hargreaves & Moore, 2000 & Harley et al, 2000). As the guiding philosophy of 2005 in 1997 it was, for its initiators, the pedagogical route out of apartheid education. In its emphasis on results and successes, on outcomes and their possibility of achievement by all at different paces and times rather than on a subject-bound, content-laden curriculum, it constituted the decisive break with all that was limiting and stultifying and in the content and pedagogy of education. According to the Curriculum Review Report presented by Professor Linda Chisholm (May 2000: 45), there had been an over whelming support for OBE and Curriculum 2005. However, the implementation has been confounded by:

- A skewed curriculum structure and design;
- Lack of alignment between curriculum and assessment policy;
- Inadequate orientation, training and development of educators;
- Learning support materials that are variable in quality, often unavailable and not sufficiently used in classrooms;
- Policy overload and limited transfer of learning into classrooms;
- Shortage of personnel and resources to implement C2005; and
- Inadequate recognition of curriculum as the core business of education department.

All these above-mentioned issues were seen as requiring attention. But in the end, the belief is that every child can achieve and can be educated and be successful in his/her own way. Their weaknesses were underpinned by and required adequate resources, manageable timeframes for implementation and regular monitoring and review. The researcher is well convinced that we all have strengths to make OBE as the adopted educational policy work if given the space to treasure and nurture these strengths.

There is a relationship between some of the principles of TSTs and OBE. Both focus on a learner-centered approach and every learner can achieve success in his/her own way if the necessary support is been given to them. TSTs have become policy (see Appendix I) and schools should be responsible and accountable to implement it.

According to the Schools Act, the quality of education of the learners must be improved. For example, there must be better facilities, well-skilled educators and innovative methods of teaching conditions. Learners should also be well motivated and disciplined in such a way to take education seriously and utilize opportunities available (SA Schools Act 1997:45).

1.3 MOTIVATION

There is an increasing need for schools in the WCED to deal with physical, emotional and social needs of all learners. Above-mentioned aspects had influenced learners' performance in many schools. It has also caused an increase demand for the SLES component at EMDC level to support those learners who are exposed to it.

However, there is a lack of resources to meet these demands. The primary motivation for embarking on a study of this nature is to find ways of addressing the diverse needs of learners and educators in a holistic, comprehensive, empowering and cost-effective manner. An examination of traditional forms of school-based assistance have revealed that the emphasis should be on curative services; and that the focus should be on the individual with intervention occurring at the individual level. An attempt was made at facilitating of learning difficulties by whom educators. Intervention focused on developing, nurturing and sustaining a culture of learning. However, it did not meet the new demands.

A TST is a form of school-based assistance to serve and address "special needs" and engage in preventive and promotive actions as defined by the Strategic Management Team (SMT) report (1994) and NCSNET/NCESS (1997). The aims of TSTs are to support learners, educators and parents; to develop health promotion and preventative programs; to promote well-being in the classroom and at home and to work closely with education support service personnel in an attempt to achieve the above-mentioned aims to improve the optimal functioning of TSTs.

This study is concerned about an in-depth exploration of a collaborative TST approach of an entire staff of schools in two countries, namely South Africa and America in addressing the problems experienced by particular primary school communities. In the teaching and learning of today, the implementation of TSTs is vital for rendering support to our learners, educators and parents, so that they can be competent in the future. Partnerships with NGOs, business and other outside agencies are important if effective support systems are to be developed. It will be the responsibility of both the TST and the EMDC personnel to initiate these partnerships. The TST, therefore, has an important role in the reconstruction of support services. It is an economical resource within schools that should be well utilized and its potential needs should be maximized with regard to education support services.

The researcher, in her capacity as a junior primary educator for fifteen years for the Department of Education, House of Representatives, taught in an adaptation class for seven years and worked with learners who had mild to severe learning disabilities. An adaptation class, also called special class in the ex- Cape Education Department, accommodates learners who cannot cope with mathematics, spelling and reading which are the three main subjects at Foundation Phase level in the mainstream classes. These learners had been tested by the school psychologist for placement and were then taught the basic reading-, spelling- and mathematical skills to help them when they leave school. Placement implies that learners were withdrawn from the mainstream classes to the adaptation classes. A big focus was on the non-academic subjects like art, music, needlework, woodwork, craft and entrepreneurship. In the main subjects there had been emphasis and concentration on the most basic skills.

In 1990, the researcher completed a full time course in Remedial Teaching at the University of Stellenbosch to broaden her knowledge on the empowering of educators in helping learners with special education needs. During 1991, as Head of Department in Remedial Teaching in the employment of the Western Cape Education Department (WCED), the researcher did a needs analysis of 30 schools in the West

Coast Winelands area on effective teaching methods. The researcher focused especially on those learners who had not been placed in adaptation classes at all.

The findings at the schools without adaptation classes indicated that educators had a lack of skills and strategies to support those learners who had difficulty in spelling, reading and mathematical problems. However, the importance of a supportive system at school level, to empower those educators who seemed to have a need for training in specific skills and strategies, was crucial.

From 1995 onwards, inadequate in-service training and support was provided by the Head of the Education Department in Cape Town, now called Head Office. There were no officials appointed from Head Office to give the necessary support to educators in adaptation classes. Only the school psychologist visited schools in the researcher's area and tested learners for placement. There were no visible support structures in place. The researcher held workshops (see Appendix M) and seminars in cooperation with WCED, on classroom-based learning support, and developed the benefits, aims and significance of TSTs in collaboration with the educators. Interim models for effective functioning of TSTs was given to schools ("the why and how to do it").

Educators were given the assurance of the researcher's support and assistance. Many schools in the area implemented TSTs "on paper", meaning that educators made claims on in written form, but never practiced support to learners with special educational needs. Educators were ill equipped to develop their potential and consequently it was not evident in their practices. Educators did not differentiate between the different groups in their classes and did not know how to adapt their teaching methods in order to accommodate all learners. The researcher had experienced some degree of differentiation at Foundation Phase (FP) level. However, at Intermediate Phase (IP) and Senior Phase (SP) levels there had been some

reluctance to differentiate. Educators at IP level and SP level found it very difficult to differentiate as some of them were teaching specific Learning Area content.

The researcher discovered that schools did not prioritize their work schedule in order of "least" or "most" importance. There had been no healthy balance between academic work and extra-mural activities at majority of these schools. Sport activities, fundraising issues for example, bazaars, concert dates and musical events, were being determined at the beginning of the year, while academic issues and in-service training sessions with regard to TST meetings were sometimes not well-structured. The quality of teaching was usually negatively affected due to the non-existence of TSTs.

The purpose of a TST is to build and to strengthen the knowledge, skills and attitudes of educators in schools. TSTs are examples of school-based development designs to give support and assistance to individual educators. In this way, TSTs address a significant, but neglected area of school development, which has the potential to enhance the working conditions of educators. Many educators do not have a clear understanding of what a TST offers a school staff in terms of professional growth and specific skills to support learners in their classes who experience barriers to learning. A TST is a resource and vehicle to support every person with the necessary strategies and methods in order to help those children who are in need of learning support.

The TST is composed of educators in the school who act as the core team and, where appropriate, it includes parents and learners. According to the White Paper 6 (DOE 2001:28) on Inclusive Education, the principles on which a TST is based are:

- The team members as well as the educator accept responsibility for support to all learners who need it;
- Different persons' knowledge and experiences in a team approach are shared in order to help the educator as well as the learner;

- The focus is on early identification of possible learners with impairments if necessary, referring to learners who need specialized support;
- The TST gives more autonomy to schools to develop a good infra-structure in order to reduce external support; and
- A TST is an indispensable structure to accept the Inclusive Education policy.

Inclusivity implies that all learners, irrespective of their abilities, background and potential, are accommodated in the same class. Therefore, it is of utmost importance for educators to develop a collaborative relationship among their colleagues so that expertise may be shared in meeting the diverse needs of all learners in an inclusive setting (Thousand & Villa, 1990:103).

The WCED has embarked on a restructuring process moving from a decentralized support service delivery through the EMDC whose function is to develop the promotion of schools as learning organizations. A Multi Functional Team (MFT) at EMDC level provides services to support the learning and teaching process by identifying and addressing learner, educator and institutional needs. The members of the MFT consist of all the components of the EMDC, the Institution Management Governance (IMG), Curriculum Advisory Services (CAS), Administrative Personnel, as well as the SLES (Education White Paper 6, 2001:19). Therefore, educators who work in a collaborative team can accomplish much more than working in isolation. Sometimes there are educators who do not co-operate in a team and prefer to work on their own due to lack of developmental skills. Collaboration can assist in developing additional knowledge and skills with regard to the support.

According to Bradley et al (1997:105) effective TSTs should:

- Be committed to a common goal;
- Accomplish change and improvement in task completion;
- Communicate personal feelings and attitudes to improve team functioning;
- Share all viewpoints and make decisions;
- Recognize that all members' opinions are important;

- Accept individual differences, needs, concerns and expectations;
- Focus the responsibilities for success on all members;
- Encourage individual freedom of expression;
- Use the unique talents and abilities of each member;
- Face problems and make modifications; and
- Handle conflict in a productive fashion.

Every individual member of a staff should see the above-mentioned aspects as guidelines for TSTs to work for the continuity and sustainability of a team. If educators can realize and see the importance of working together in a collaborative way and support each other, classroom practices can improve. Every educator will then be equipped to give the necessary support to individual learners in his/her class. Major policy changes have influenced how we understand the functioning of TSTs (see Appendix H) as educators and how we work together to achieve the purpose set out in the aims. Many educators feel that they do not have sufficient training and support to meet many of the challenges presented by learners with Special Education Needs (SEN) in their classes. Therefore educators tend to lack confidence in their ability to provide appropriate and differentiated programs of study and do not have the expertise to compete in a changing world.

The researcher is of the opinion that a high percentage of principals are not positive about TSTs and consequently delegate the responsibility to other educators on the staff. It is frustrating that some educators and some principals are not aware what difference and change the implementation of TSTs can cause with regard to support to learners. The researcher maintains that educators do not realize that TST can be used as a mechanism to improve classroom practices. The principal as leader should develop an understanding of the purpose, nature and operation of a TST in order to give support to other educators on the staff. Without his/her enthusiasm and commitment, a TST will in most cases not work, materialize or be implemented at

all. During the moderation time at the end of the year, some schools had no evidence of the existence of their TSTs, which should play a vital role in connection with learners' progress to the next phase.

Schools see TSTs as "add-ons" and not as intervention and support systems for change for the purpose to improve the standards of the school and the quality of the work of educators and for the benefit of the learners. Some educators and some principals do not want to take responsibility to make TSTs work. Educators should realize that in teaching, the educator and learner are the main role-players. Educators should work collaboratively in order to empower one another to ensure that good teaching takes place. If fellow colleagues empower one another with specific skills and strategies, educators are better equipped to assist and support those learners who may be at risk.

Educators should realize that they are the primary persons in schools and that they are co-accountable for a child's education. Educators see the EMDC as the "rescuers", but they do not take responsibility for ownership of TSTs at their schools. The personnel of the CAS, the SLES and the IMG at EMDC level fulfil an advisory and significant role and function regarding the sustainability of TSTs at schools. Some educators are unaware of their strengths and do not realize that they have the capacity, expertise and experience to actively participate in the learning process through the TST. What deeply concerns the researcher is that too many schools have no infrastructure at all, no time is allocated to address specific TST meetings and too much time is spent on non-academic issues, thus influencing the time available for case studies or discussions on learners' performances.

The White Paper 6 on Building an Inclusive Education and Training System in South Africa (Department of Education, 2001) emphasizes the need to develop a community-based support system to support schools and education institutions, with a particular emphasis on the development of institution-level support teams, with all

education institutions. This policy document also further advocates the establishment of district-based support teams to provide a coordinated professional team support service that draws on expertise in further and higher education and local communities, targeting special schools and specialized settings (Department of Education, 2001).

This policy document states that schools must adapt to meet the needs of all learners, including those who have disabilities and those who have not had the opportunities to education. This may mean giving some learners more time than others to achieve outcomes. It may also mean altering procedures and nature of assessment, for example, allowing a child to take an examination orally rather than in writing.

Furthermore, the researcher is a member of the International Association of Special Education and has worked since 1997 with Dr. Daniel Nomishan, a lecturer of Fitchburg State College in Massachusetts. The researcher received an invitation in 2003 from afore-mentioned person to participate at a seminar regarding Child Study Groups (CSG's).

The researcher decided to make use of this excellent opportunity to interact with the elementary and middle schools in Massachusetts regarding TST's. The researcher visited the schools in Massachusetts during her personal leave. (March-April 2003).

Experiencing problems regarding the sustainability of TST's at schools of the West Coast Winelands EMDC, the researcher discovered that schools of the WCED could learn and benefit from CSG's in Massachusetts. During the stay in Massachusetts, the researcher presented the functioning of TST's in the West Coast Winelands EMDC, visited four schools in the state and distributed the questionnaires to teachers of the chosen schools.

According to Smylie 1995:342, CSG's can also be formed on the basis of interest, eg. beginning teachers who want to form a support group or learn a particular skill. While visiting the elementary schools in Massachusetts, the need to involve teachers as colleagues in sharing and developing skills to enhance collegial interaction was observed.

The reasons for including the four schools of Massachusetts in this research project were the following:

- CSG's in the state of Massachusetts are compulsory at every school;
- Schools that were visited by the researcher, had a positive attitude and approach towards the importance of CSG's;
- Every member of the CSG had the capabilities and necessary competencies to assist and support the rest of their staff members;
- Effective teamwork and good practices were visible at schools.
- The CSG's function as a pre-referral, intervention and support group for classroom teachers.

The following issues ensure the effectiveness of CSG's:

- The state predetermines one focus for the year;
- Research is undertaken by the state regarding the chosen focus;
- The focus is implemented in each school in the state; and
- Monitoring is carried out by the state, with changes being applied as necessary.

1.4 RESEARCH AIMS AND PURPOSES

In this research a case study approach was employed to gain an in-depth understanding of the situation and meaning for those involved. According to Anderson in Merriam (1993:124), education is a process and there is a need for

research methods which themselves are process-oriented, flexible and adaptable to changes in circumstances and an evolving context. The case study has proven particularly useful for studying educational innovations, for evaluating programs, and for informing policy.

This case study, by means of a qualitative research methodology, aims to:

- Develop an understanding of the functioning of TSTs in South African schools towards improving quality of education;
- Review the impact of historical, political and educational developments on the existence and sustainability of TSTs;
- Motivate the use of a qualitative methodological framework using different research instruments to determine the role of educators, principals and the EMDC in supporting learners experiencing barriers to learning;
- Draw a comparison between the support services at EMDC level of the WCED and Massachusetts in the United States of America;
- Determine the cooperation of principals to establish a TST at their schools;
- Explore why some educators after empowerment and in-service training are not able to implement new strategies in their classrooms; and
- To make recommendations as to how and why the effective functioning of TSTs at school, EMDC level and at provincial level is important.

As a member of the SLES component of the West Coast Winelands EMDC, the researcher aims to make a difference in working together with schools and change attitudes to make TSTs work. If educators are offered pre- and in-service training, they should gain knowledge, skills and values needed for teaching learners with different needs, and hopefully will experience personal and professional growth. The researcher suggests the creative use of child-centered strategies, co-operative learning and peer tutoring will hopefully decrease the workload of educators. Exposure to these methodologies will hopefully maximize the learning experience of every learner.

1.5 SIGNIFICANCE OF THE RESEARCH

This study investigated the optimal functioning of TSTs, by giving the necessary support and guidance to primary schools enhancing the sustainability of TSTs. It is the researcher's intention to assist all role players at EMDC level to improve the current monitoring system of TSTs at schools.

Moreover as a researcher, it is the intention to convince educators and principals that in the process of making optimal use of expertise on their staff, their fellow colleagues will hopefully be empowered with skills and strategies to support learners who experience barriers to learning.

All role players, namely educators, principals and the EMDC personnel participating in the research will be informed about the research findings. It is hoped that the findings of this study will contribute to bridge the gap between theory and practice.

1.6 RESEARCH QUESTIONS

The main research question is as follows:

Are TSTs at primary schools in the West Coast-Winelands EMDC functioning optimally?

To address the main research question, the subsidiary questions are as follows:

1. What is evident from the experience of the researcher with regard to the operation of TSTs specifically towards quality of education?
2. What does the literature illuminate about the impact of historical, political and educational development in the existence and sustainability of TSTs?

3. How will the role and responsibilities of educators, principals and the EMDC in the effective functioning of TSTs be investigated?
4. What are the findings of the participants in connection with their perception and understanding towards the functioning of TSTs?
5. Why is the effective functioning of TSTs so important for educators, principals and the EMDC personnel?

1.7 RESEARCH METHODOLOGY

In order to explore the functioning of TSTs in schools, the researcher predominantly used a qualitative research approach. Questionnaires, interviews, document analysis and focus groups were utilized as research instruments to collect data.

According to Denzin and Lincoln (2002:2), "Qualitative research is a field of inquiry in its own self". It is an umbrella concept covering several forms of inquiry to contemplate social phenomena in their natural setting, because it is interpretive, naturalistic, subjective, and inductive and process oriented. Qualitative research uses a wider variety of techniques to measure and create measures while collecting data (Neuman, 2000:157). The researcher concurs that qualitative research is an effort to understand situations in their uniqueness as part of a particular context and interactions.

(1) Questionnaires

The first instrument employed to collect data was the questionnaire. Questionnaires are one of the common research instruments to gather information. The reason for using a questionnaire was to support the data collected by the interview. Questionnaires were also given to the participants of Massachusetts in America.

(2) Interviews (semi-structured)

A face-to face semi-structured interview with four primary school principals of the West Coast-Winelands EMDC was conducted. The interview is a conversation, the art of asking questions and listening (Denzin & Lincoln, 2000:633). The researcher is of the opinion that a researcher should build confidence, mutual trust and respect between him/her and the interviewee during the process of interviewing.

(3) Document analysis

Documents obtained from schools with regard to the TST process of each school were examined. Policy documents of the WCED and National Department of Education regarding TST referral (see Appendix J), the moderation procedure and support were part of the study. Copies of minutes (see Appendix L) were collected from schools to get a sense of how school meetings were structured towards developing an ethos for the establishment of TSTs.

(4) Focus groups

Meetings and discussions of the four schools of the WCED were attended. The aim was to elicit from the educators their attitudes, feelings and thoughts about the functioning of TSTs at their schools.

1.8 LIMITATIONS OF THE STUDY

Delimitations of this study can be realized from the discussions in the chapter. Limitations are those things the researcher cannot not control, but that may have influenced the results of the study (Baumgartner & Strong, 1998:43). These may not be faults caused by the weakness of the researcher. Instead they could be those

factors that are unmanageable by the researcher that may affect the acceptability of the research data.

The following aspects limited the study:

- The choice of using a total of only eight schools could have had an influence in the reliability of information;
- Only schools of the WCED of the ex-Department of Education, House of Representatives formed part of this study;
- English was the medium used in the questionnaires and during interviews, which may have limited the collection and interpretation of valuable data; and
- Voluntary participation of educators and principals could have had an influence on the reliability of the information.

1.9 OUTLINE OF THE CHAPTERS

Chapter One: Chapter One introduces the background to the study, motivation for the study, and states the aims, purpose, significance and research questions. It also deals with the research methodology, limitations of the study and the summary of the chapters.

Chapter Two: Chapter Two deals with the concepts of TSTs at schools in more detail. Chapter Two outlines the importance and functioning of TSTs as well as the challenges with regard to the sustainability of school-based assistance. Education policies were used as a frame of reference.

Chapter Three: This chapter presents the research methodology underpinning this research, the procedures for data collection, the interviewing with principals, and the review of school documents.

Chapter Four: This chapter deals with the data collected from the educators, principals and the SLES personnel regarding their perception on the functioning of TSTs. These findings are linked to the research aims that are identified on the basis of the literature study.

Chapter Five: Based on the research results, this chapter deals with the conclusions drawn from the findings and the recommendations. It serves to reflect on the extent to which the research aims were met, and presents proposals for future research.

1.10 CONCLUSION

This first chapter highlighted the need for school-based assistance for learners who experience barriers to learning. TSTs are mentioned as a useful mechanism through which the needs of learners can be addressed. The role of support services is also stressed and the importance of SLES is emphasized. In keeping with the aims of the research - namely to examine the TST concept - Chapter Two will examine the literature relating to school-based assistance through schools.

CHAPTER TWO

A LITERATURE REVIEW ON THE FUNCTIONING OF TSTs

Identify a pool of highly successful educators and you will be surprised to discover how very different they are as persons and as professionals... as different as these highly successful educators may be, there is one critical feature they share; they are all accomplished communicators

Kottler & Zehm (2000:65).

2.1 INTRODUCTION

In the previous chapter the background and motivation, which included the goals for teamwork and cooperation, for doing this study had been broadly discussed. In this chapter a discussion follows with regard to educational matters that influence and impact on TSTs.

Over the past decades, the education sphere in South Africa has been a site of considerable contestation and bitter struggle between the apartheid government and the democratic movement. The racially segregated and ethnic structure of apartheid education remained essentially intact.

Before 1994, schools for White, Coloured, Indian and African children operated under different education departments. Formerly White state schools (now called ex-Model C schools), continued to have the power to determine admissions on a racial basis. The Model C schools, under the Cape Education Department (CED), formed the majority of schools and had many special support services and Didactical Support Teams (DSTs). These DSTs made provision for learners to receive individual support from educators. Educators used their "free" periods, now called administrative periods and withdrew from classes learners that experienced barriers to learning. Programs were drawn up which focused on their specific needs. These teams are now called TSTs.

The Coloured, Indian and African schools, that operated under the education departments, House of Representatives, House of Delegates and Education and Training, respectively formed the minority with no special support services in place. The Model C schools had school clinics with specialists in their areas where learners could be screened and tested for placement in special schools. Pupils received specialized therapy and support, if needed. These services did not exist in Coloured, Indian and African schools. There have been dramatic inequalities around provision of specialized support services in the various Departments of Education in South Africa.

Historically, the four education departments worked separately because of the way apartheid operated in the education sector. NGOs before 1994 played key roles in schools to render their support where necessary. Since 1994, the "tag ex Model C" schools have an almost wholly black enrolment, especially if they are in the center of towns or cities or in the nearest suburbs to the city center and especially if they are English medium schools.

2.2 EDUCATION POLICY IN SOUTH AFRICA

2.2.1 The Constitution of the Republic of South Africa Act 108 of 1996

After many years of oppressive and discriminatory legislation, there was renewed energy for government - driven initiatives to investigate and initiate new policies and legislation in education, beginning with South Africa's enlightened constitution and the development of the Human Rights Commission. In order to redress the injustices of the past, the education section of the Bill of Rights in South Africa's constitution states that "All learners have a right to basic education including adult basic education and further education" (Republic of South Africa, 1996:29).

Therefore, the researcher aims to emphasize the essence of the above-mentioned policy by stating that every educator in a school or learning site is primarily responsible for a learner's education in his/her class and should strive to help such learner to achieve his/her full potential. TSTs should develop resource materials and literature in order to support every colleague at their schools.

2.2.2 South African Schools Act

The purpose of the Schools Act is aimed at the creation and management of a new national school system and, where possible, gives everyone an equal opportunity to develop his/her talents. A further basic aim of the Schools Act is that the quality of education of all learners must be improved. For example, there should be better facilities, well-trained educators, alternative methods of teaching and adequate school conditions. Learners should also be well motivated and disciplined to take their education seriously and to use the opportunities that are now open to them.

TSTs play a pivotal role in empowering educators with strategies and methods that can contribute to their teaching styles that every learner can benefit from. With regard to the South African Schools Act policy, the researcher wants to emphasize that every educator should work on a preventative model to identify learners with possible barriers to learning at an early stage in the class. At the beginning of a school year, educators should do a baseline assessment with every learner in their class in order to see what the learners' potentials are and to know where to start their teaching.

2.2.3 The Schools Act concerning the governance of a school

The Schools Act foresees that each public school should have a School Governing Body (SGB) that is representative of all stakeholders. The Act propagates meaningful functioning of governing bodies. Their functions may also be increased in accordance with their growing expertise, ability and experience. As more SGBs gain the necessary expertise and experience and grow in confidence and ability, the desired transformation in education may be achieved.

The SGB of an ordinary public school that provides education to learners with barriers to learning should co-opt an educator or educators with expert knowledge on special education needs for such learners. In the researcher's experience as a Learning Support advisor, the coordinator of the TST should be the person to be co-opted as representative on the SGB. The

coordinator would be able to give the SGB necessary information of learners with possible barriers to learning.

2.2.4 International policy of the United States of America.

According to Moore and Wade (1992:2) under Public Law, Local Education Authority (LEA.1994: 142), free and equal public education is available for handicapped children. According to the policy of LEA in Massachusetts, it is the belief that learners with barriers to learning have the right to participate as fully as possible in the mainstream of their educational community.

A handicapped child, according to the Bill of Rights, should as far as possible be taught with a non-handicapped peer group. If the child needs can be accommodated in the mainstream classroom, (with the support of additional services, materials, aids and special equipment) the child should be placed in the regular classroom with children who are not handicapped.

According to Moore (1992:2), only when a child's handicap is too severe for appropriate education, may other resources be considered. The driving force in the legislation of LEA in Massachusetts ensures is that the child is placed in the least restrictive environment possible.

2.2.5 National Commission on Special Needs in Education and Training (NCSNET) National Committee on Education Support Services (NCESS)

In 1996, the two above-mentioned committees in South Africa developed a framework for special needs and support services and handed a report to the Minister of Education, titled, Education for All in 1997 (Department of Education, 1997). This report called for a single education system in South Africa. In accordance with the South African Schools Act (Department of Education 1996:6) it legislates for compulsory education for learners from the year of their seventh birthday until the age of 15 years or the ninth grade, whichever occurs first.

As part of the principles on which their work was based, the NCSNET and NCESS recommended "...equal access to a single inclusive education system" (Department of Education, 1997:44). Based on a single education system in South Africa the NCSNET and NCESS recommended a single curriculum for all education and training in South Africa. This has already been realized in Curriculum 2005. Blanco, et al. (1995:19), support the idea of an open and flexible curriculum that can respond to the different needs of the learners and the socio- educational conditions in which they learn and are taught. The education system should maximize the participation of all learners in the culture of the curriculum of educational institutions to uncover and minimize barriers to learning. To support the NCSNET and NCESS policy, a TST should not just focus on academic issues only, but cover the whole range of issues for example social, emotional and behavioral aspects that occur impacting on the learner in totality.

2.3 OUTCOMES-BASED EDUCATION

The implementation of Outcomes-based Education (OBE) in South Africa appears to meet the requirements of openness and flexibility as the discussion below will attempt to reveal.

OBE has been implemented in South Africa (see Chapt.1 p10) in the form of Curriculum 2005, a new curriculum that aims to facilitate the transformation of the education system in general. The positive aspect of OBE is that it is a useful vehicle for implementing inclusive education. One of the important features of OBE is that it is concerned with "...establishing the conditions and opportunities within the system that enable and encourage all learners to achieve those essential outcomes" (Spady 1994:2). In the letters column of "Die Burger" dated 29 May 2004 (see Appendix K), the new minister of the Education Department of the Western Cape, Mr. Cameron Dugmore, states the following as critique on OBE: "...the problem does not lie within the learners and educators, but rather (that) there is a lack of resources; that learners are educated not in their mother tongue, but in a second or third language; but the main issue is the poverty". The researcher concurs with this statement, because all above-mentioned issues have an influence on the learners' academic performance and cannot be seen as the main cause, but can contribute to this situation.

According to Pieterse in "Die Burger" of 30 May 2004: "Parents must be trained and empowered so that they can give their children the necessary support. This will give the parents the opportunity to observe any difficulty that their children might experience." TSTs of schools are also responsible for training of parents to support their children who experience barriers to learning.

In a letter to "Die Burger" of 5 June 2004, van Heerden cites an example of the Mathematics curriculum that is used to highlight the problems in the teaching and learning situation. The deficits in the Mathematics curriculum does not give sufficient and specific guidelines as to "how" to address issues with regard to comprehension, knowledge, skills and problem-solving skills in context and the affective aspects of teaching methodology. However, the teaching of Mathematics should be taught in a significant manner that the learner can make meaning of the content and context and understand it in a functional way. Therefore OBE focuses on the manner in which the learner achieve the outcomes (learner-paced) and how the learner understands the content (learner-based). OBE can be successfully implemented if:

- Fewer learners per grade are allocated;
- Educators are properly trained in OBE;
- If all schools have their own resource centers and adequate provisions of equipment to sustain on OBE curriculum;
- Assessment techniques are simplified;
- Administrative duties of educators are minimized because lesson planning requires much more "input" than the traditional way of teaching; and
- Learners are able to use available community.

According to the Curriculum Review Report presented by Professor Linda Chisholm (May 2000: 45), there was overwhelming support for the OBE and Curriculum 2005, which had generated a new focus on teaching and learning and implementation (see Chapt.1.p11).

However, there was also criticism against OBE. OBE focuses on the learner and educator and what the learner needs to demonstrate at the end of the learning experience. Learners need to demonstrate clearly what they have learnt. Knowledge should be made relevant to the context of the learner. However, the role of the educator is crucial in teaching in a relevant and meaningful way. In order to facilitate meaningful learning, the starting point of learning should

preferably be the learner's immediate environment. More complex understandings are usually achieved later. Learners with learning difficulties should progress to the next grade or phase with their age cohorts. If breakdown in learning occurs, the learner is allowed more time in a grade or phase to achieve work he/she had not completed successfully. The MFT plays an important role in the moderation process where decisions are being made when a learner needs more time in a specific grade or phase. MFTs should support schools on a regular basis and should monitor the process of support by TSTs of those learners who received more time in a grade or phase. The TST, as referred to earlier in this chapter, could assist in understanding the nature and extent of the problem and what interventions are required.

OBE as a reform movement has been widely critiqued, ranging from perspectives leveled against OBE by fundamentalist Christians in the United States of America, to those of post-structuralists in South Africa. OBE curriculum development was based on a design down model. In other words, classroom activities were developed to assist learners to attain predetermined outcomes. Such an approach to curriculum development was based on a certain understanding of knowledge. In a comprehensive critique, McKernan (1993:341) challenges the "mean-ends" OBE stance that view knowledge as instrumental rather than as contextual, emergent and constructed. He has pointed out that some activities or educational encounters are worth doing for reasons other than serving some instrumental purpose as a means to a predetermined outcome.

However, education as a social-reflexive process must be negotiated in classrooms on a daily basis. According to McKernan (1993:343), "... No amount of educator proof curricula or lists of outcomes can change above-mentioned facts." The researcher is of the opinion that, rather than being determined, outcomes should emerge from the social processes of interaction between educators, learners and the curriculum content. The content orientation of OBE therefore may stifle learners' creativity and militate against meaningful educational experiences.

Following the 1994 democratic elections, there has been a narrowing of the education policy agenda in South Africa. Chisholm & Fuller (1996:693) argue that there has been a shift in the education policy from earlier talk of peoples' education and robust civil participation to a technocratic discourse emphasizing centrally defined OBE, pupil-educator ratios and a unified

system. However, what may be asserted is that the narrowing of the education policy agenda will make moves towards greater development, equity, participation and redress unlikely (De Clerq 1997:127). What is likely to occur is the favoring of interests of privileged sections of society, thus widening the existing gap, benefiting a minority of schools and alienating the majority of educators and learners (De Clerq 1997: 127). Despite the many changes in the education system, the researcher is of the opinion that the timeframe to address the diverse needs for example, equity, participation and redress requires bridging in order to address all the shortcomings in the education system.

The decision to follow an OBE model in South Africa was decided by the National Education Department with very little participation by members of the broader education fraternity. All curriculum framework, discussion documents were centrally developed; timeframes were inflexible allowing little opportunity for participation (Le Grange & Reddy 1997:131). However, curriculum research throughout the world has shown the vital importance of building professional capacity of educators and involving them centrally as key agents in the design and implementation of new curricula (De Clerq 1997: 140).

Another critique on OBE according to Soudien and Baxen (1997: 450) concerns the development and management of the process. They pointed out that the strong hand of the formal bureaucracy crafted the OBE reform effort at the outset, public participation was constrained and the National Education Department presumed that it alone could act in the public's best interest. The adoption of an OBE approach had allowed some white educators to claim that OBE was what they had been doing all along and therefore resist making changes in their pedagogical practices. Concerning OBE and the shaping of identity, Soudien and Baxen (1997:451) argue that the key identity-making references in the processes of formulating OBE in South Africa have been the new nation's place in the so-called "new world order". This is clear in the emphasis of synchronizing education and economy, producing learners that would bring flexible competencies to the world of work.

OBE can be seen as a script of modernity and state that of producing a universal subject with universally good attribute (Soudien & Baxen 1997: 452). What are silenced in the OBE scheme,

are the rival epistemologies of the modern world. However, the researcher would argue that OBE as curriculum model is likely to remain with us for a long time to come. South African educators are faced with difficult choices about what actions need to be taken concerning OBE. The actions they may take have profound and long-lasting consequences.

2.4 INCLUSIVE EDUCATION

In the White Paper 6 (2001:16) Inclusive Education and training is about

- Acknowledging that all children and youth can learn and that all children and youth need support;
- Accepting and respecting the fact that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience;
- Enabling education structures, systems and learning methodologies to meet the needs of all learners;
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status;
- Being broader than formal schooling and acknowledging that learning also occurs in the home and community and within formal and informal modes and structures;
- Changing attitudes, behavior, teaching methodologies, curricula and the environment to meet the needs of all learners;
- Maximizing the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimizing barriers to learning; and
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

Inclusive Education is provided in a single, integrated system that is able to recognize and respond to the diverse needs of the learner population, irrespective of the learning context. Options for education provision and support services are provided.

However, classroom educators will be the primary resource for achieving the goal of an Inclusive Education and training system. This means that educators will need to improve their skills and knowledge and develop new ones. Staff development at the school and at EMDC level will be critical to putting in place successful integrated educational practices. Therefore ongoing assessment of educators' needs through the developmental appraisal, followed by structured programs to meet these needs will make a critical contribution to inclusion. TSTs need to function within the principles laid down by Inclusive Education, by focusing on a learner's strengths instead of weaknesses and building upon them.

2.5 QUALITY EDUCATION

Quality is the single most important issue in education, business and government today. Unfortunately, the attitude in some schools is that the quality of education will improve only when society provides education with more money. According to Arcaro (1995:2), "Money is not the key to improving the quality of education. The quality of education will improve when administrators, educators, staff and school governing bodies develop new attitudes that focus on leadership, teamwork, cooperation, accountability and recognition." The researcher concurs that, in order to improve the quality of education, every one involved in the education process should be willing to change and make a paradigm shift towards improvement.

To achieve a quality education environment, all the above -mentioned stakeholders of education must be committed to the transformation process. If all stakeholders work together to a common understanding of the importance of TSTs, the quality of education can improve where every individual learner can benefit from it. A school must develop a strong quality foundation, based on the personal beliefs and values of the people working together in the system.

Bennett, et al. (1984:45) found that educators seldom tried to understand why children make errors in their number work. The educators assumed the learners had misunderstood, or had not been paying attention and repeated their original explanations rather than exploring the answers with the learners themselves. If educators do not understand how learners understand, then

quality teaching will not happen. At the heart of the curriculum is a concern for meaning. Learners answer in ways that are meaningful to them.

The Research and Systemic School Reform in South Africa (2003: 50) summarizes the contextual factors associated with improved learner performance identified by eight large-scale studies taken in South Africa:

- Settlement type

With regard to the survey (1998), Simkins (forthcoming) investigated the relationship between settlement type and educational attainment. Settlement type, especially informal settlements, had a marked effect on the success rates of learners. The researcher would argue that, in rural schools of the West Coast-Winelands EMDC, learners living on farms and squatter camps have moved home more often and poor performance in their schoolwork is evident.

- Family structure

Anderson et al. (1998: 125) investigated the effects of family structure on schooling outcomes. Their conclusion was that children living with both parents obtain the best outcomes in terms of enrolment rates, number of grades repeated and number of years delayed (the difference between grade level attained and number of years spent at school). In the case of the West Coast-Winelands EMDC, those learners living with neither parent obtained the worst results and those learners living with a single mother experienced intermediate outcomes.

- Language use and language of instruction

According to the survey, Simkins (1998: 231) found out that there was a marked difference between the national matriculation results and the home languages of candidates. The first point he made was that the matric results for 1998 and 2000 showed that an average gap of more than 300 marks separated African first language speakers. This point requires two comments. Firstly, language is a social factor; secondly and almost as obvious, is that the medium of instruction in all African schools

is English at the matric level. To compare this above-mentioned statement with schools in the West Coast-Winlands EMDC, Xhosa speaking learners have the added handicap of having to study in a second or third language. My opinion is that it is highly probable that the difficulties associated with studying in a language other than one's home language are more pronounced in all Learning Areas, which are strongly dependant on technical languages, proficiency in which is dependant upon prior proficiency in the language of instruction.

- Pupil-educator ratio

Case and Deaton (1999: 126) reported that lower pupil-educator ratio has largely a positive effect on school quality for learners. The researcher agrees and supports this statement, because educators experience frustration when classes are too big. However, it is very difficult for educators to differentiate their work and activities to accommodate learners with different learning abilities.

- Parental income or household wealth

The strong influence of socio-economic status on learner performance at schools of the West Coast-Winlands EMDC, is a given. According to the Coleman Report (Coleman et al.1966), the findings of strong influence of socio-economic issue have been widely replicated in all countries in which they have been investigated, including South Africa. The schools of the West Coast-Winlands EMDC participated in the study, due to the parent income and household issue profile. The majority of parents are living in sub-economic housing, work on farms, wine cellars and restaurants during the year. These parents are those who, in most cases, struggle to pay the school fees.

However, quality education involves understanding the basis of the factors described previously and trying to enrich them. Educators need to be trained to be sensitive to the different frameworks of meaning within which different learners may operate. The quality of work achieved by learners is likely to improve if the educator comes to recognize that he/she is largely responsible for it and if he/she offers assistance for improved understanding and educational development of the learners. In transforming a system that entrenched discrimination over

several decades, it has to be accompanied by new structures that are compatible with the current policies within a democratic ethos.

2.6 ACCOUNTABILITY

In education, appropriate methods are crucial to achieving quality accountability and should be linked with actions of responsibility. If every stakeholder in the education field feels accountable, they may be motivated to attempt to improve their performance.

The important fact of powerful learning does not occur by accident. It is usually the result of an effective learning situation created by a skillful educator who is accountable for it. Educators today would view their role as "enabling"; most should accept the need to be able to demonstrate that they have provided all reasonable opportunities for learning to take place.

Some of the educators, through a variety of forms of support and interventions, would initially resist the suggestion that they are to be held solely accountable for their learners' learning. Therefore every school's accountability rests on understanding, not decision (Nind 1981:78). The action by the educator, the principal, the school, the parent and the community can only stem from committed understanding.

Flew (1996:219) for example, has argued that one cannot claim to be sincerely engaged in the business of teaching unless one is concerned about how successful one is trying to ensure that others master items of knowledge. However, developing learners' knowledge, competency and qualities are all requirements after exit from the educational system.

So, it might similarly be claimed that one cannot attempt to educate a child without constantly monitoring his/her progress to evaluate whether his understanding is indeed developing. Recent demands that schools and educators should be made accountable for the services and alleged benefits which they are thought to provide further underline this claim that educators should be obliged to evaluate what particular impact they have in teaching and learning specifically and education more generally.

Therefore, the MFT is also accountable for supporting schools in the education system. Their actions and choices serve as internal motivation that guide the way in which they conduct their teaching career. Accountability needs to extend beyond the task of the educator. One characteristic of a TST is to manage every case study of the learners' performance with merit and therefore being accountable for it. No team member, however capable or skilled, can create an accountability system alone. They should be willing to serve as active members of the TST and be supportive and accountable in the group.

2.7 COLLABORATION

2.7.1 Collaboration with parents

There is a tendency for service providers (universities and colleges) to feel overwhelmed when talking about collaboration. Due to the main focus of service providers, for example training of students, it seemed to be very difficult to work together with other role players in such a productive way. There is so much to do, yet so few of us respond to the many challenges facing schools and other education institutions today. Collaboration with parents and caregivers is essential, because they usually possess the most important information about the learner that can expedite decisions for effective selection, implementation and evaluation of any specific educational strategy.

As learners spend more time at home than at school, the support of parents and families in carrying through with interventions outside the school becomes crucial. According to Morsint (1995:172), both parents and educators agree that logistical problems, such as finding time to meet and coordinate schedules, can hinder the collaborative process. Parents may also feel that they are not equal partners in the decision-making process when interacting with educators and other helping role players.

The researcher is of the opinion that some parents perceive that they are at a disadvantage, because they are unfamiliar with school policies and the legal implications of any decisions that

may affect their children. Educators, on the other hand, often view a lack of parental and familial collaboration as a sign of parental apathy or lack of appreciation for their judgments. Educators also report that parents often fail to understand that educators work under professional constraints.

2.7.2 Collaboration between colleagues

It is important that classroom practitioners take every opportunity at schools to promote and model trust, respect, transparency and active participation in order to enhance a culture of collaboration. Collaboration in teams can help novices acquire knowledge more effectively and efficiently than if they were to work in more isolated conditions. Paolucci, et al. (1985:133) stated that highly experienced professionals could benefit from the characteristics such as energy, enthusiasm and willingness to learn that most new professionals bring to their work.

Less experienced colleagues also provide important opportunities for mentoring and collaboration on other projects. Professional interaction may enhance the professional self-esteem of more experienced educators. Collective responsibility, however, could encourage all collaborative partners to consent to team decisions for interventions.

The team's success or failure, therefore, is distributed across all team members. Working together for the sake of "working together", is not what it is all about. The most successful collaborative efforts have been those that focus on actually doing something towards completing particular tasks to meet needs. In committing ourselves to the national principle of "Tirisano"(Department of Education: 1999), meaning "working together", we are committing ourselves to exploring effective and efficient ways of bringing our resources to benefit all learners.

In 1999, the former Minister of Education, Professor Kader Asmal, implemented plans for 2000 to achieve the priorities for the next five years set out in his statement: "Call to Action: Mobilizing Citizens to build a South African Education and Training System for the 21st Century" (Department of Education: 2000). These plans will hopefully ensure that all South

Africans have opportunities to pursue educational goals, especially for the vast majority of disadvantaged people.

While holding ourselves accountable to deliver on the minister's mandate, every person in the Education Department system should work collaboratively and join hands to achieve the goals set out in the implementation plan for Tirisano. Therefore, for TSTs to work together, members of these teams should have a mutual understanding what it entails to achieve the specific outcomes as well as the goals of a team.

2.8 COMMUNICATION

Good communication within all education organizations has been identified as a significant factor influencing the ability of organizations to achieve their objectives (Young & Post, 1993:31). Communication is an everyday experience that we all claim to know something about, but in fact, is a quite complex activity.

School staff is particularly vulnerable, failing management, to emphasize the importance of clear communication between individuals. Although communication is clearly everyone's responsibility, the process of day to day communication falls on the doorstep of those above, for example the circuit managers, advisors, principals, governing bodies, educators, learners, parents and any other role player.

Communication does not mean only making sure that messages flow smoothly from the top down. Good communication needs to happen in all directions, from the bottom up, on ground level to the educators and across functional lines to the top departmental level.

La Fasto & Larson (1995:85) argue that an effective communication process also includes knowing when to bring people together in a face-to-face way, to hear the same message, ask questions and offer input. Therefore effective communication processes align information, understanding and effort toward the ultimate goal of a school.

Transparency plays a vital role to enhance communication between TSTs and staff members. The way of communication with one another should be honorable in order to ensure trustfulness.

2.9 EDUCATOR PRACTICES

According to the White Paper 6 (2001:18), classroom educators will need to improve their skills and knowledge and need to develop new ones. Staff development at district level will be critical in putting in place successful integrated educational practices. Integrated educational practices is an audit of every professional at school level that should be done by the MFT to ensure that every educator who is responsible for a learner's performance has the skills to ensure teaching is taking place.

The above-mentioned statement also applies for professionals at EMDC level and should be done by the supervisors responsible for their service delivery at school level. White Paper 6 (2001:20) also focuses on training of educators and supporting all learners, so that the full range of learning needs are to be met - namely the social, emotional, physical and psychological needs of the learner. Another focus will be on teaching and learning factors. Emphasis will be placed on the development of good teaching strategies that will be of benefit to all learners; on overcoming barriers in the system that prevent it from meeting the full range of learning needs and on adaptation of and support systems available in the classroom.

The approach to addressing barriers to learning and exclusion is consistent with a learner-centered approach to learning and teaching. It recognizes developing learners' strengths and empowers and enables them to participate actively and critically in the learning process (White Paper 6, 2001:19).

2.10 LEARNER-CENTRED APPROACH

A learner-centered approach seeks learner involvement and participation as indicated by Tudor (1996:28), because it places learners at the center of learning. Learners can be involved in lessons in pairs, in groups, or individually. As already stated a learner-centered approach is

associated with communicative teaching. This kind of teaching has changed the role of the educator completely, because it calls for learner participation and places the educator in a more facilitative position. Larson-Freeman (1993:11) claims that the role of the educator is to facilitate the process of learning to the learners, interacting with one another and allowing consensus to appear.

The educator should understand his or her role as that of a facilitator and as a classroom manager. The educator first teaches the content of the lesson, thereafter he or she facilitates by assigning learners in different groups in which they are actively participating. The educator as facilitator is expected to bring suitable teaching and learning materials to class as well as materials from outside the class and teaches also school knowledge. The educator in the process of facilitation should not rely on the learners' everyday knowledge.

2.10.1 Role of the educator

As stated earlier, a learner-centered approach is associated with communicative teaching. The educator's role has become more demanding, but less dominant and less authoritative than it was in an educator-centered classroom. First, in order for the educator to be able to plan accordingly, he or she should be able to identify learners' needs. It is not easy to identify needs and plan in such a way that learners' differences are catered for. Once the learners' needs are identified, the educator will be able to plan and teach according to the learners' needs. Doing this requires a high degree of dedication and commitment. This approach provides space for learners to share the responsibility of learning with educators. Therefore, the role that educators play in schools should have to change according to TSTs. They should strive to focus on a more preventative way of working in their classes to identify learners at a very early stage that may develop barriers to learning. It is expected from educators to work with every learner in class and adapt teaching methods so that every learner can benefit from them.

2.10.2 Essential teaching skills

To ensure an effective teaching practice, educators should learn essential teaching skills to accommodate all learners in their class. These skills must be learned, practiced and improved. Isca Salzberger-Wittenberg, et al (1983:75) have drawn attention to how educators' attitude to learners are shaped by their own childhood desires, wishes, fears, hate and love. The Education Department should train educators on a regular basis in order to empower them with specific skills to reach every learner in their classes.

In South Africa the fundamental rationale for In-Service Education for Educators (INSET), is one of the most important areas of need. However, for INSET to have any real impact in the social, economic, political and educational circumstances of South Africa, it must be part of a wider initiative. Van den Berg (1983:4), sums up the prerequisites as follows:

"INSET strategies for the improvement of the quality of education are likely to succeed... to the extent that they are coupled with and form part of wider strategies to bring about improvements in:

- Conditions under which the educator works;
- Provision of education more generally; and
- The total socio-economic, political dispensation of South Africa."

Educators see themselves in a variety of roles in relation to learners, sometimes as a nurturer of knowledge, skills and values, as agents of their development as a means to their personal growth. Educators do not have to teach in just one way. They should have a repertoire of instructional techniques, teaching behaviors, effective skills on which to draw, depending on the needs of their learners. One of the core functions of the TST is to support and empower educators at their schools with a variety of teaching skills, knowledge and values.

2.11 CLASSROOM MANAGEMENT

Classroom management is another teaching skill to organize and manage the day-to-day operations of the classroom to maximize use of time and minimize off-task behavior. This includes the development of procedures and routines to keep the classroom running smoothly. Classroom management is the oil that lubricates instruction. Raban and Postlethwaite (1988:121) offer some useful advice on how this can be done by finding out what learners already know, starting a little further back to build on what is understood, planning small steps towards each teaching goal and being prepared to adjust these plans if progress is not made.

Within an individual lesson, variety and pace are needed to maintain momentum. Activities planned for the beginning and conclusion of the session will go some way to achieve these aims. Positive relationships between educators and their learners create good communication. Educators develop good personal relationships with their learners by fostering mutual trust and respect. The manner in which educators address their classes, reflects an attitude and conveys a message not only through what is said, but also through how it is said.

Smith, et al. (1981:37-42) emphasizes that educators are constantly evaluating their own teaching performance through assessing what their learners have learned. This cyclical and ongoing process acts as a means of quality control for the educator, enabling the educator to fine-tune whole-class lessons, plan for additional small group instruction, or make major changes for curriculum, learning experiences, or instructional objectives.

Educators should also strive to create a classroom climate or atmosphere that is positive, supportive and focused on learning. This skill encompasses the communication of expectations, the encouragement of positive relationships, the motivation of students and the development of teamwork in the classroom.

2.12 TEACHER SUPPORT TEAMS (TSTs)

According to the Directorate of Specialized Education Support Services of the WCED (2003:3), it is the responsibility of the learning institution to prevent occurrence of barriers to learning or, if this is not possible, to remove the barriers as soon as possible. The task of preventing, removing or minimizing barriers may be dealt with by the educator, while at other times, the educator may need the advice of colleagues and other experts to overcome the challenges. TST is a learning institution-based team and comprises educators, specialists and other interested stakeholders who co-operate on equal footing in order to provide advice, assistance and support to staff members and to the learning institution.

With regard to practice, the purpose of the TST is to support learners and educators in:

- The prevention of the development of barriers to development and learning;
- The early identification of barriers;
- Aid and guidance to learners experiencing barriers; and
- Assisting the class educator with relevant intervention strategies to support the learner in class (Department of Education, 2003 :15).

Schools should consult knowledgeable persons from the community, as well as the MFT of the EMDC for support. According to the Directorate of Specialized Education Support Services of the WCED (2003), fixed times for meetings should be part of the year plan of the school. Good teamwork needs to be based on the different reasons for and ways of participating in a staff team. Each individual will participate to a slightly different extent and for somewhat different reasons depending on the nature of the contract he/she has made between himself/herself and the team. The effective leader of the TST has to be aware of these factors.

Educators are usually more willing to commit themselves to spend their time and energy on a TST if they understand clearly what they are doing and why they are doing it. This means the coordinator of the TST has to understand and communicate the rationale to team members that underpins the work of the team members.

An effective TST consists of a group of individuals working together in such a way that much of what they do depends upon and overlaps with the activities of others. When TSTs are exploring

issues or ideas, the emphasis needs to be on encouraging all colleagues on the staff to contribute and drawing contributions together in order to build upon them.

However, the professional development function has to be seen within the context of the school as a whole. Teams do not work in isolation. They need to communicate with one another and to act as part of the whole school. Harmony and the ability to listen to each other in TSTs, are fragile.

Windahl, et al. (1992:56) argued that teamwork is required by many tasks, even where it is not strictly needed. Working as a team can transform performance and enhance job satisfaction. Good teams are not products of chance. As a leader of the team, one of the major responsibilities is to build the team.

The numbers of learners in schools today are handicapped by one or other learning/development barrier is of great concern. This problem necessitates the implementation of appropriate and effective strategies. The WCED has already implemented various strategies. The TST at schools is one of the strategies. It is therefore expected of every principal in the province to implement a TST at his or her school. Every school must co-opt a specialist onto the governing body to provide for the interests of learners who experience barriers to learning and development (South African Schools Act 84/1996).

2.13 EDUCATION MANAGEMENT AND DEVELOPMENT CENTRE (EMDC)

As previously mentioned (see Chapter 1 p.5), the WCED has embarked on a restructuring process moving from a decentralized support service delivery through the EMDC. The core function of the EMDC is to develop the promotion of schools as learning organizations.

A MFT at EMDC level provides services to support the learning and teaching process by identifying and addressing learner, educator and institutional needs. The members of the MFT consist of all components. The SLES component includes psychologists, therapists,

remedial/learning support advisors, special needs specialists relating to specific disabilities, health and welfare professionals.

The Institution Management Governance (IMG) provides support to schools and governing bodies enhancing capacity building. The Curriculum Advisors (CAS) support schools with general and curriculum competencies as well as curriculum policies. The administrative personnel of the EMDC fulfil an important role to build each school capacity to take full responsibility for managing its own finances.

According to the Education White Paper 6 (2001:47), the MFT should link with formal and informal support systems in the surrounding community to address all needs and barriers to learning. The main focus of the MFT is to provide support to learners through supporting educators and school management, with a particular focus on curriculum and school development. Another focus of the MFT is to provide *direct* learning support to learners where necessary and possible, where TSTs are unable to respond to particular learning needs for example classroom support, organizational administrative and social levels.

2.14 MOTIVATION

Although researchers differ in certain respects, all agree that motivation implies a force within a human being that will lead to an action. Motivation, like intelligence, cannot be measured, but can only be deduced from someone's action (Lamprecht 1997:39).

Apart from the professional competence and personal example, there is no more effective means available to all TST members for increasing the motivational balance than by talking to and discussing with all the tasks that lie ahead. The golden rule for teams to work is always to give information first before you attempt to encourage. Adair (1996:195) argues that "more motivation is often better than more method."

Good team members and good colleagues can do much to encourage or motivate or put new heart into those who become temporarily dispirited. The following aspects play an important role how to motivate team members as well as colleagues on a staff:

- Judgment must be used with great care;
- Team members are there for their unique contributions;
- If one is judging to see if others think like one, one is missing the richness of having the as team members.
- As a team, the courage needs to be found not be attached to one's own idea that it has to execute exactly as one conceived of them;
- A benefit of being in teams is that the group can build on an idea to make it richer and more effective; and
- Everybody has a need for recognition.

2.15 CONCLUSION

This chapter has presented an overview of what the literature has to say about education policy, quality education, accountability, motivation, educator support teams, communication, educators' practices and collaboration. The aforementioned issues have a tremendous impact and influence with regard to the existence, purpose, structure and functioning of TSTs. The next chapter will discuss the methodology that was used for conducting this research.

CHAPTER THREE

RESEARCH METHODOLOGY

Learning can unlock the treasure that lies within us all. In the 21st century, knowledge and skills will be the keys to success... Good teachers, using the most effective methods, are the keys to higher standards.

DfEE (1997).

3.1 INTRODUCTION

This chapter gives an overview of the research methodology. It will start off by identifying the kind of methodological paradigm used, and includes the research methods, the case study, triangulation, the participants, data collection instruments and the ethical considerations. An argument for the use of qualitative and quantitative methodology for this particular study will be also presented.

According to Berg (2001:6), "the purpose of research is to discover answers to questions through the application of systemic procedures". The choice of interviews, focus groups, questionnaires and documents as the various research instruments used to gather data will be justified. The instruments used will be carefully outlined.

3.2 METHODOLOGICAL PARADIGM

Leedy (1993:139) has coined an axiom with regard to research methodology:

"The nature of the data and the problem for research dictate the research methodology. " Keeping this in mind, qualitative and quantitative research methods were employed in this study for the purpose of investigating the optimal functioning of TSTs at primary schools in the West Coast-Winlands EMDC.

The aim for using both qualitative and quantitative methods was to have valid and reliable ways of scrutinizing the perceptions of teachers, principals and the SLES component regarding the functioning of TSTs. The choice of a qualitative research method provided rich detailed data of the participants' personal attitudes, feelings and views and the way in which they experienced and evaluated TSTs.

Furthermore, the qualitative research method was chosen as the most appropriate method to investigate the teachers, principals and SLES component's opinions about the optimal functioning of TSTs. This method has a flexible approach because it gave the researcher opportunity to gain in depth data about above-mentioned role players' approach regarding learners who experienced barriers to learning.

The quantitative research paradigm has been associated with the positivist approach, where the assumption is that there is "a single objective reality" that can be investigated and researched. The qualitative research paradigm, on the other hand, is based on the view that there are multiple dimensions to reality (Merriam, 1998:17) and that reality is dynamic and complex, exploring the interaction of one's mind with the world. The quantitative research method in this study provided the researcher with reliable and factual data of both countries that participated in this research.

Looking at the qualitative and quantitative paradigms from this perspective creates the impression that combining the two methods would be contradictory and self-defeating. However, in recent years there has been growing acceptance of the viability of combining both approaches (McKernan, 1996: 84; Clarke, 1999:87; Silverman, 2000:235). Qualitative data provides for the study of the characteristics and qualities of a phenomenon as well as the words and the actions of the subjects (Maykut & Morehouse, 1994:17-21), and is mostly subjective. Quantitative data, on the other hand, concentrates on hard data and is mostly objective.

In this particular study, the qualitative research concentrates on the *process* (Merriam, 1988:19), and the quantitative research on the *outcomes*, and together they portray a more accurate and meaningful picture of the phenomena under study. In the analysis of quality data, an attempt is made to identify common patterns governing the inputs (Schofield, 2000:89). In the case of quantitative data, statistical measures are utilized to quantify the response of the teachers to the questionnaires with regard to the functioning of TSTs. The motivation to use predominantly a qualitative research method in the study was that a substantial part of the study could not be captured through quantitative analysis. For instance, information relating to training of teachers, years of teaching experience and teaching qualifications, is context-dependent. Much will be gained by critically analyzing the systemic variables that affect the functioning of TSTs.

According to Ferreira, Mouton, Puth, Schurink & Schurink (1998:331) qualitative methodology, as employed for this research, allow the researcher to study events or issues in depth. Patton (1985:17) points out that qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. The researcher gained much information of TST meetings as well as minutes of schools where learners who needed more time on a grade or phase, were discussed. This relates to the South African situation, where support is needed for both the teacher and the learner.

TSTs play an important role in schools of the WCED by empowering teachers with specific methods and strategies to support their learners who experience barriers to learning. The TST is a vehicle to give the necessary support and specific learning support material to fellow colleagues and parents who need it.

However, the emphasis in qualitative methodology is a process, an understanding of **why** certain things occur in a particular way, not only **what** is going on (Mostyn, 1997:212). In this study the researcher developed an understanding of the background and beliefs of teachers about learners with special educational needs and how their beliefs impacted on in their practices or not.

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world. Qualitative research implies a direct concern with experiences as it is "lived" or "felt" or "undergone" (Sherman and Webb, 1998:23). Based on Sherman et al's (1998:23) argument, the researcher gained valuable information about the way teachers, principals and the SLES component of the EMDC dealt with and experienced the importance and impact of TSTs at schools.

Many researchers (Bannister, Burman, Parker, Taylor and Tindall, 1994; Denzin and Lincoln, 1994) agree that one undertakes qualitative research in a natural setting where the researcher is an instrument of data collection. The researcher gathers words or pictures, analyses them inductively, focuses on the meaning of participants and describes a process in expressive and persuasive language. The qualitative researcher talks to people about their experiences and perceptions. Research involves collaboration with the participants whose native perceptions and meanings are valued in a consultative, co-constructing process.

It seems that, in order to comprehend what is happening as far as the implementation of TSTs are concerned, a qualitative approach is more likely to be able to capture what this researcher intended to investigate. Consequently, the researcher chose to employ a qualitative approach, because it is in line with her academic convictions, which she believes are couched in an emancipatory paradigm. A qualitative research method is likely to evaluate the different perspectives of participants' view on TSTs, and can play a significant role of change in society. Parents would be more aware and involved in the process of their children's learning and teaching.

Although this study does not necessarily give a final answer or solution for implementing TSTs, it searches for sustainability to form an integral part regarding early identification of learners who may be at risk and improve the quality of education in schools. The purpose of this research was to understand the collaborative TST phenomenon at primary, elementary and middle schools in its fullest sense. The purpose was to gain a meaningful

understanding of the work, how it operates and what the strengths and weaknesses are for the purpose of the EMDC and the WCED informing and influencing policy regarding TSTs.

3.3 THE CASE STUDY METHOD

In this research a qualitative research design namely the case study approach was employed to gain an in-depth understanding of the situation and meaning for those involved. Kenny & Grotelueschen (1980) point out that a case study can be an important approach when the future of a program is contingent upon an evaluation being performed and there are no reasonable indicators of programmatic success which can be formulated in terms of behaviour and objectives or individual differences.

According to Anderson in Merriam (1993:124), education is a process and there is a need for research methods which themselves are process-oriented, flexible and adaptable to changes in circumstances and an evolving context. Therefore case studies have proven particularly useful for studying educational innovations, for evaluating programs and for informing policy (Merriam, 1991:221). Because of the tightly controlled conditions, random sampling and use of statistical probabilities, it is theoretically possible to predict behavior in similar settings without actually observing that behavior. As a researcher needs information about the characteristics of a given population or area of interests, a descriptive study is in order.

According to Bassey (1991 in Bell, 1989), if the case study is aimed at the improvement of education and at extending the boundaries of existing knowledge then it is a valid form of educational research. The researcher concurs with this statement, believing that a case study presents a detailed account of the functioning of the phenomenon namely TSTs under the study. Therefore the researcher has chosen a case study of its appropriateness and reporting form for evaluation of this study. Hitchcock and Hughes (1995:162), argue that a case study is in many ways the most appropriate format and orientation for school-

based research. It gives the researcher a better understanding of the dynamics of the sustainability of TSTs.

Results, however, are limited to describing the phenomenon rather than predicting future behavior. The case study is the best plan for answering research questions; its strengths outweigh its limitations. Anchored in real life situations, the case study results in a rich and holistic account of a phenomenon. It offers insights and illuminates meanings that expand its readers' experiences. Because of its strengths, the case study is a particularly appealing design for applied fields of study such as education. Educational processes, problems and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice. The case study has proven particularly useful for studying educational innovations, for evaluating programs, and for informing policy.

According to Cook & Campbell (1997:96) case studies as normally practiced can yield valuable scientific information when they take place in “settings where many variables are measured at the post-test; contextual knowledge is already rich, even if impressionistic and intelligent presumptions can be made about the group”. The case study has become “scientifically respectable as practiced by psycho-analysts”. The early psychoanalytic use of the case study was based on the assumption that the analyst knows more about the patient than the patient themselves, because the patients’ motivations are subconscious (Freudian theory). The case study is an intensive investigation of a single unit (Handel et al. 1991). For the study of the functioning of TSTs, a case study offers rich information regarding how the teachers, the principals and the SLES component view their roles and responsibilities regarding the TST in general.

The case study method, like any other research method, has some disadvantages. One is that case studies are time-consuming. For example, in this research, the case study had a duration of ten months. Another disadvantage of this method is that the results of the study cannot be generalized. The scheduled timeframes of the TST meetings of three schools were not far apart. The problems pertaining to the learners with barriers to learning were unique to each school. The regular meetings enabled the different role

players to have an informed idea of the extent of these problems and how they were approached.

3.4 TRIANGULATION

Using multiple methods of data collection and multiple case studies (McKernan, 1996:184) can increase the validity of research findings. This approach is often referred to in the literature as "triangulation." McKernan (1996:184) defines triangulation as "the use of multiple methods in the study of the same object." Stake (1988:263) also believes that the primary way of increasing validity is by triangulation. Duffy (1993:143) offers the following types of triangulation that explains the triangulation methods adopted in this research:

- *Data triangulation* attempts to gather observations through the use of a variety of sampling strategies to ensure that a theory is tested in more than one way. The data triangulation in this study was extensive, in as much as it included:
 - Four primary schools of the West Coast-Winlands EMDC of the WCED in South Africa
 - Two primary schools of Fitchburg State College of Massachusetts in the United States of America
 - Two elementary schools in Leominster, Massachusetts in the United States of America

The results of the data collected from different sources were triangulated within each case as well as across the cases, where applicable.

- *Investigator triangulation* refers to the use of multiple observers, coders, interviewers and analysts in a particular study. Investigator triangulation in this study was based on four kinds of respondents:
 - The teachers,
 - The principals,

- The psychologists, and
- Learning Support Advisors.

Clarke (1999:86-87) believes that using multiple investigators (in the case respondents) ensures that a number of different viewpoints are taken into consideration, and a variety of different types of data are collected. Furthermore, using multiple reviewers before and after the pilot study enhanced the validity of the instruments.

- *Methodological triangulation* is the use of two or more methods of data collection procedures within a single study. The methodological triangulation was manifested in the use of various qualitative and quantitative methods.

3.5 PARTICIPANTS

The teachers in South Africa who participated in this study were from four different schools of the WCED in the West Coast-Winelands EMDC constituency. The schools are situated in a historically disadvantaged and predominantly working class and lower middle class communities. The teachers of four primary and elementary schools of Massachusetts in the United States of America participated voluntarily in this study. All four schools of Massachusetts have Learning Support teachers. Learners were from predominantly working and middle class communities.

Participants were teachers at primary school level, from Grade 1 to Grade 7. Participants were randomly selected and participated voluntary in the study. Two of the four schools in South Africa have Learning Support Teachers, while the other two have no Learning Support Teachers on their staff. All the teachers of both countries were in the teaching profession for more than ten years at the schools in question. Both males and females participated in the study, although female teachers were in the majority. The teachers' ages ranged between 25 to 55 years.

Most of the teachers lived in the neighborhood and were well known in the communities. All schools had scheduled parent meetings during the school semester where the teachers had contact time with most of the learners' parents.

3.6 DATA COLLECTION INSTRUMENTS

Interviews were conducted, documents examined, questionnaires distributed and focus group discussions held. The techniques were chosen as they were most likely to elicit the data needed to gain a meaningful understanding of the phenomenon in question; to contribute different perspectives on the issue and to make effective use of the time available for data collection (Glesne & Peshkin, 1992).

3.6.1 Interviews

The reason why the researcher interviewed a small number of participants was, firstly, to save time in collecting the necessary information and, secondly, to be able to manage the data and study the research issues in depth. It was believed that if data were smaller the data would be more manageable and easily reveal the issue under study.

The main purpose of an interview is to obtain a special kind of information. As Patton (1995:196) explains:

We interview people to find out from them those things we cannot directly observe. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviours that took place at some previous point of time. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective.

The researcher obtained real life experiences of teachers' perspectives from the interviews with participants. For instance, teachers viewed their personal relationships with one another. The main objective was to get valuable information from the principals in order to assist all role players to approach learners with barriers in learning more effectively via

TSTs. With this aim in mind, the researcher suspected that the respondents were satisfied with the note-taking during the interview process.

According to Brenner, Brown & Canter (1987:82) qualitative in-depth interviews are much more like conversations than formal, structured interviews. The researcher explores a few general topics to help uncover the participant's meaning perspective, but otherwise respects how the participant frames and structures the responses. Bell (2000:135) describes interviews as a powerful way to gain insight into education issues through understanding the experiences of persons whose lives impact strongly upon education.

This research adopted the semi-structured interview. Kane & Brun (2001:114) explain that: “semi-structured interviews have a clear discussion for the answers.” Asking questions and getting answers is not a simple task. However, the semi-structured interviews, which are the most important and profound form of interviewing in case study research, can make this easier.

Bell (2000:135) further states that interviews as a communication tool between interviewer and respondent elicit specific information from the interviewee. Hence, the researcher needed to be well versed in the advantages as well as the disadvantages of interviews in order to conduct them effectively.

3.6.1.1 Conducting the interview

After receiving permission from WCED, the researcher made contact with the principals and explained the purpose of the study. The times for the interviews were scheduled to accommodate principals with their busy working schedules. During the conducting of the interviews with the four principals, they expressed their beliefs, feelings and attitudes of TSTs in their respective schools.

The interviews were conducted in English. Even though all the principals are Afrikaans speaking, it was their choice in answering the questions in their mother tongue. The

responses of the interviews were written in a notebook. According to Blaxter et al. (1997:153), if one decides to carry out a number of interviews for his/her research project, one of the basic decisions is whether to tape the interview or to take notes. The researcher explained to the respondents that the notebook was used only as a safeguarding mechanism to record all the responses and to facilitate the transcribing process. No respondent was against the idea of using a notebook. It was not simple to capture the conversations at the same time. The processes of conducting the interviews were held in the respondents' workplaces. To accomplish this, each school principal provided a room, where the researcher could conduct the interviews safely and without disturbances.

3.6.1.2 Advantages and disadvantages of interviews

Interviews can be fruitful resources to gather information when it is handled skillfully. Semi-structured interviews, however also have their advantages and disadvantages. According to Marshall and Rossman (1995:100-101), interviews have the following advantages and disadvantages:

Advantages:

- ❑ Provide background context for more focus on activities;
- ❑ Great utility for uncovering the subjective side of organizational processes;
- ❑ Useful for discovering complex interactions in social relationship;
- ❑ Data are collected in natural settings;
- ❑ Facilitate discovery of nuances in culture;
- ❑ Obtain large amount of expansive and contextual data quickly;
- ❑ Facilitate analysis, validity, checks and triangulation; and
- ❑ Facilitate cooperation from research subjects.

Disadvantages

- ❑ Interviews are time consuming;
- ❑ Data often subject to observe effects, obtrusive and creative;

- ❑ Difficult to replicate procedures are not always explicit or are dependant upon researchers' opportunity or characteristics and can cause danger or discomfort for researchers;
- ❑ Data are open to misinterpretation due to cultural differences and lack of skills;
- ❑ Dependent upon the cooperation of a small group of key informants;
- ❑ Highly dependent upon the ability of the researchers to be resourceful, systematic and honest to control bias, and
- ❑ Especially dependent upon the honesty of those providing the data.

3.6.2 Questionnaires

Questionnaires that related to optimal functioning of TSTs were devised to determine the building of a working relationship with the teachers of the different primary schools and the SLES personnel of the EMDC. Questionnaires can produce large quantities of highly structured and detailed data. Both factual and opinion information can be collected through a questionnaire. According to Best and Kahn (1998:299) questionnaires that are properly constructed and administered may serve as the most appropriate and useful data-gathering device in a research.

Both closed and open questions were used. Open-ended questions were used to collect qualitative data and closed questions were used to collect quantitative data. Both have their own merit. The closed questions do restrict the possible answers, but answers to these questions are easy to complete and tabulate. Open-ended questions provide for greater depth of response (Best & Kahn, 1998:300).

Two questionnaires were used to collect data (See Appendices E & G). Mainly open-ended questions and a few closed questions (see questions in both appendices) were used.

3.6.2.1 Conducting the questionnaire

To collect the required data from teachers, questionnaires were distributed as an instrument. In most cases, the researcher personally handed the questionnaires to the respondents in both countries at places of work. The researcher also explained the purpose of the questionnaire to the teachers and the SLES personnel. Since the researcher had to go to each of the eight schools, which had been a financial constraint, the process of distributing and collecting the completed questionnaires took about three months.

Two sets of questionnaires were designed and administered in this study:

- Teacher questionnaire (See Appendix E)
- SLES questionnaire (See Appendix G)

Both questionnaires examined the same domains and contained questions to elicit both quantitative and qualitative data. All questionnaires were designed by the researcher and administered and collected in the same manner.

3.6.2.2 Advantages and disadvantages of questionnaires

The questionnaire has advantages and disadvantages. Some of these can be listed as follows:

Advantages:

- **Less bias:** respondents do not worry about the feeling of a researcher, because she/he is away from them;
- **Ease of tabulation:** respondents can use machines to analyze and capture data;
- **For multitudes:** collecting data from an extremely large sample, which is difficult, if not possible;
- **Ease of completion:** no need of completion in one setting. Respondents have time to refer; and

- **It is more cost effective:** relative to interviewing the expense of printing and distributing questionnaires to large number is considerably less.

Disadvantages:

- **Sample limitation:** it does not include people who cannot read;
- **No verbal contact is held:** it has to be filled in by the respondents without any assistance of the researcher (Gillham 2000:79). The researcher will not have any chance to talk about the respondent's feeling. While conducting interviews, researchers can gain many things through observation;
- **Doubtful on who completed the questionnaire:** it cannot be sure who completed or returned questionnaires;
- **Low response rate:** the most obvious limitation of research that uses questionnaires is the danger of not receiving representative responses.

3.6.3 Documents

Documents obtained from schools pertaining to infra structure, goals and objectives with regard to TSTs of each school were examined. According to Murdock in Merriam (1991), documents can be materials like photographs, films or video, diaries and newspapers. For this particular research, the researcher used an international video on the structuring of TSTs of which the schools in the West Coast-Winelands EMDC were exposed to. Photographs were taken while TST meetings were in session at schools.

Schools' documents gave the researcher an indication whether the schools of the West Coast-Winelands EMDC have specific infra structure towards TST functioning. Policy documents of the WCED, for example Circular 108/99 regarding TST processes, TST referral to the SLES component, the SMT (1991) and NCSNET/NCESS (1997) regarding classroom-based assistance were part of this study. Above-mentioned policies gave the researcher information with regard to the implementation of TSTs.

3.6.4 Focus groups

The focus group method was appropriate, as the aim was to get a sense of the issues around the optimal functioning of TSTs as a strategy for providing education support services. The idea was to elicit from the participants their attitudes, feelings and thoughts about the topic. A reflective, exploratory technique was employed in order to explore the topic as fully as possible. The focus groups allow for innovation and creativity for a variety of ideas from a variety of respondents. It lends itself to spontaneity whereby the researcher's role is more muted as the facilitator of the discussion (Strebel, 1996).

3.7 DATA GATHERING PROCESS

More than one contact session was conducted to establish rapport with the participants before focusing on research interests. Upon request by the various schools, the researcher proceeded to facilitate the procedures of the TST sessions. This formed part of skills development of teachers who were members of the TSTs. The questionnaires were distributed amongst schools and the data collection occurred from April 2003 until August 2003. The qualitative and quantitative data were analyzed according to the relevant topics or themes and, where applicable, according to the categories addressed in the questionnaires.

3.8 ETHICAL CONSIDERATIONS

Prior to conducting research, it was necessary to negotiate the necessary access to participants' place of work. The negotiations for this work were done with Head Office of the WCED in South Africa and the schools in the United States of America (see Appendices A & D). With permission granted, the researcher approached the teachers, principals and the SLES personnel of the West Coast-Winelands EMDC of the WCED and Massachusetts in the places where the data were collected.

Individuals involved in this research were informed of the aims and purposes of this research. Participation was voluntary. Informed consent was gained from Head Office of WCED, as well as Massachusetts in the United States of America (see Appendices B & C). Research activities did not disrupt the normal functioning of the schools. Schools were visited in Massachusetts accompanied by the lecturers of Fitchburg State College, who were directly linked with them.

There is an acceptance that research involving human participants should be performed with the informed consent of the participant. Diener & Crandall, cited in Nachmias & Nachmias (1981:324), define informed consent "...as the procedure in which individuals choose whether to participate in an investigation after being informed of the facts that would likely influence their decision".

Informed consent further involves obtaining the voluntary participation of the subject, with his or her right to withdraw from the study at any time. Informed consent, therefore, protects and respects the rights of self-determination, which allows the participant the right to refuse to take part, or to withdraw once research has begun.

Kvale (1996:112) describes informed consent as, "...informing the research subjects about the overall purpose of the investigation". With this in mind, appointments were made with each participant after the researcher was assured of their willingness to participate. The purpose of the study, and how the data were to be collected, was explained to each participant.

The researcher ensured that the participants were fully aware of the purpose of the research project. In the interest of confidentiality, the participants and schools are not referred to in any way that may identify them. The research findings were shared with the participants, as recommended by Maykut and Morehouse (1994).

3.9 CONCLUSION

The purpose of this chapter has been to describe the plan of action for conducting the research. The lesson learned in this chapter was that in conducting a research, it is crucial to adopt a research method that suits the research study. Instead of adopting many research methods, one has to focus on a research method that helps to answer the research questions.

The purpose of this research was to investigate the functioning of TSTs and the practices of schools to assure sustainability. In the following chapter, the findings of the study will be presented, analyzed and discussed.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

What needs to be different in our conceptualizing the home/school, parent/teacher relationship is a mutual realization that both are primary educators, both are directors of learning environments that shape the mind and heart of the child and both are often in competition with other “teachers” such as the peer group, the media and the like.

Fantini & Cardenas (1980)

4.1 INTRODUCTION

This chapter is concerned with the data presentation and a discussion that constitutes a collection of responses from a range of sources (questionnaires, interviews, documents and focus groups discussions). The study involves four primary schools from the General Education and Training (GET) band in South Africa as well as two elementary schools and two middle schools in America. The primary schools in South Africa falls into the category of schools that have been disadvantaged in the country for years (ex Department of Education House of Representatives).

The participants involved in the investigation were educators, principals and staff of the SLES component of the West Coast Winelands EMDC in South Africa and educators of schools in Massachusetts in the United States of America. The participants of South Africa were Afrikaans speaking, whilst participants of America were English speaking. Where appropriate, photographs are included to show what has happened in the process of researching the functioning of TSTs. The data emanating from the different research instruments are presented and discussed which will assist in identifying different themes and patterns.

4.2 Questionnaires to Educators - Demographical data

Table 1

4.2.1 Age of educators

Country	35-40	45-50	55-60	65-70	Total
South Africa (SA)	14	5	1	*	20
United States of America (USA.)	11	7	2	*	20

With respect to table 1, the following analysis can be made. Both educators of South Africa and America fall in the same age range, namely between 35-60. During informal conversations, it became clear that none of them were re-employed educators. They were appointed at schools after their teacher training.

Table 2

4.2.2 Gender

Country	Male	Female	Total
SA	6	14	20
USA	9	11	20

There is an interesting phenomenon between male and female participation. Although both participated voluntarily, the table shows that the female participants were in the majority.

Table 3

4.2.3 Years of experience

Country	5-10	15-20	25-30	Total
SA	4	10	6	20
USA	11	3	6	20

There appears to be little correlation between the years of experience of the educators participating in both countries, with the possible exception of the age group 25-30.

Table 4

4.2.4 Marital status

Country	Single	Married	Widow	Divorced	Total
SA	4	12	2	2	20
USA	5	12	1	2	20

The following table shows that there is a marked similarity between the marital status of the respondents/participants.

Table 5

4.2.5 Qualifications of educators

The table below gives the explanation of the different qualifications of educators who participated in the study:

El Sped	Elementary Special Education (USA)
BA	Bachelors Degree in Education (SA)
BA ECE	Bachelors Degree in Early Childhood Education (USA)
K 6	Teacher Training in Kindergarten up till grade 6 (USA)
HDE	Higher Diploma in Education (SA)
FDE	Further Diploma in Education (SA)

JPDE	Junior Primary Diploma in Education (SA)
SPDE	Senior Diploma in Education (SA)
BS+45	Bachelors Degree with 45 credits without a Masters degree (USA)
M. Ed.	Masters Degree in Education (USA)
CAGS	Certificate of Advanced Graduate Study (39 credits) after obtaining a Master's degree (USA)
PH D	Doctors Degree in Education (USA)

Country	El. Special Ed.	BA	BA Early Child Educ	K6	HDE	FDE	JP DE	SP DE	BS +45	M Ed CAGS	PH D	TO
SA		1			5	2	11	1				20
USA			1	3					2	13	1	20

Educators who completed the questionnaires did it on a voluntary basis. It was interesting to note that the educators of America had master's degrees and they were also part time students of Fitchburg State College. This table shows that the majority of the South African educators participated had a junior primary diploma in education. The majority of educators who were willing to participate in the study were at a JPDE level.

Table 6

4.2.6 Number of years of training

Country	2 years	3 years	4 years	5 years	6 years	7 years	Total
SA	5	8	5	1	1		20
USA			7	6	2	5	20

There are both differences in number of years of training. Training of educators in South Africa starts from the first category, namely two years of training. Educators with two years of training have matric plus two years of training at an educators' college. From three years onwards educators are specialized in specific fields of interest, for example, remedial education, specialized education and physical education. Educators of America start from four years of training, which forms the basic training for educators. To be trained in specialized fields of education, educators should follow a five to seven year course of training.

Table 7

4.2.7 Area of specialization

Country	Early Childh.	Special Needs	Elementary School	Jun Primar.	Counseling & Business	Reading & Language	Social Studies	Tot.
SA	1	4		9		4	2	20
USA	3	7	4		3	2	1	20

The fifth category gives us an indication of educators who were trained as educators at Fitchburg State College. The third category, elementary level of America, corresponds with the junior primary level of South Africa. Counseling & Business and Special Needs courses in America are of the many elective courses presented at Fitchburg State College.

Table 8

4.2.8 Language of instruction

Country	Afrikaans	English	Spanish	Total
SA	20			20
USA		19	1	20

The language of instruction in the four rural schools in South Africa is Afrikaans. One of the participants of America is Spanish, but taught learners in their mother tongue, namely English.

Table 9

4.2.9 Educators at different schools

Country	School A	School B	School C	School D	Total
SA	5	5	5	5	20

Country	School E	School F	School G	School H	Total
USA	5	5	5	5	20

There were an equal number of schools chosen in South Africa and America. All the schools in both countries are situated in rural areas.

Table 10

4.10 Educators' positions in schools

Country	Classroom Educators	Guidance Educators	Special Need Educators	Assistant Principal	Training & Curr. Specialist	Head of Department	Total
SA	14		2			4	20
USA	8	3	6	1	2		20

Table 10 shows the positions of educators in schools who participated in this research. Not all of the South African schools have special need educators. Schools of the WCED that had special need educators were absorbed from the previous education department system. Because of curriculum development and subsequent changes since 1997, Guidance is no longer taught in schools in South Africa. Life Orientation is a Learning Area and is been taught in the IP and SP, which focus on social, personal, intellectual, emotional and physical development of learners.

Educators in each grade in the schools of America liaise with the counselors when learners experience barriers to learning. Guidance is a subject in the schools of America. The counselors work on one-to-one basis with learners that experience emotional, social and behavioral difficulties. Life skills as a Learning Program, is being taught in the FP in the schools of the WCED which includes arts and culture, music, hygiene and physical education. The Life Orientation Learning Area and the Life Skills Program is central to the holistic development of learners in schools in the WCED. It is concerned with the social, emotional, personal and physical development and movement (RNCS, 2002:4).

4.3 Presentation of responses on educators' questionnaires

The questionnaire consisted of thirteen questions and focused on:

- a) How educators accommodate learners with barriers to learning;
- b) Factors that cause learning breakdown and
- c) Intervention strategies used to address identified problems.

The aim of the questions was to determine whether the chosen schools had a TST and what types of issues they dealt with. As a Learning Support advisor for schools in the West Coast Winelands EMDC, the researcher usually gets a good sense of schools' support to learners with specific learning problems.

4.3.1 Educators' attitudes towards learners with learning difficulties

Very few of the South African educators participating in the research stated that teaching learners with learning difficulties was a challenge. They tried to adapt their teaching to accommodate each learner.

One female teacher mentioned:

I do not have the time to help a learner with special needs, because I have to pay attention to forty-five learners in my class.

A male teacher said:

It is very frustrating to work with learners who cannot read, because I do not have the skills to help them.

In most cases the male educators work from grade four to the grade seven classes. They find it difficult to teach learners the basic skills of reading and writing, because they usually focus on their specific Learning Area content. From the quotation, it is evident that there is no marked difference between the male and female educators' attitude towards learners with learning difficulties. Usually educators' perceptions are that a person should have specialized training to help learners who experience barriers to learning. On the other hand, educators have to "complete" the curriculum, because the curriculum advisors want them to "deliver", meaning educators' administrative work concerning curriculum content, work schedules and planning should be completed at specific periods.

Educators of Massachusetts, America mentioned that they felt competent to support learners and welcomed such kids in their classes. They had the necessary resources, infra structure and training and had no difficulty to help learners who experienced barriers to learning.

4.3.2 Grade repetition and dropouts in schools.

South African educators stated that there were grade repetition and dropouts in their schools. With the many changes in the moderation and progression of learners in the WCED schools, educators are responsible for a child's performance and have to explain and show evidence why a learner has to repeat a grade. Grade repetition in South Africa means that a learner gets more time by repeating the same grade only once per phase. According to the education policy (DoE; 1999), if a learner does not achieve his/her learning outcomes in a grade, he/she has to move to the next grade with his/her peers. Linking grade repetition with school dropouts is usually applicable to those learners who experience failure in their class-work and cannot cope with academic issues. These learners experience frustration for not achieving on his/her level, show very little interest in schoolwork and therefore leave school during the year and become school dropouts.

Regarding grade repetition and dropouts, educators of Massachusetts in America were in general in agreement that they also have grade repetition, but it is well thought out. They have very few school dropouts due to existing youth clubs and incentive programs and skills-based training to accommodate these learners. Youth clubs in the area of the schools in Massachusetts in America is basically the same as after or day care centers in communities in South Africa. Youth clubs in America focus more on skills training programs where learners can experience success, doing activities for enjoyment.

4.3.3 Factors that cause learning difficulties

The underlying causes of the performance deficits of schools in both countries can be directly related to a lack of attention, poverty population, developmental delays, inadequate parental involvement, language deficit, energy levels of learners and learning support materials and work that are too difficult to cope with. In addition to the underlying causes of the performance deficits of schools in both countries poverty, developmental delays, parental involvement and language deficit can have an impact on learners' performances. This phenomenon is a huge problem especially in schools in the

rural areas where parents are working away from home and do not have adequate time to spend with their children.

4.3.4 Educators addressing problems in classes.

4.3.4.1 Learning difficulties

All the South African educators maintained that they gave individual attention to learners where possible. A head of department said that:

I do phonics repetition, spell the word, ask learners to close their eyes, write the word in the air and write it down in their books.

Educators adapted the work at the learners' level of functioning to ensure that learning took place. Some IP educators in the West Coast Winelands EMDC gave differentiated tasks or activities to learners at different levels of difficulty, focusing on their capabilities and strengths to do the specific work. Class or Learning Area educators drew up intervention programs consisting of work to learners, who needed extra activities to achieve specific learning outcomes.

Educators of Massachusetts in America, addressed learning difficulties by means of:

- Curriculum adaptation

If learners experienced barriers to learning, a meeting was held with the curriculum head of department. The curriculum was then adapted to the child's level of functioning. He/she did the same work with the rest of the class, but the amount of activities was less.

- Peer support

Learners, who could not work independently, worked with a peer to support him/her with reading or mathematics. This type of support was applicable where a learner could not work on his/her own.

- Preferential seating
Educators made use of specific seating where a learner experienced difficulties in the learning process. Those learners were seated in a specific way where the teacher could assist or support them on a regular basis.
- Teaching styles
Learners' preferences of learning were been considered. If a learner was a visual learner, his/her visual teaching or learning style was used to learn new concepts or information. This also applied for an auditory or kinesthetic learner.
- Multi-modal approach
Lessons were presented in different ways for the learning process to take place. For example, all senses were been used in lessons to stimulate the learner who experienced learning barriers.
- Capitalizing on learners' strengths
Educators used learners' strengths to compensate and taught new concepts or other information.

4.3.4.2 Behavioral difficulties

The majority of South African educators said that they discussed behavioral issues in the TST meetings. One FP teacher said:

I discuss it with my fellow colleagues and look for the specific learner's behavior in the previous class.

Another teacher from the SP teacher mentioned:

I do not always know what to do. Sometimes I scold and sometimes I let them sit in the detention class, doing their work if they have wasted my time in class by being a nuisance.

With regard to behavioral difficulties, the chosen schools of Massachusetts in America made use of effective home and school support. They mentioned that they used behavior modification techniques and developed rapport with those learners. The following strategies were used to reinforce learning: celebration of what the learner could do,

reward systems by using cards, behavior contracts where learners signed it, daily reports to parents and praising learners if behavior was good. Time out sessions were implemented where learners were not part of any discussions and where they had to sit in an isolated spot in the classroom. They normally invite the school nurse for support. Drawing on the recommendations of the school nurse, they implement incentive programs for ongoing support to learners.

4.3.5 Problem solving by school staff

All South African educators maintained that they had addressed problems through staff meetings. The majority of the educators of Massachusetts in America stated that they had addressed problems, concerning the principal and staff members in collaboration with their Child Study Groups (CSGs).

4.4 Teacher Support Teams

Three of the four schools in South Africa had TSTs. The TST at the fourth school had not been functioning effectively and the school did not have a Learning Support teacher. The TSTs of the three schools consisted of a coordinator, a Learning Support teacher and one teacher from each phase. The principal was not part of the team. Their TSTs met on a monthly basis, dealing with issues like behavioral, scholastic, social and emotional problems. A lack of parental involvement regarding learners' education needs, emerged from the responses of the educators.

All four schools of Massachusetts in America had TSTs, called CSGs. The teams consisted of nine persons, the headmaster, co-teacher, school nurse, special educationist, guidance teacher, occupational therapist, parents and cluster group of educators were well represented. All four schools in Massachusetts in America said they had weekly meetings. The CSGs dealt with learners who had fallen behind, who had been sexually abused and those who might be at risk.

The CSG consulted with other expertise in the field to look for defined solutions to the problems of learners. Comparing composition of TSTs of South Africa to the CSGs of America, one becomes aware of big difference of expertise in the composition of the latter, for example guidance educators, occupational therapists, school nurses, educators and psychologists formed part of the team. With regard to the members of the TSTs in South Africa, the TST mainly consisted of representatives from the specific grades, a coordinator, the head of department, the Learning Support teacher and if possible the principal.

4.4.1 Additional forms of support

The four schools of the West Coast Winelands EMDC of South Africa had support from the police force, social worker and school psychologist. Where absenteeism occurred, the local police force assisted the school with home visits, especially where informal settlements were unstable. The social worker and the school psychologist worked as a team and addressed issues like parental involvement and behavioral problems.

In connection with the schools of Massachusetts in America, the majority of educators were involved in community-based services, the Special Education Evaluation Team, aides and grade level teams. Pertaining to the difference between additional forms of support in the two countries, the South African schools did not have sufficient social workers in their school communities to give the necessary support that was needed. The West Coast Winelands EMDC only had one social worker for the whole area, covering a total of four hundred schools. The social worker was responsible for assistance at schools.

The American schools had a social worker and school psychologist at each school. They were involved with socio-economical behavioral, emotional and scholastic issues of the learners. School psychologists of the South African schools have a ratio of 1:30 schools, implying that one psychologist is responsible for 30 schools, thus hampering the provision of effective psychological services to every school in the designated area.

4.4.2 Services of the EMDC/ School clinic

With regard to the schools in the West Coast Winelands EMDC of South Africa, all four consulted with the Learning Support Advisors and the school psychologist. Two of the four schools that had Learning Support educators received training from the advisors on a monthly basis. The other two schools without Learning Support educators received training from the advisors in order to empower the members of their TSTs. Lead educators from schools were chosen and trained in Literacy and Numeracy in order to empower the FP educators at schools.

Regarding the schools of Massachusetts in America, universities, colleges and special education resource rooms assisted the schools to develop new skills and techniques for the purpose of empowering the CSGs.

4.4.3 Parental involvement

The majority of educators in the West Coast Winelands EMDC of South Africa mentioned that the working conditions of parents were not favorable. Parents worked on farms and factories away from their families. Quality time was not spent with their children and families. Some of the parents were illiterate and could not help their children with extra homework activities. Parents who attended the school meetings were those who showed interest in their children's development. However, the children of those parents who did not attend the school meetings were usually the ones who needed more attention and support.

According to the educators of Massachusetts in America, some parents gave their full support to schools. They helped with school and extra mural activities on a voluntary basis. Some of them were aides in classes to help the teacher with daily routine work. Schools arranged information sessions for parents like poetry, language and cultural nights to get in touch with all the academic issues and to get the disinterested parents

involved in their children's learning and teaching. In comparing the South African parents to their counterparts in America, similarities emerged. There were those who supported school activities and those who did not support school activities.

4.4.4 Staff support at schools

Two of the four schools of the West Coast Winelands EMDC in South Africa that had TSTs, at the times of the completion of the questionnaire, had good teamwork, supportive structures and cooperation between staff members. One school without a TST experienced problems getting staff members together to discuss academic issues. One teacher stated that:

Nobody wants to learn from somebody else, therefore a lack of trust and self-respect occurs.

With regard to schools in Massachusetts, good teamwork occurred and fellow colleagues had confidence in one another. School staff of Massachusetts focused continuously on teamwork and effective collaboration. One teacher at an Elementary school mentioned that:

The opportunity for professional development is available and ongoing. The staff is knowledgeable and responsive to my needs as a professional.

The difference between South Africa and America regarding staff support at schools, were the involvement of principals in schools of Massachusetts. Principals of schools in Massachusetts fulfilled an important role regarding motivational sessions for staff development. Principals in American schools were managers of their schools and believed that they were the driving forces to enhance effective teamwork. Some principals of schools in the West Coast Winelands EMDC did not see themselves as agents for change at their schools to enhance staff development and support, because of some group dynamics that had negative results.

4.4 5 Educators' attitude towards collaboration and cooperation

The majority of educators at the rural schools in the West Coast Winelands EMDC in South Africa felt inadequate in giving support to educators and parents. They were of the opinion that:

We need more specialized training to develop specific skills.

Regarding the educators' attitude towards collaboration, South African educators had a need for specific and appropriate training to develop the necessary skills for supporting their learners who experienced barriers to learning. Educators of the four schools of Massachusetts in America mentioned that they were all trained and skilled to give support to fellow colleagues and parents. They saw it as a challenge and were continuously busy with study and courses to be on track with global trends.

4.5 Presentation of responses on SLES questionnaire (South Africa only)

Questionnaires were only given to the SLES component of South Africa. The questionnaire consisted of eleven questions and focused on:

- a) The role that the Learning Support Advisors and psychologist play in supporting TSTs at schools;
- b) To what extent the EMDC fulfilled its role to ensure the continuity of TSTs; and
- c) The involvement of all components at the EMDC with regard to continuity of TSTs.

The importance of the questionnaire was to find out how all role players at the EMDC saw their role and contribution towards TSTs. Based on the responses, it was indicative that Curriculum Advisors as well as the Circuit Managers did not have clear understanding of their roles and functions to support schools with TSTs. Based on the

MFT, "the more time" process and the role of TSTs are linked together for effectiveness and continuity.

4.5.1 Do all schools have TSTs?

The majority of psychologists and Learning Support Advisors stated that most of the schools had TSTs, but not everyone was functioning optimally. One advisor mentioned:

Some TSTs of schools only function in the Foundation Phase.

Another speech therapist said:

In many schools TSTs function just on paper.

According to the first statement, the FP educators had regular weekly work planning and sessions where learners' performances and progress were discussed. With regard to the speech therapist's statement, some schools had identified members of their TST, but in this case the team had no meetings arranged with their staff members.

4.5.2 Moderation process of 2003: evidence of TSTs' recommendations and interventions

All the psychologists as well as the Learning Support Advisors agreed that only in some schools were there evidence of the TSTs' recommendations and interventions available. In general, recommendations and interventions were very vague and non-specific. Although the educators and principals had knowledge of policy content (WCED: 1999), educators and principals did not realize the importance of interventions necessary for the progression of learners.

4.5.3 Grade repetition and dropouts in schools.

It became evident from the questionnaire that there were grade repetition and dropouts in the schools that the SLES personnel supported. According to the current statistics (Department of Education, 2003) 48% of the grade 9 to grade 12 learners were school dropouts.

In addition to the statistics of grade 9 to grade 12 learners who were school dropouts, seemed to be those who experienced barriers to learning. Those learners most probably experienced difficulties at primary school level and never had "success" in their school careers.

4.5.4 Parental involvement in their children's learning

The psychologists and Learning Support Advisors noted that some parents expressed their concern with regard to their children's learning, but they were in the minority. One school psychologist mentioned that parental involvement depended probably on the socio-economic status and circumstances of the family. It seemed that the majority of the parents who were not involved in their children's learning were illiterate and could not give the necessary support.

4.5.5 Definite role of all components in the Multi Functional Teams (MFTs)

Two thirds of the SLES component stated that supporting schools seemed to be their sole responsibility. A psychologist and some of the advisors mentioned that the role clarifications of all the persons in the MFT were not currently clear. With regard to the main job description of the SLES component, they were directly involved in the learning support process for schools. According to the moderation process, the MFT work together by monitoring the process, whereas the SLES component were more focused on

this aspect. As a member of the SLES component, the researcher noted that, by the end of November 2004, no specific meetings were held at EMDC level to clarify different roles of stakeholders for example the IMG and CAS with regard to the sustainability of TSTs. Strategic planning for 2005 of all components at EMDC level usually takes place in December.

4.5.6 Specific roles and functions of SLES personnel

Personnel of the SLES component stated that they were responsible to support and to monitor the TST process at schools. When learners experienced barriers to learning, the SLES component would intervene and would give the necessary support to schools. In general, schools liaise with the SLES component, because of placement of learners in Special Schools as well as evaluating learners who experienced barriers to learning.

4.5.7 Principals as members of their TSTs

The majority of the SLES personnel expressed their dissatisfaction with the fact that only a few principals of the schools they supported, were members of their schools' TSTs. According to the advisors it seemed that principals did not see themselves as part of a TST at all. The current trend in education is that principals of schools are involved in a facilitative capacity due to the principals' managerial authority. Principals could delegate some of his/her administrative tasks to the SMTs, by requesting them to oversee the enrollment and absenteeism of learners. Although principals are in positions of authority, it seems that they are reluctant to coordinate the monitoring process of sustainability of TSTs. It seems that principals do not experience TSTs as important as other departmental issues.

4.5.8 Importance of TSTs

The SLES personnel were generally in agreement that some educators did not see the importance of TSTs, nor the crucial role and difference it can bring to schools. The

educators were of the opinion that it was adding to their administrative work. A senior psychologist mentioned:

Educators are hesitant to take responsibility and they have experienced that the functioning of a TST is too time consuming

With regard to the teaching and learning process, the educator is primarily the person who is accountable and responsible for learners' performances. According to departmental issues, the functioning of TSTs is part of the planning of the school year.

4.5.9 Scheduled meetings regarding learners' progress and performance

According to the SLES personnel, TSTs functioned well where schools have scheduled meetings for the purpose of the learners' performance and progress. On the other hand, where TSTs were not established, no specific scheduled time was set aside to discuss learners' progress and performance. The researcher would like to stress the importance of scheduled meetings to enhance the functioning of TSTs at schools. If TSTs meetings are specifically scheduled for the purpose of learners' performance and progress, educators can arrange their extra mural activities accordingly. The researcher's experiences in visiting schools, was that TST meetings in some cases were cancelled. Less important meetings were attended and in the process, TST policy of the WCED was not recognized (DoE 1999).

4.5.10 Role of the EMDC to ensure continuity of TSTs in schools

The majority of the SLES personnel agreed that all stakeholders at EMDC level should give direct support in TSTs meetings at schools if possible. One psychologist mentioned:

The circuit managers as well as the curriculum advisors should be part and parcel of the continuity of TSTs, by helping schools with actual support.

A Learning Support advisor stated that:

A workshop should be presented to all components of the EMDC where every person's role is spelled out, for example, how to support schools with the implementation of TSTs as well as what is expected from every one in the MFT during the moderation and monitoring process.

A senior school psychologist mentioned:

There must be a monitoring checklist for every stakeholder when schools are been visited.

It is important to note that the monitoring and sustainability of TSTs is currently considered by other stakeholders to be the responsibility of the SLES personnel.

4.6 Presentations on principals' interviews.

Interviews with the school principals of Schools A, B, C and D were conducted. To assure confidentiality, the above-mentioned schools were identified as P1, P2, P3 and P4. The interview schedule consisted of eleven questions that were directly focused on the principals' role and involvement of his/her school's TSTs.

4.6.1 TSTs at schools

All the principals indicated that their schools had TSTs. Although the above-mentioned question seemed general, it was hoped that the principals would give more specific information of their TSTs. It was not clear what kind of contribution the TST could make.

4.6.2 Member of the TST

The responses of the four principals were similar and stated that they were members of their TSTs, but not part of the core group that attend to discussions. The principals had no definite role that they fulfilled to enhance the sustainability of TSTs with regard to the guidelines of the department (DoE; 2002).

4.6.3 Opinion with regard to the importance of TSTs

Three of the four principals indicated that the TST played an important role and did not elaborate further on this matter. P1 expressed her opinion by saying that:

TSTs play a very important role in the developing of teaching skills, because ideas and strategies are shared during meetings. The profile of the learner with a problem becomes known, which means the teacher in the next grade knows what to expect and has to cope, help and assist.

The researcher could argue that principals realized the importance of TSTs, but very little evidence was actually in place to support the policy of the TSTs.

4.6.4 Team meetings

It was very interesting that two principals gave similar answers by saying that:

We have quarterly meetings

Both the other principals stated that they arranged meetings on fixed dates every month. The two schools that had quarterly meetings as well as the other two schools with monthly meetings were not well managed and did not achieve the necessary outcomes in this regard. The percentage of learners' case studies presented when discussing rendering support would be inadequate. Learners, who may be at risk and may need more time for the following year, would then inevitably not be discussed.

4.6.5 TSTs support base to fellow colleagues and parents.

P1 said that most educators were not familiar with inclusive education. The support and advice mostly came from the Learning Support teacher. P2, P3 and P4 answered this question similarly by saying that:

Colleagues give input to the rest of the staff.

P4 added that they did not have a specialist teacher at their school therefore everyone had to tap from everyone else's expertise. To respond on P1's statement on inclusive education, the process of the implementation of inclusive education was in the beginning stage. EMDC's were busy giving information sessions and workshops in collaboration with National Department of Education in understanding of the policy.

4.6.6 Good relationships and attitudes towards colleagues across different phases

P1, P2 and P4 answered this question positively. P3 mentioned that relationships and attitudes between fellow colleagues differed and were uncertain. Three principals of the four schools gave positive answers on above-mentioned question. One could argue that P4's personnel had to work on cooperation and teamwork amongst themselves as staff to ensure the effective functioning of TSTs.

4.6.7 Moderation process of 2003 and the role of TSTs

P1 made it clear by saying that:

Many educators failed in accountability, although they knew the process. There was no follow up.

P2 and P3 had a similar response to this question and answered only yes, but did not elaborate in this regard. P4 expressed his opinion saying that:

The school did not have a TST in 2003.

It was evident that the lack of ownership and accountability amongst many schools of the WCED regarding the moderation process of learners were the main issues impacting on the successful sustainability of TSTs. However, the interventions from the TSTs were not fully visible in some of the schools.

4.6.8 Parents involvement in their children's learning.

P1, mentioned that:

Most of the parents are not involved at all, often due to the fact that they are inadequate to assist.

P2 and P4 made it clear that they invited parents on a regular basis to discuss their children's progress. P3 was of the opinion that parents, who were not involved in their children's performance, were the parents who did not attend any parent meetings at school. It seemed as if the majority of parents were not fully involved in their children's learning and teaching.

4.6.9 Relationship between TSTs and the MFTs

P1 and P2 explained by saying:

We have never invited the MFT to our TST meetings. Only the SLES personnel were invited, because they work closely with our schools.

P3 indicated that they did not invite the MFT to attend their TST meetings. P4 mentioned that they invited the SLES personnel when their learners had difficulties with scholastic performance. Although the principals gave their answers, they worked closely with the SLES personnel, whom they felt dealt specifically with learners' progress and scholastic performances. The researcher would argue that many principals were not

aware that they could invite any role player involved in the learning process to TST meetings in order to support them if necessary.

4.6.10 Strategies to encourage and motivate TST members

Although P1 was hesitant, the response was as follows:

No strategies are in place to motivate the team. The influence of the TST has a positive impact on the rest of their fellow colleagues.

In contrast to the above-mentioned responses, P2, P3 and P4 indicated that they had regular sessions to improve communication and openness with colleagues. With respect to P1's statement, it was clear that trustworthiness and mutual respect for one another was not a problem, because as a staff they already established good teamwork. However, the other principals were still in the process of enhancing teambuilding, because it is the driving force towards establishing TSTs.

4.7 SUMMARY

4.7.1 Main issues with regard to the educators' questionnaire

- Educators stated that they were unable to support learners who experienced barriers to learning, because of a lack of specialized training. Educators' perception that they could only support learners if they had specialized training, is a misconception. Every trained teacher received basic training skills and methodological expertise to teach a child to read, to write and to do mathematical concepts. Therefore, educators are forced to liaise with fellow colleagues to discuss his/her learners' performances from the previous grades in order to get information where to start with new concepts in a contextual way. According to the educators of Massachusetts in America, liaison with fellow colleagues was on a continuous basis. As is known, large classes are a given and learners will only

benefit if educators make use of cooperative learning where learners can support one other in this regard.

- The investigation revealed that learners, who did not attend pre-primary classes, had very little stimulation to continue with formal class work.
- With regards to parental involvement concerning learners' performances, TSTs should strive to create innovative methods to get parents involved in their children's learning and teaching. For example, the schools in Massachusetts in America have NGOs involved in helping them in this regard. Family and fun days were arranged during weekends or holidays where parents visited schools to establish good communication with school staff and at the same time being equipped with skills, values, attitudes and knowledge to help their own children at home.
- The structuring and occurrence of TST meetings were inadequate, in the sense that the time period of these meetings were too far apart and were not addressing the issues at stake. The researcher is of the opinion that quarterly or monthly TST meetings will not benefit all case studies and discussions of learners, because some schools have many learners who needed the support and assistance via the TST.

4.7.2 Main issues with regard to the SLES questionnaire

- The SLES component explained that schools have TSTs, but they were not functioning well. Regarding the moderation process, very vague evidence of learners' interventions was visible. This gives the researcher the idea that the input and support given by the TST played a vital role to support educators in this manner. Schools were acquainted with the policy document (DoE: 1999) regarding the moderation process that emphasizes the role of TSTs.

- Schools were aware of the fact that if a learner needs "more time" in a grade or phase, advice and interventions should come via the TST to educators. As mentioned earlier in Chapter one, TSTs appear to be just on "paper", which means through the academic year no discussions or TST meetings were planned.
- The SLES component emphasized the importance of the MFT. Clarity on roles and responsibilities on supporting TSTs of every stakeholder for example, IMG as well as CAS at EMDC level need attention.
- With regard to parental involvement, the SLES component mentioned that parents were under-involved in their children's learning and teaching.
- The SLES component was concerned about the principal as a member of the TST. Some principals had little insight or knowledge of the "more time process" and the recommendations given by the TSTs.

4.7.3 Main issues with regard to the principals' interviews

- Although the majority of principals indicated they were members of their TSTs, they did not specify what their role and involvement were towards the sustainability of TSTs. According to the policy document with regard to the guidelines of the functioning of TSTs (DoE 2002:45), principals fulfilled a significant role.
- In connection with the moderation and progression process, all principals admitted educators did not take full ownership of their accountability of TSTs. The researcher would argue to say that educators have a thorough knowledge of the moderation and progression process as workshops had been presented to all the educators in the West Coast Winelands EMDC.

- With regard to parental involvement, principals indicated that parents did not attend meetings and had very little interest in their children's learning and performance. With regard to the parental involvement of their children's learning and teaching, parents who showed interest were in the minority. It is found in this study that the pattern regarding parental involvement repeats itself in South Africa and Massachusetts in America.

4.8 CONCLUSION

According to above-mentioned issues, educators as well as principals need a more supportive and collaborative structure from the EMDC personnel to establish good and effective communication, cooperation and coordination of the sustainability of TSTs.

In Chapter Five, recommendations will be presented, based on the findings in Chapter Four.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Change comes from the small initiatives which work, initiatives which imitated, become the fashion. We cannot wait for great visions from great people, for they are in short supply at the end of history. It is up to us to light our own fires in the darkness.

Charles Handy (1994).

5.1 INTRODUCTION

This research regarding "The Functioning of TSTs in Primary Schools" was conducted in four schools of the West Coast Winelands EMDC of the WCED and four schools in Massachusetts in the United States of America. The main objective of the study was to investigate how teachers, principals and the SLES component of the EMDC perceived their roles and responsibility with regard to the sustainability of TSTs.

The main research question that guided the study was "Are TSTs at primary schools in the West Coast Winelands EMDC functioning optimally?" This study adopted predominantly a qualitative research methodology, because the focus was to understand the opinions, attitudes, views and perceptions of the above-mentioned participants towards their roles and contribution of the optimal functioning and sustainability of TSTs.

Four techniques of collecting data were used in the study. Semi-structured interviews, questionnaires, documentary analysis and focus group discussions were used as research instruments to collect data. The principals of the four schools of the West Coast Winelands EMDC were interviewed and the acquired information was transcribed. Two types of questionnaires were distributed to teachers and the SLES component in South Africa and Massachusetts in America.

5.2 Main issues faced by teachers.

Teachers raised the issue that they were unable to support learners who experienced barriers to learning due to a lack of specialized training. The policy on Special needs education: Building an Inclusive education, White Paper 6 (DoE 2001:16) alerts one about the empowering of learners by developing their strengths and enabling them to participate critically in the process of learning.

The teacher's role has become more demanding, but less dominant and less authoritative than it was in a teacher-centered classroom. To be able to plan accordingly, teachers should be able to identify learners' needs. Once the learners' needs are identified, the teacher will be able to plan and teach accordingly to the learners' needs. However, every trained teacher at JPDE level (South African context), received basic training skills and methodological expertise to teach a child to read, to write and to do mathematics. Teachers should differentiate the class work or subject content to accommodate every learner who experiences barriers to learning.

There should be adequate evidence of interventions, portfolios and activities to show that the teacher worked on the learner's level of functioning for the MFT at EMDC level. However, it is of utmost importance that class teachers should liaise with fellow colleagues to get more specific strategies and methods from them in support of learners who seem to have difficulty in interpreting subject content. In some cases, teachers do not work closely enough with TSTs to allow for closer cooperation.

According to the assessment policy of the WCED (WCED: 1998), teachers should report to the TST whether the support from the fellow colleagues made a marked difference to those learners who experience barriers to learning. Based on the above point of view, I would argue that specialized training for teachers is not a prerequisite to help and support learners who seem to fall behind. Every person who has a caring attitude, empathy and dedication, can support those learners and can make a difference in their lives. However, it does not imply that teachers should not go for specialized training.

It was mentioned that learners, who did not attend pre-primary classes, had very little stimulation at home to continue and to fit into the formal ethos of the classroom. Some schools who do not have pre-primary classes should have specific programs in the grade one class to focus on those learners. Basic sub-skills to reinforce the teaching of formal work should be taught. Especially schools in the ex-department of House of Representatives, still have a few pre-primary classes. In some cases, teachers in grade one often start with formal work from day one. Teachers should do a baseline assessment of every learner's strengths and weaknesses for the purpose of determining the kind of "individual" teaching and learning activities.

In spite of the above-mentioned statements, the assessment policy of WCED (WCED, 1999-Circular) states that:

The earlier possible identification of learners who will need particular support is understandably crucial. A child, who has a specific need or a learning barrier, should not be left to try and to progress for three or four years before something is done about it. Intervention must begin as early as possible.

Hence, I suggest that teachers should work on a proactive manner to identify learners who are at risk at an early stage. Regarding the assessment policy of the WCED (WCED1999-Circular), learners' strengths and weaknesses should be identified as early as possible. Parents and guardians should be notified timeously about their children's progress and a realistic support or extension program should be set up.

Teachers mentioned parents were not much involved in their children's learning and teaching. According to Naicker (1999:84), district offices, now called EMDC's, should form a partnership relationship with NGOs, parents, representatives from a sample of schools and business to determine shared values and a mission. Collaboration with parents and caregivers is essential, because they usually possess the most important information about the learner that can expedite decisions for effective selection, implementation and evaluation of any specific educational strategy. As learners spend

more time at home than at school, the support of parents and families in carrying through interventions outside the school, becomes crucial.

Teachers were concerned with the structuring of TST meetings, and according to them TST meetings were inadequate. I, as the researcher, want to support this statement. The root of the problem to ensure sustainability of TSTs lies specifically in well-structured meetings and identification of a process to sustain TSTs. However, SMTs of schools in collaboration with principals, should schedule all TST meetings and discussions at the beginning of the year. This will ensure that adequate time is spent on this activity and that continuous discussions around the functioning of TSTs are provided for. Staff members should value TST meetings equally as any other subject or Learning Area meetings.

5.3 Main issues faced by the SLES component.

The SLES personnel complained that all schools had TSTs, but some of them did not function well. I believed that in the case of a lack of evidence and interventions, input and collaboration with TSTs did not exist. The SMTs of schools should schedule TST meetings to enhance the necessity of teacher support as well as effective implementation at school level.

When visiting schools on a daily basis as a learning support advisor, some TST coordinators had no written report or discussions of those learners who experienced barriers to learning. There were no evidences of learners' performances and progress available. It was frustrating to realize that the minutes of schools on TST meetings reflected that these meetings only started in the fourth quarter of the year. The lateness of these meetings indicated that pre-planning, discussions and serious considerations of TSTs were not forthcoming earlier in the year. For the purpose of moderation, these meetings were scheduled, however late indicating that schools were only adhering to policy regulations.

Bridges (1995:27) states that: "At some point, you need to organize the assessment you have collected in meaningful ways, so you can share it with parents, administrators and others beyond the classroom door." It became evident that teachers did not give differentiated tasks to learners because of big classes. Very little was done regarding improving on the existing interventions for learners who experienced barriers to learning.

Furthermore, Bridges argues that assessment or interventions separate from instruction are of little value. There had been little evidence from the assessment portfolios of learners that they experienced learning problems at a certain level. On the other hand, those learners who did not have difficulty in the learning process should have had different work sheets from the rest of the class. However, the TST should have a repertoire of different levels of work sheets when teachers are in need of it. A TST should have a rich resource of materials that should be available for fellow colleagues to support those learners who need that specific work for development. As a learning support advisor, I would like to recommend that teachers start to develop their own learning material.

As it was mentioned from the SLES component, clarity on roles and responsibilities of all stakeholders for example the IMG and CAS for supporting TSTs of schools, needed attention. It is argued that the SLES personnel thus far, had just driven support. With regard to the WCED policy document on assessment (WCED, 1999), it was stated that the IMG, CAS or the WCED support personnel should be directly involved with the identification of learners who experience barriers to learning.

According to the policy on White Paper 6, Building an Inclusive Education and Training (DoE 2000:19),

Education and support personnel within district support services will be orientated and trained in their new roles of providing support to all learners and teachers. Training will focus on supporting all learners, teachers and the system as a whole so that the full range of learning needs to be met.

I believe that if all role players of the EMDC components have their specific roles and responsibilities, the monitoring of TSTs should improve optimally. Schools should be informed of every role player's contribution towards the sustainability of TSTs.

Responses of the SLES component indicated that parents' involvement were not adequate in supporting schools. Based on this point of view, I urge that most of the parents were not in a position to give their full support to schools. Working conditions and circumstances as well as transport problems experienced caused parents' poor attendance of meetings. Regarding the S. A. Schools Act (DoE 1997:6), the democratization of education includes the idea that stakeholders such as parents, teachers and learners and other people (such as members of the community near the school) must participate in the activities of the school. However, schools should have a workable infrastructure to enhance parental involvement in this manner.

Regarding the argument of the SLES component, principals were not members of their TSTs. My opinion is TSTs can and will work if the leader of a school is the driving force behind it. Principals should buy into it and regard TST policy as important as other policies for example, safer schools policy, literacy policy and assessment policy. The problem is that some principals do not want take to full ownership of TSTs. They delegate the responsibility to other members of the SMT. If this happen, principals should also be well informed of the process and show his / her concern. Principals should show an interest and enthusiasm with regard to TST and realize the significant difference TST can offer. The above-mentioned suggestions should make a positive and effective impact on the principal that will influence the staff in a positive manner.

5.4 Main issues from principals' interviews

Although the majority of principals indicated they were members of their TSTs, their involvement was not clearly specified. According to the S A Schools Act (DoE 1997:12),

The principal must undertake the professional management of a public school. This means principals should delegate powers to organize and control teaching and learning at the school effectively.

My contribution to the above-mentioned policy is that principals are not only facilitators in their schools, they are the most decisive persons in the overall school activities. Theron and Bothma (1990:113) mention that:

Principals must create good human relationships. Effective principals are constantly helping his or her staff members to find solutions for difficult problems for example frustrations, conflict, effective classroom management and administrative tasks.

Principals are the persons who are responsible for the success or failure of their schools. Therefore, principals should be members of their TSTs in order to give input and support for the sustainability of these teams.

Principals mentioned that teachers during the moderation process of 2003 had very little evidence of learners who needed more time in a grade or phase. To support the above-mentioned concern of the principals, Theron and Bothma (1990:113) explain: "Principals should strive to establish effective educational development of their schools." During the moderation process, I found that a few schools had little evidence of support to learners experiencing difficulties. However, the majority of schools showed examples and had proof of intervention mechanisms to assist, support and develop the capacities and abilities of learners who experienced barriers to learning.

Some principals were not on board with the total of learners who were identified for more time in a grade or phase. My argument is that very few principals were involved in meetings to determine whether a learner should get more teaching and learning time. Principals as professional leaders should monitor the process whereby teachers provide written evidence, portfolios and ongoing observations about learners' performance and progress. Principals should be acquainted with the moderation process and why recommendations from the TST, in collaboration with the teachers, should form an

integral part of the moderation process.

Principals revealed that some parents were not fully involved in their children's learning and teaching. However, principals with his/her staff should develop ways and incentives of getting parents involved in their children's educational development. A common understanding with regard to learners' abilities and potential should be developed between teachers and parents. This will enable a good working relationship between teachers and parents that will only be to the benefit to the learner. Good relationships should be developed with parents or guardians to improve their involvement at school activities. According to Foster and Hilaire (2003:6): "Leadership roles are shared responsibilities in school improvement initiatives."

5.5 Recommendations

The schools used in this study, were informed of my support in helping them with the sustainability of their TSTs, in order to follow the guidelines that was given from Head Office of the WCED. For the improvement of the functioning of TSTs at primary schools in the West Coast Winelands EMDC of the WCED, the following recommendations are put forward to the teachers, principals and the role players at EMDC level.

Time frames to establish the sustainability of TST meetings, is a huge problem for many schools. TSTs, in collaboration with the whole personnel should plan and schedule meetings at the end of a school year for the next year. This will ensure that TST meetings are placed on the schedule and should form a vital part of the school activities in comparison with other departmental commitments.

The other major issue of TST meetings is the structuring of it. The following guidelines to TSTs and their personnel should ensure the value and importance of TST meetings.

- Stage one: Discussion of learners who experience learning difficulties.

The first meeting in the beginning of a quarter should have open discussions of learners who have difficulty in the learning process. TST members in collaboration with fellow colleagues discuss and support the teacher with appropriate interventions to assist the learner.

- Stage two: Follow up meeting.

The second follow up meeting should start with those learners who were discussed in the previous meeting and should determine whether interventions that were given, were successful. The other session in this particular meeting will discuss new case studies of learners who were identified by the class teacher. The necessary support by means of strategies, methods and resource material should be given to the teacher.

- Stage three: Monitoring process/Personal empowerment

The third follow up meeting should start with learner discussion from the previous stage, to determine if any support and interventions are still needed and whether the TST should call for external support from the EMDC. Afterwards, the TST in collaboration with the principal should give the space for personal empowerment. FP teachers must share their expertise with IP and SP teachers. The teachers and principal should see the sharing of information as personal, educational and professional growth in their lives.

Principals as leaders of their schools should take ownership of their TSTs to reinforce the TST as a mechanism to improve the quality of learning and teaching at his/her school. They should if possible, be part and parcel of TST meetings, discussions and case studies in a facilitative capacity. TSTs can and will work if principals are the driving force for

the sustainability and continuity of these teams. Principals should have a thorough knowledge of learners who had been discussed and supported by the TST in connection with the moderation and progression process. Principals must show their interest and cooperation and support to support the TST process by giving the necessary input when case studies regarding learners' progress are been discussed. Principals must regard TSTs as the most important component to assist in the improvement of learning outcomes in the school.

From Head Office, regular joint meetings with EMDCs and delegates from schools should be established to discuss particular issues of schools regarding the effective functioning of TSTs. No rigid rules should come to schools from Head Office for implementing TSTs at schools however every school's context is different. Schools could benefit from specific guidelines and adapt their infrastructure according to their own TST needs. Schools in collaboration with EMDC personnel must have the flexibility for implementing TSTs at their schools.

Role players of the different components at EMDC level should have definite roles and functions in connection with supporting schools with their TSTs. MFTs should attend TST meetings of schools with regard to the monitoring process of those learners who experienced barriers to learning. MFTs at EMDC level should link the monitoring process of TSTs with "the more time" procedure in order to enhance the sustainability and effectiveness of TSTs.

In connection with above-mentioned recommendation, a continuous monitoring and supporting mechanism in written form regarding the functioning of TSTs and the moderation process should be accomplished by the MFT at EMDC level to enhance the link between TSTs and "the more time" procedure. Reports of the MFTs regarding the monitoring procedure of schools should be given to the principals involved. These reports should be kept and be available at schools for the head of the SLES component if needed.

Needs driven workshops regarding TSTs, should be establish with schools by all role players at EMDC level to empower teachers and principals by supporting their school staff. Schools in collaboration with IMG, CAS and SLES should give training to parents empowering them to support their children who experience barriers to learning.

TSTs of schools should play a pivotal role empowering their fellow colleagues with strategies and methods to help learners who experience difficulty in the learning process. Schools should be aware that TSTs could liaise with local community resources that are available in the area. TSTs play a vital role regarding the learner in totality and should liaise with NGOs and other role players for example the health services, police force and social work in the community on a voluntary basis to strengthen and support them in this regard.

The following recommendations to schools must be regarded as very important:

- Teachers must be proactive in their classes and identify those learners at an early stage that may be at risk.
- Do a baseline assessment with their learners to establish their levels of functioning, especially those learners who are transferred from other schools without profiles or portfolios, and those learners who did not attend a pre-primary class.
- Plan subject or Learning Area content accordingly the learners' needs at his/her own level of functioning.
- On-going communication, information and transparency from schools' TSTs with parents of learners who received "more time", should be establish at the beginning of a school year.

5.6 Conclusion

This study highlighted the functioning of TSTs at four primary schools in the West Coast Winelands EMDC of the WCED. There is a misconception of the way in which ought to

TST function and how the process can be changed and strengthened for sustainability of the team. Schools try to let TSTs work at their schools, but they definitely need more and in depth support in this manner.

It is only with the support of other professionals, parents, role players of the EMDC and community involvement that the functioning of TSTs can be enhanced. Therefore, it is hoped that this study has not only helped to shed more light on TST issues, but that it will foster innovation in enhancing the effective functioning of TSTs of primary schools. Further, most probably valuable insights gained from this study will contribute to the Western Cape Education Department's policy with regard to TSTs.

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Appendix A

Posbus 122
Franschhoek
7690
21 Januarie 2003

Mnr. P. Present
Wes- Kaap Onderwys Departement
Privaatsak x9114
Kaapstad
8000

Geagte Meneer

**TOESTEMMING OM NAVORSING BY PRIMêRE SKOLE IN DIE WESKUS-WYNLAND OBOS
TE DOEN**

**NAVORSING ONDERWERP: DIE FUNKSIONERING VAN ONDERWYS
ONDERSTEUNINGSPANNE BY PRIMêRE SKOLE IN 'N LANDELIKE GEBIED**

Ek is 'n Leerondersteunings vakadviseur, verbonde aan die Weskus-Wynland OBOS en is verantwoordelik vir ondersteuning aan al die Laer- en Hoërskole in die streek.

My motivering om my studies van bovermelde onderwerp voort te sit, is omdat Onderwyser Ondersteuningspanne huidige Departementele beleid is, en dat daar van elke skool verwag word om dit te implementeer. Ek het twaalf jaar(1992) gelede die inisiatief geneem en werksinkels sowel as seminare in die streek aangebied om skole te bemagtig om hulpspanne op die been te bring.

Volgens die Wit Skrif 6 (Inklusiewe Onderwys), kom dit daarop neer dat alle skole moet aanpas by die diverse behoeftes van alle leerders, insluitend die wat 'n gebrek ook het - dit beteken dat sommige leerders meer tyd moet kry as ander om die uitkomstes te bereik.

Daarom is 'n Onderwyser Ondersteuningspan (O.O.S.) nie 'n spesiale groep professionele persone wat verantwoordelik is om alle probleme wat verwys word op te los nie. Die O.O.S. word saamgestel deur 'n span opvoeders wat bereid en toegewyd is in die skool wat optree as 'n groep om saam te besluit en te besin oor intervensies vir leerders wat moontlike leerprobleme ervaar, en waar moontlik ouers en leerders ook ingesluit kan word.

Daarom is dit vir my van kardinale belang as Leerondersteuning vakadviseur om vas te stel wat die oorsake en hindernisse is wat skole verhoed om O.O.S. by hul skole te implementeer. Hiermee wens ek om toestemming by u te verkry om my

navorsing vir die M.Ed.(Distrik ondersteuning) by die volgende skole te mag doen:

- ◆ Wes-Eind Primêr
- ◆ Groendal Primêr
- ◆ Wemmershoek Primêr
- ◆ Simondium Primêr

Die navorsingsperiode sal op 'n gereelde basis vanaf Februarie 2003 tot Augustus 2003 geskied aangesien bovermelde skole tans onder my resorteer. Ek sal alle skole se vergaderings en besprekings bywoon. Dit sal na kontaktyd(onderrigtyd) geskied (14.00 - 15.00)
'n Vraelys sal aan vrywilliges van die betrokke skole gegee word, waar daar ook individuele onderhoude met die skoolhoofde gevoer gaan word.

Ek vertrou dat u my toestemming sal verleen om die uiters belangrike navorsing by my skole te kan doen sodat ek as persoon tog 'n verskil aan die kwaliteit van die onderwys kan bewerkstellig.

Ek dank u
Mev. J.A.A.JAFTHAS

Persalsnommer : 50179900

avrac
 nquiries Dr Ronald Cornelissen
 libuzo
 clefoon
 clephone (021) 467-2286
 foni
 aks
 ax (021) 425-7445
 Feksi
 verwysing
 reference 20030131-0022
 Salathiso



 Wes-Kaap Onderwysdepartement

 Western Cape Education Department

 ISebe leMfundo leNtshona Koloni

Ms Joan Jafthas
 P.O. Box 122
 FRANSCHHOEK
 7690

RESEARCH PROPOSAL: DIE FUNKSIONERING VAN ONDERSTEUNINGSPANNE BY PRIMERE SKOLE.

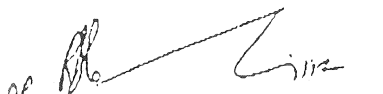
Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

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 investigation is to be conducted from February 2003 to 29th August 2003
6. Should you wish to extend the period of your survey at the school(s), please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
7. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
8. Your research will be limited to the following schools: Wes-Eind Primary, Groendal Primary, Wemmershoek Primary and Si nondium Primary.
9. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
10. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Education Research
 Western Cape Education Department
 Private Bag 9114
 CAPE TOWN
 8000

We wish you success in your research.

Kind regards.


 HEAD: EDUCATION
 DATE: 2003-02-12

Appendix C

FITCHBURG STATE COLLEGE

February 14, 2003

Joan Agnes Ann Jafthas
28 Dahlia Street
FRANSCHHOEK
South Africa 7690

Dear Ms. Jafthas:

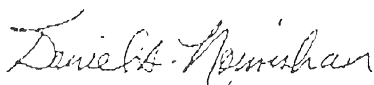
Participation in Research in Improving Learning Seminar

Having examined your curriculum vitae and the depth of your educational qualification, it is my pleasure to invite you to participate in our Research in Improving Learning Seminar.

The four-week seminar is part on a practicum experience required for practicing and potential school administrators enrolled in the Certificate of Advanced Graduate Studies (C.A.G.S.). This year's seminar will be conducted from April 7, 2003 through May 6, 2003. We would request you to speak on **Developing a Positive School Culture in a Democratic Society** on April 9, 2003. Seminar time is 5:00 PM-7:30 PM in McKay, Room C179.

Please do send us a letter of acceptance of this invitation as soon as possible. Information regarding registration and accommodation is enclosed. If you have any questions or need further information do not hesitate to contact Dr. Daniel Nomishan by phone at (978) 665-3516 or by e-mail at dnomishan@fsc.edu.

Sincerely,



Dr. Daniel A. Nomishan
Chair
Early Childhood, Elementary, Middle School
Education Department

Appendix D

P.O. BOX 122
FRANSCHHOEK
7690
25 FEBRUARY 2003

DR. DANIEL A. NOMISHAN
CHAIR
EARLY CHILDHOOD, ELEMENTARY, MIDDLE SCHOOL
EDUCATION DEPARTMENT
FITCHBURG STATE COLLEGE
MASSACHUSETTS

DEAR DR. NOMISHAN

**ACCEPTANCE OF INVITATION FOR FOUR WEEK SEMINAR AT FITCHBURG
STATE COLLEGE IN CONNECTION WITH SCHOOL VISITS**

I WISH TO CONFIRM MY PARTICIPATION OF THE FOUR WEEK SEMINAR
WHICH WILL BE CONDUCTED FROM APRIL 2003 - MAY 2003.

YOURS IN EDUCATION.

JOAN JAFTHAS
2042005
STUDENT OF THE WESTERN CAPE UNIVERSITY
SOUTH AFRICA

QUESTIONNAIRE ON TEACHER SUPPORT TEAMS (TST)

Name of school :

Date :

Subject of learning area :

Grade/s :

Position in school :

Please answer the following questions. Please give as much information as possible.

1. How do you feel when a learner with learning difficulties attends your class ?

.....
.....
.....

2. Is there grade repetition and dropout in this school ?

.....
.....
.....

3(a) Which factor/s could be causing learning breakdown ?

.....
.....
.....

3(b) Rank the above factors in order of priority starting with the most urgent needs.

.....
.....
.....
.....
.....

4. How do you usually address these problems in the class ?

a] learning difficulties

.....
.....
.....
.....
.....

b] behaviour difficulties ?.....

.....
.....
.....

5. How do you usually address any problems relating to school organization or staff members ?

.....
.....
.....
.....

6. Do you have a Teacher Support Team at your school ?

Yes [] No []

6.1 Are you a member of the TST. Yes [] No []
If [yes] answer the following questions. If answer is [No] go to number 7.

.....
.....

6.2 How many members are there in your Teacher Support Team ?

.....
.....

6.3 Composition of team ?

.....
.....

6.4 How often does the team meet ?

.....
.....

7. Describe the kind of issues that the team deals with ? Give examples.

.....
.....
.....
.....

8. Do you have any other form of support ?

.....
.....
.....

Appendix F

Interview questions Principals of schools

The purpose of this interview is to obtain the data required to study the functioning of TSTs. The focus on teachers' own perceptions, attitudes and feelings towards the role they play with regard to TSTs, will depend on the outcome of the study as well as every person's responses.

- 1) Does your school have a TST?
 - 1.1 If yes, how do they support your entire school?
 - 1.2 If no, what support mechanisms do you have to help learners who experience barriers to learning?

- 2) Are you a member of the TST?
 - 2.1 If yes, what role do you fulfill?
 - 2.2 If no, please explain.

- 3) What is your opinion with regard to the importance of TST? Please explain.

- 4) How often does the team meet?
 - 4.1 If yes, do you think the time frame is adequate?
 - 4.2 If no, please explain.

- 5) Does the TST feel adequate in giving support to other colleagues and parents?
Please explain

- 6) Across the different phases at your school, do teachers have good relationships and attitudes towards one another?
 - 6.1 If yes, how do you as principal establish good relationships between your staff.
 - 6.2 If no, please explain

- 7) With regard to the moderation process of 2003, did the TST play a vital role in connection with learners that need more time in a grade?
 - 7.1 If yes, how was it done?
 - 7.2 If no, how did the MFT approach the matter?

- 8) To what extent are parents involved in their children's learning? Please explain.

- 9) How often does your TST invite the MFT to attend meetings and discussions at school? Please explain.

10) What strategies do you have in place to encourage, and motivate the TST members of your school? Please explain.

11) During your TST discussions, are any time set aside for personal growth and development? Please explain.

THANK YOU FOR YOUR CONTRIBUTION IN THIS REGARD

Appendix G

Questionnaire SLES component

The purpose of this questionnaire is to obtain the data required to study the functioning of TSTs in primary schools. Focus is especially given to the SLES component's perception, supporting schools that they serve and the difficulties they could have experience in monitoring the TST process. Thus, the researcher is reasonably anticipating your truthful responses in completing the questionnaire.

Please answer the following questions and give as much information as possible

1. Do all the schools have TSTs that you support?
.....
.....
2. In connection with the moderation process of 2003, were there any evidence of the TST's recommendations and interventions available?
.....
.....
3. Is there any grade repetition and dropout in schools that you support?
.....
.....
4. Do schools invite you to their TST meetings and discussions?
.....
.....
5. To what extent are parents involved in their children's learning?
.....
.....
6. With regard to the MFT at EMDC , do all components have a definite role and function to play to ensure continuity of TSTs?
.....
.....
7. How do you see your role and function with regard to TST at schools?
.....
.....
8. Are the principals of your schools that you support, members of their TSTs?
.....
.....

9. Why do some schools see the importance of TSTs as less important than other departmental aspects?

.....
.....

10. Do schools' TSTs have scheduled meetings where learners' progress and performance are discussed?

.....
.....

11. What role can the EMDC fulfill to ensure continuity of TSTs in schools? Please explain.

.....
.....

Thank you for your participation in this regard

Wes-Kaap Onderwysdepartement

Navrae Dr M.J. Theron
Enquiries
Mibuzo
Telefoon 021-4672027
Telephone
IFoni
Faks 021-425 7465
Fax
IFeksi
Verwysing
Reference
ISalathiso



Appendix H

CIRCULAR:

EXPIRY DATE: NONE

TO: CHIEF DIRECTORS, DIRECTORS, HEADS OF SECTIONS AND PERSONNEL AT HEAD OFFICE, DIRECTORS AND PERSONNEL AT EMDCs, AND HEADS OF ALL WCED EDUCATIONAL INSTITUTIONS

BRIEF SUMMARY: A manual providing guidelines on the composition and functions of the Education Support Team (EST) is now distributed to schools for implementation

SUBJECT: ESTABLISHMENT OF EDUCATION SUPPORT TEAMS (EST)

The establishment of institutional-level support teams is proposed in *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System* in order to support learners with barriers to learning in schools. Institutional-level support teams (Education Support Teams) provide the mechanism for developing effective and appropriate strategies for supporting educators in preventing, removing and compensating for barriers to learning. A manual providing guidelines on the composition and functions of the Education Support Team (EST) is now distributed via EMDCs to all schools for implementation. EMDCs will provide support to schools regarding the establishment of ESTs and the training of personnel.

In terms of the South African Schools Act, 1996 (Act 84 of 1996) every school governing body (SGB) "must co-opt a person or persons with expertise regarding learners' special educational needs" (p.18, Section 23.5). It is recommended that the co-ordinator of the EST be co-opted onto the SGB for this purpose. Many schools have established ESTs, or Teacher Support Teams (TST) as previously referred to, and excellent progress have been noted regarding the development of these teams.

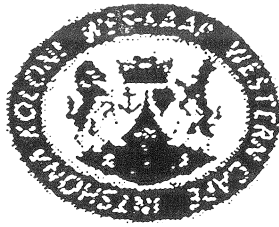
Any enquiries could be directed to the Head: Specialised Learner and Educator Support at EMDCs. The contact details are as follows:

EMDC Metropole: South: Mrs B Daniels Tel.No.: (021) 370 2000

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /
NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>



Appendix I

CIRCULAR 0108/99

TO:

PRINCIPALS OF ALL SCHOOLS WHICH OFFER GRADES 1 AND 2; SUBJECT ADVISERS; AREA AND CIRCUIT MANAGERS; CLINIC PERSONNEL AND ALL CHIEF DIRECTORATES AND DIRECTORATES

C2005 ASSESSMENT: 1999 POLICY FOR GRADES 1 AND 2

The enclosed C2005 assessment policy document, "C2005 Assessment: 1999 Policy for Grades 1 and 2" should be filed to replace the 1998 assessment policy document which was entitled "C2005: WCED Interim Policy and its implementation" and distributed under Circular 0133/98. A new document for 1999 was necessitated because the wording of the draft version of the national policy, on which the 1998 document was based, was changed in the final version (See Government Gazette 19640, Volume 402) which was published on 23 December 1998.

The policy is at present defined as covering Grades 1 and 2 only, as these are the only 2 grades in which C2005 has currently been implemented. As we anticipate some additional benchmarking assessment measures in the new year we have not included Grade 3 in the heading. Nevertheless all the steps, measures and processes noted in this document should apply in 2000 to Grade 3 as well. The 2000 document will thus contain any necessary additions but should not contain any deletions.

Your attention is drawn most particularly to the following key differences between the 1998 and the 1999 policies:

1. Point 4.1.2. WCED Policy on "repeating a whole year". See Clause 2 which has been added here. This is an important change. Please study it carefully.
2. One or two small changes to 5.2.2.
3. See 2 new Appendices – one on Teacher Support Teams and one with a "School Assessment Policy Checklist". The wording of point 3.2 has changed slightly to indicate that schools should set up their own Assessment management policies and these appendices are provided to offer further guidance.
4. Those points which applied to 1998 only have been deleted.

Appendix C:

Support Services

Support Services should move away from only supporting learners to supporting educators and the system so that they can recognise and respond to the needs of all learners.

New support structure

Introduction

To provide support to schools the WCED will have to organise itself into a strong collaborative external support system. Problems experienced by the individual pupil in accessing the curriculum lie as much within the system itself as it does within the child, therefore support services should be structured in the system and need to be an integral part to its development. That is a movement away from a fragmented model to a holistic system model of support.

A holistic understanding of and response to learners needs imply that the principle of service integration is important. This could be provided by whole WCED inter directorate collaboration as an External Support Structure.

Concept of an External Support Structure:

Good quality Support Service can only be achieved if there is a willingness of all involved in education to work collaboratively together in order to facilitate quality multi-professional support practice.

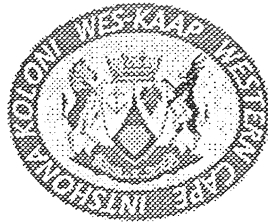
This can be achieved through the formation of a strong external support structure between the different directorates in the WCED.

Internal Support Structure (Teacher Support Teams):

Teachers working together in *collaborative teams* can accomplish much more than individuals on their own. The Teacher Support Team (TST) is a service delivery alternative for providing educational support and consultative assistance to educators in all four levels of supports (LSEN model for support). Support is based on an indirect method: "...provides a forum where classroom teachers can meet and engage in a positive, productive, collaborative, problem-solving process to help students indirectly through consultation" (Chalfant & Van Dusen, 1989).

Weskus Wynland OBOS

West Coast-Winlands EMDC



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

**Weskus-Wynland OBOS: Leerondersteuning
West Coast Winlands EMDC: Learning Support**

Verwysingsvorm na TST en Leerondersteuning
Referral form for TST and Learning Support

1. BIOGRAFIESE BESONDERHEDE / BIOGRAPHICAL INFORMATION	
VAN / SURNAME:	SKOOL / SCHOOL:
NAAM / NAME:	GESLAG / GENDER:
GRAAD / GRADE:	GEB. DATUM / DATE OF BIRTH:
HUISADRES / HOME ADDRESS:	OUDERDOM / AGE:
	GRADE HERHAAL / GRADES REPEATED:
	HUISTAAL / HOME LANGUAGE:
TELEFOON / TELEPHONE: (H)	(W):
VORM VOLTOOI DEUR: FORM COMPLETED BY	DATUM / DATE:
2. BESKRYF DIE LEERSTOORNIS(SE) / DESCRIBE THE BARRIERS TO LEARNING :	
3. VERDERE BESONDERHEDE VAN LEERDER / FURTHER PARTICULARS OF LEARNER	
3.1 Algemene gesondheid / General health	
♦ Siektes / ongelukke / operasies	
♦ Illnesses / accidents / operations	
♦ Oë: goed / probleme (spesifiseer) / weet nie / Eyes: good / problems (specify) / do not know	
♦ Gehoor: goed / probleme (spesifiseer) / weet nie / Hearing: good / problems (specify) / do not know	
3.2 Verhoudings / Relationships	
Gesin / Family	
♦ Woon die leerder by sy/ haar biologiese ouers/ enkelouer/ hersaamgestelde gesin/ grootouers/ pleegouers/ ander familie (spesifiseer)?	
♦ Does the learner live with his/her biological parents / single parent / reconstructed family / grandparents / foster parents / other family (specify)?	
♦ Beroep: Vader	♦ Moeder:
♦ Occupation: Father:	♦ Mother
♦ Aantal kinders (meld ouderdomme) in gesin / Number of children (mention ages) in family:	
♦	
♦	

Bemagtig ouers vir UGO

EEN van die doelstellings van uitkomsgebaseerde onderrig is die daarstelling van 'n gelyke samelewing deur middel van 'n gelyke onderwysstelsel.

Die Grondwet belowe aan elke kind die reg op gelyke onderrig – ongeag hoe arm, ryk, gestrem, slim of dom hy is. Die vorige stelsel het geen ag geslaan op wat die leerling met die gememoriseerde feit kon doen nie. UGO veronderstel dat alle kinders kan leer. Sommige het net meer hulp, tyd en ondersteuning nodig as ander. Dit is die verantwoordelikheid van skole en ouers om kinders van die nodige hulp en ondersteuning te voorsien.

Nog 'n belangrike veronderstelling van UGO is dat opvoeding baie wyer is as dit wat in die klaskamer plaasvind. Dit veronderstel dat die kind baie meer buite die klaskamer leer. Die ouer is die be-

langrikste vennoot in die opvoedingstaak.

Skole moet dus sorg dat ouers weet wat leerlinge moet bemeester en hoe hulle hul kind moet bystaan. Ouers moet bemagtig word sodat hulle makliker hul kind se tekortkominge kan identifiseer en hom/haar kan help om sy/haar potensiaal te bereik. As my kind nie weet waar Kaapstad op die kaart is nie, kan ek nie UGO blameer nie.

Ons maak ook die fout om kennis te beskou as dit wat kinders memoriseer. Wie besluit watter feite gememoriseer word en watter inligting ons uitlos om later op die internet op te soek? In die inligtingsontploffing wat ons tans beleef, maak dit meer sin om kinders te leer hoe om toegang tot inligting te kry en te evalueer as om dit te memoriseer.

Mense wat rede het om te kla, is onderwysers in armer skole waar leerders moeilik toegang tot rekens, biblioteke en ander hulpbronne het. Dié leerders is gewoonlik in oorvol klasse, en baie ouers is weens hul eie gebrek aan opvoeding nie in staat om hul kinders te help nie.

Die probleme is dus gebrekkige onderwysopleiding, beperkte hulpmiddels en hoe ons UGO konseptualiseer en implementeer.

MEV. G. PIETERSE
Port Elizabeth

30.May 2004

29 May 2004

Dugmore identifiseer die ware, onderwys-euweis

EK verwys na die berig waarin die nuwe Wes-Kaapse minister van onderwys, mnr. Cameron Dugmore, se reaksie aangehaal word op die uitslag van die diagnostiese toetse op gr. 6-leerders in dié provinsie.

Dit was met skok en afgryse dat ek die berig gelees het. Die bevindings het byna al my drome en ideale vir die toekoms aan flarde geruk. Is dit die toekoms van ons land? Sulke lae geletterdheids- en numeriese vlakke?

Maar toe lees ek verder en skep nuwe moed. Uiteindelik is daar iemand (Dugmore) wat saam met my die lig sien. Die fout lê nie by die leerders of die leerkragte nie, maar by armoede en die gebrek aan hulpbronne – asook die feit dat leerders in hul tweede of derde taal onderrig ontvang.

Hiervan kan ek as opvoeder in 'n landelike skool getuig. Dit is realiteite waarmee ek daagliks gekonfronteer word. Jare lank al probeer ek hierdie evangelie verkondig – sodat daar iets daadwerkliks gedoen kan word aan dié euweis. Maar vergeefs. Jare lank is die oorsaak van en redes vir die probleme in die onderwys op die verkeerde plekke gesoek.

En ná 'n maand in die tuig slaan Dugmore die spyker op die kop. Hy gee weer hoop vir die toekoms. Noudat die euweis geïdentifiseer is, kan ons hopelik so spoedig moontlik begin werk aan oplossings om dit uit te wis – en sodoende 'n beter lewe, toekoms en opvoeding vir almal skep.

EVELYN MOUTON
Atlantis

Klem in wiskunde nie reg

DAAR is die laaste tyd heelwat gesê oor UGO, onderrigmetodes en uitslae – veral wat betref wiskunde. Ek het 18 jaar ondervinding van wiskunde-onderrig vir gr. 8 tot gr. 12. Ek het heelwat wiskunde-seminare vir onderwysers aangebied en is die afgelope paar jaar veral intens betrokke by remediërende wiskunde-onderrig.

Sukses in wiskunde staan op die volgende beginsels: begrip, kennis en vaardigheid, probleemoplossing in konteks en die affektiewe of gevoelaspek. Indien een van hierdie aspekte in die onderrigproses skade ly, sal die leerder(s) se sukses in die vak

ingekort word. Indien 'n kurrikulum nie voldoende voorsiening maak vir al hierdie aspekte nie, sal leemtes ontstaan met katastrofiese gevolge vir leerders in later jare.

In ons vorige onderwysstelsel is te min klem gelê op begripsontwikkeling, probleemoplossing in konteks en die affektiewe, terwyl daar heelwat klem op vaardigheid (dikwels sonder begrip) en kennis was. Die gevolg was dat baie leerders probleme heel goed kon oplos, maar nie werklik verstaan het wat hulle doen nie. Die affektiewe het ook dikwels ontbreek omdat probleemoplossing nie altyd deel van die leerder se leefwêreld was nie. Die goeie wiskunde-onderwyser het al bogenoemde aspekte in haar/sy leerprogram ingebou en groot sukses in onderrig en leer behaal.

UGO plaas die klem nou baie sterker op begripsontwikkeling, probleemoplossing in konteks en die affektiewe, maar ongelukkig hopeloos te min op kennis en vaardigheid. Sonder basiese kennis en vaardigheid in wiskunde kan probleemoplossing nie effektief deurgevoer word nie. Ek sien daagliks hoe leerders eenvoudige probleemoplossing nie kan doen nie omdat hulle basiese kennis in algebra en meetkunde ontbreek en omdat hulle eenvoudige rekenkunde- en algebra-algoritmes nie ingeoefen het nie.

UGO in Suid-Afrika kan alleenlik slaag as:

- leerdergetalle in klaskamers heelwat daal;
- onderwysers behoorlik opgelei is daarvoor;
- alle skole voldoende navorsingsbronne het;
- assesseringstegnieke heelwat vereenvoudig word en uitnemendheid weer vir alle leerders 'n uitdaging word; en
- administratiewe pligte van onderwysers verminder word omdat voorbereiding vir effektiewe UGO-onderrig baie meer tyd verg as vir tradisionele onderrig.

Suksesvolle wiskunde-onderrig kan 'n groot bydrae lewer om doeltreffende burgers vir ons samelewing en ekonomie te lewer.

EDUS VAN HEERDEN
Tygervallei

Appendix L

EST Vergadering gehou soos op 26.01.04

Juf. Parks heet almal welkom en lees vir bemoediging uit Daniël 2: 14 – 23.
Mag van God altyd geprys word.

Besprekingspunte:

1. Nuwe Leerders vir leerondersteuning
2. Dissipline
3. Werksessies

Leerder wie aanbeveel word is leerders soos aangedui deur leerkragte van verskeie leerders ge – onderrig gedurende 2003.

Graad 1 A Juf. Paulse het kennis van Juf. Davids se L.O – kinders.

Waarnemingsvel moet vir elke leerder bygehou word. Franco het meertyd in Graad 3 a.g.v afwesigheid en geen ouerbetrokkenheid.

Burrows – kinders bly gereeld afwesig - almal in een huis – almal werk ook baie stadig.

Giovanni Phillips, leerder van Hoërskool Franschoek – hiperaktief – moet waargeneem word. Verslag moet ingestuur word.

Jamion Claassen Graad 4 het leerondersteuning nodig, is oorplasing van gr. 3 (Parrizich)
Dylon August het al by Groendal en Lübeck skool gegaan. Is nou by Wemmershoek in Graad 3 Juffrou vra dat hy getoets moet word.

Moses is in Graad 4 . Het nog nie die Grondslagfase herhaal nie a.g.v. 1 jaar en 3 maande sonder skoolbywoning en ouderdom. Wil nie werk nie. Werk nie op Graad 4 - vlak nie Aanbeveling is dat hy aktiwiteite van Graad 2 sal doen.

Vraag is gevra: Mag leerders 2 jaar 'n fase herhaal as hy nou regtig nie die werk baas geraak het nie. Sulke leerders moet dan teen einde 3 de kwartaal geïdentifiseer word.

Ouderdom nie meer 'n faktor as leerders meertyd nodig het nie.

Lucian kan werk baas raak het nie L.O nodig nie – gee net dissiplinêre probleme.

Shaun Rudolf – sigprobleem. Skrywe sal aan bestuurder van plaas gerig word vir hulpverlening.

Aanbevelings:

Audrin sal getoets word. Al die ander leerders sal eers terug gegaan word na hul vlak met Luister en Taaloefening en Getalbegrip. Hulpverlening vir lees moet gegee word.

Dissipline:

Lucian Graad 5 gee nog steeds dissiplinêre probleme. Name van leerders is aan Mnr. Johannes verskaf vir voorlegging aan Beheerliggaam.

Veiligheid:

Mnr. August vra dat bos rondom skool se heining verwyder moet word vir leerders se veiligheid.

Werkessies:

Juf. Paulse sal werkessies aanbied vir onderwysers wat probleme ondervind.

Volgende vergadering 23.02.2004

Vergadering verdaag.

Appendix M

Datum: 15 Augustus 1997

Nertswinkel; O.O.H.

PRESENSIELYS

NAAM/SKOOL P/LEERKRAG HANDTEKENING

	NAAM/SKOOL	P/LEERKRAG	HANDTEKENING
✓	1 Dalwiede Primer	Mnr. E. Johannes	} R5,00
	2	" J. Engel	
✓	3 Dalfosphet Primer	Mrs. M. Green	} R5,00 Pd.
	4	" W. Meyer	
✓	5 Nederburg Primer	Mrs	Pd
✓	6 M.H.O.C	R. N. Benjamin	} Pd.
	7 M.H.C.	E. J. Bowes	
✓	8 KLUANTIS PRIMER	J. Du Toit	} Pd.
	9	" P. de Villiers	
✓	10 EBENEZER PRIMER	L. HENDRICKS	Pd
	11	" J. FORTUIN	
✓	12 R. WES PRIMER	T. M. BROWN	} Pd.
	13	" G. APOLLIS	
✓	14 H.P.C. Petera Pri	M. L. Williams	
✓	15 RIVERLANDS	Mrs. F. C. VERS	R5 ✓
✓	16 REYERSDAL	L. M. MARTINUS	
	17 PAARLZICHT	M. J. JULIES	
	18 Raggenschil	C. J. Ciciatti	
✓	19 BERZELIA PAIR	S. NEL	R5,00 Pd
✓	20 PAMELA Joubert Pa	Celia Joubert	Pd
✓	21 CHARLESTON HILL	M. F. WILLIAMS	Pd R5,00
	22	" V. M. TITUS	
	23 STREEKHOF (PAARL)	C. J. PRINS	
✓	24 LIEBENBERG PAIR	R. A. BAATJES	
✓	25 Boschbaai	D. Nel	
✓	26 MAMRE PRIMER	L. J. DORIS	R5.
	27 MAMRE PRIMER	"	
✓	28 " TVD	M. MESSINA	Pd
	29	"	
	30	"	

Datum: 15 Augustus 1997

Wetenskap: 0.0-H

PRESENSIELYS

	NAAM/SKOOL	P/LEERKRAG	HANDTEKENING
✓	1 Hillcrest P.	J. C. Adams	
✓	2 Raw Cedent	M. Coetzee	
✓	3 ST AUGUSTINE PRIMER	H. A. J. Potluri	
	4 "	A. A. ANDREWS.	
✓	5 MEIRING PRIMER	J. WALTERS.	
✓	6 MEIRING PRIMER	J. Walters	
	7 "		
✓	8 WELLINGTON PRIMER	F. M. THYSG/KOORNICKS	
✓	9 GYSEVENAR PRIMER	L. R. BOEKER	
	10 "	Amsterdam	
✓	11 ROYSDAL	H. KRITZINGER.	
✓	12 BRONNER D.V.	Barad	
✓	13 K. SIMONDIEN	K. ADAMS	
✓	14 PNIEL PRIMER	P. JACOBS	
✓	15 ANKE PIENAAR PR.	N. M. V. D. MERWE	
	16 "	J. ENGELBRECHT	
	17 "	D. MEYER	
✓	18 PARKVIEW PRIM	W. J. PAULSE	
	19 "	H. HERKLAAS.	
✓	20 MAGNOLIA PRIM	C. J. MINNAAR	
✓	21 PROFIA PARK PRIM	G. W. NEWMAN	
✓	22 AVONDAL PRIM	J. C. FISHER	
	23 "	V. T. LOUW	
	24 "	M. ESAN	
✓	25 WILLIAMS LLOYD	N. C. BOYD	
	26 "	J. S. DE VRIES	
	27 "	J. S. DE VRIES	
✓	28 VAN TIE PRIMER	P. VESTER	
✓	29 MODDERVIER PRIMER	K. FORTUIN	
	30		

PURPOSE OF THE TEAM:

1. To function as a pre-referral, intervention and support group for classroom teachers.
2. To analyze problems or concerns that teachers bring to the team.
3. To plan and implement interventions.
4. To facilitate the implementation of teacher selected interventions.
5. To evaluate alternatives attempted in follow-up review sessions.
6. To determine the need to pursue special education referrals for evaluation.

FEATURES OF THE TEAM:

1. Focus for team members is on the development of collaborative, consultation skills.
2. Activities of team include explicit documentation of meetings, implementations attempted and evaluation of outcomes.

STEPS IN THE TAT PROCESS:

1. A teacher with a concern about a child fills out a "Request For Assistance Form" found in the office and puts the form in Cheryl's (K and MA) or Denise's (Pre -1, and 2) mailbox.
2. Form will be kept in the CST notebook kept in Principal's Office.
The requesting teacher and the team members will be notified of the date and time scheduled to meet about the child.
3. Prior to the CST meeting the team members will read the request form.
4. Prior to the CST meeting support staff will observe the student, if possible.
5. During the meeting, the team members will brainstorm possible strategies for the requesting teacher to select. One or more team members will volunteer to be a liaison for the teacher in pursuing the strategies the teacher selects.
6. Minutes from the meeting and strategies suggested will be kept in the CST notebook.
7. A review meeting date will be set up at the time of the initial CST meeting. The review meeting will held 4 to 8 weeks from the initial CST meeting, depending on the nature of the case.

ROBINSON SCHOOL
CHILD STUDY TEAM MEETING NOTICE

Date: _____

TO:

CC:, Brimley-Bergstrom, Joslin, Terrio, Royal, Calamari, Resource Room, RR/RRF

THERE WILL BE A MEETING OF THE CST ON:

DAY: _____ DATE: _____ TIME: _____

TEACHER REQUESTING ASSISTANCE: _____

CHILD: _____

If you are unable to attend the meeting, please let Denise or Cheryl know.

ROBINSON SCHOOL
CHILD STUDY TEAM MEETING NOTICE

Date: _____

TO:

CC: Brimley-Bergstrom, Joslin, Terrio, Calamari, Royal, RR/RRF

THERE WILL BE A MEETING OF THE CST ON:

DAY: _____ DATE: _____ TIME: _____

TEACHER REQUESTING ASSISTANCE: _____

CHILD: _____

If you are unable to attend the meeting, please let Denise or Cheryl know.

ROBINSON SCHOOL CHILD STUDY TEAM
MEETING MINUTES

DATE: _____

MEMBERS PRESENT: Arvidson, Turpin, Terrio, Royal, Calamari, Joslin, Brimley-Bergstrom, RR/RRF (Circle then list additional attendees.)

CHILD: _____ GRADE: _____ TEACHER: _____

REQUEST INITIATED BY _____ REQUEST DATE: _____

CONCERNS: (For details see request form)

1. ;

2.

3.

DISCUSSION: (See reverse)

STRATEGIES:

1.

2.

3.

4.

5.

6.

TASKS FOR TEAM MEMBERS:

1.

2.

3.

4.

REVIEW DATE: _____

CHILD STUDY TEAM MEETING DISCUSSION

CHILD: _____

DATE: _____

ROBINSON SCHOOL

REVIEW MEETING MINUTES
CHILD STUDY TEAM

STUDENT: _____ TEACHER: _____

DATE OF REVIEW: _____

SUMMARY OF PROGRESS:

:

CHILD STUDY TEAM REVIEW MEETING RECOMMENDATIONS:

COUNSELING REFERRAL FORM

DATE: _____

STUDENT: _____

GRADE: _____

TEACHER: _____

Return this form personally to Mary Terrio or Jonna Clermont

PHYSICAL

- _____ lethargic
- _____ very active
- _____ abrasions, bruises
- _____ low stamina
- _____ poor health
- _____ poor hygiene

ACADEMIC

- _____ fluctuating performance
- _____ tardiness, absenteeism
- _____ low effort
- _____ unprepared
- _____ no homework
- _____ inattentive
- _____ lacks responsibility
- _____ poor listening

BEHAVIORAL

- _____ visits restroom/nurse often
- _____ withdrawn
- _____ makes self-deprecating comments
- _____ boasts about self, activities
- _____ sad, dejected
- _____ lacks friends
- _____ aggressive toward others
- _____ scapegoated
- _____ teases others
- _____ disruptive to class
- _____ "careless" attitude
- _____ finds excuses for behavior
- _____ afraid to take risks
- _____ stealing
- _____ dramatic attention getting
- _____ nervous, anxious
- _____ hypersensitive
- _____ talks, writes often about personal or family concerns

_____ Teacher has discussed above concerns with parents

Parent's response and/or any other teacher concerns: _____

**ROBINSON SCHOOL
CHILD STUDY TEAM
REQUEST FORM**

STUDENT NAME: _____ GRADE: _____

TEACHER: _____ DATE OF REQUEST: _____

1. Please describe in detail your concerns about this student.

Check any of the following characteristics that apply to this student.

<input type="checkbox"/> Poor Attendance	<input type="checkbox"/> Difficulties following Oral Directions	<input type="checkbox"/> Inconsistent
<input type="checkbox"/> Poor Attitude	<input type="checkbox"/> Difficulties following Written Directions	<input type="checkbox"/> Lacks Initiative/Motivation
<input type="checkbox"/> Inappropriate Behavior	<input type="checkbox"/> Difficulties Completing Assignments	<input type="checkbox"/> Does not Participate
<input type="checkbox"/> Delayed Motor Skills (large ___/small ___)	<input type="checkbox"/> Difficulties copying text from book or board	<input type="checkbox"/> Poor Language Development
<input type="checkbox"/> Disorganized		<input type="checkbox"/> Poor Retention
<input type="checkbox"/> Disruptive		<input type="checkbox"/> Poor Study Skills
<input type="checkbox"/> Distractible		<input type="checkbox"/> Social Skills (Please check)
<input type="checkbox"/> Not working at Grade Level: Please specify areas: _____		<input type="checkbox"/> Well-liked by all
		<input type="checkbox"/> Has small group of friends
		<input type="checkbox"/> Loner
		<input type="checkbox"/> Scapegoated

2. What adjustment(s) have been made in the classroom to address your concerns?

3. What adjustment(s) have been made in instructional materials to assist this student?

4. What are the parent's perceptions of this (these) concern(s)?

IMPLEMENTATION TIME PERIOD: _____ DATE OF REVIEW MEETING: _____

STEPS IN THE CHILD STUDY TEAM PROCESS

STEP 1: TEACHER INITIATES REQUEST FOR ASSISTANCE

- A. Fill out CST Request Form. Pre-first, first and second grade students should be placed in Denise's box. Kindergarten and Multiage requests should go to Cheryl.
- B. Request forms will be placed in a CST notebook.
- C. A CST meeting date and time will be scheduled and notices will be sent to team members.

STEP II: PRE-MEETING ACTIVITIES

- A. If possible, support staff will observe the student prior to the CST meeting.
- B. CST members should read the request form prior to the meeting.

STEP III: 5 PART TAT MEETING IS CONDUCTED

A. Introduction

Goal of the meeting is stated.
Cheryl or Denise will record minutes of the meeting.

- B. Problem behavior and goals are stated.
Team members ask questions to gain an understanding of the student.

C. CST generates list of interventions.

- D. Teacher reviews and selects strategies.
Team develops plan for implementation support.

- E. Teacher selects progress-monitoring device.
Liaison from team is selected to follow-up with teacher, if appropriate.
Date set for follow-up meeting.

STEP IV. TEACHER IMPLEMENTS STRATEGIES & STUDENT PROGRESS AND CONFERS WITH TAT LIAISON

STEP V. FOLLOW-UP MEETING IS CONDUCTED

Appendix O



