

Dissertation

How deals the Dambuza primary school with the (special) educational needs that learners have and how can this be improved?



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Introduction

It is a real concern of grave concern that children with disabilities on the African continent face barriers in the education system for a multitude of reasons. This context has resulted in a massive exclusion of disabled children from the education they need. There are nearly 600.000 children with disabilities out of school. Those children have sometimes to wait for more than two years before they can go back to school. Another important concern is the lack of teacher skills in adapting the curriculum to meet a range of learning needs. This highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs, the inclusive education methodologies and the diversity of disabilities (Chataika, Mckenzie, Swart & Lyner-Cleophas 2012).

The massive exclusion of disabled children from education is a big issue. It motivate to share the skills about how to deal with children who has the right to special education. This research is about how the Dambuza primary school deals with the special educational needs and how they can improve on special education at their primary school. This research is written at the Dambuza primary school in the township Nemato nearby Port Alfred.

The initiative of the research is adduced to the researcher and consulted with the principal of the Dambuza primary school. The Dambuza primary school has a five year plan to become partly a special needs school. This research is helpful for this five year plan and to increase the knowledge of the teachers. This research is done in a professional way whereby the research practice is attended. After completing the research the Dambuza primary school get external advice in the field of the educational needs that children have and how they can work with it.

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1. Introduction- and orientation phase

1.1 Research topic

The research topic is the development of (special) educational needs facility at Dambuza Primary School. Every child has educational needs but a child has special educational needs if they have learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age. Many children have a special educational need at the primary school. Children make progress at different rates and children learn in different ways with different methods. Teachers have into account the way they organise their lessons and teaching. Children with special educational needs will usually be provided at their own school, sometimes with the help of outside specialists.

In most African schools the teachers can't handle the special educational needs at primary school level. This research will go about how the Dambuza primary school works with the (special) educational needs and how the Dambuza primary school can improve working with the special educational needs that their learners have. This research will give the teachers of the Dambuza primary school recommendations about how they can work with learners with difficulties at fronts as specific learning difficulties or learning difficulties in acquiring basic skills.

1.2 Reason for the research

The reason for the research is based about the fact of the passion to help young people doing well in their studies. After the minor special educational needs, the knowledge about special educational needs is enlarged. This knowledge can be improved with this research and will be shared with the teachers from the Dambuza primary school. The recommendations are based of the literature and practices about how to work with children with special educational needs. This research is written at Stellenbosch in South Africa because fourth year students of the teacher study can choose to write their dissertation in South Africa.

Another reason for this research is that the Dambuza primary school want to become a special needs school in five years. The education will increase with more knowledge, skills in the field of differentiation and how to deal with the educational needs that children have. This will be profitable for all of the children. The principal agrees and fully supports the research. The principal would like to share the results and recommendations with the team of the Dambuza primary school.

1.3 The context

The research take place at the Dambuza primary school. The Dambuza primary school is a primary school in the township Nemato nearby Port Alfred. The Dambuza primary school is a comprehensive school with learners from Grade R till Grade seven. The mother language is Xhosa and the children get introduced to their first additional language, English, in Grade four. The school has almost 700 learners in the school but not all the children show up every day at school. This means that the children have different education time and this creates large differences in the field of the different levels children have in one grade.

There is also a shortage of teachers at the Dambuza primary school. There are sixteen teachers who have to teach nineteen different groups. If a teacher is sick, there is no possibility to set in another teacher. 50% of the sixteen teachers is older than 50.

The Dambuza primary school have the vision to enhance effective culture of learning and teaching and uplift the high standard of education. The mission of the school is to be a leading co-educational school in the country. To prepare learners to be successful and well-adjusted adults who are socially responsible with skills, values and attitude which prepare them for tertiary education and employment. The core values belonging to this vision and mission are the following:

- Transparency
- Co-operation
- Loyalty
- Commitment
- Respect

1.4 Organisation of the research

The research is already started at Stenden in Leeuwarden in May 2015 to do a preliminary analysis. Teachers from Stenden in Leeuwarden and in Port Alfred will accompany in this research. The clients of the research are Stenden and the Dambuza primary school. During the research is there a partnership with the principal and the teachers from the Dambuza primary school. The teachers from Stenden in Leeuwarden and Port Alfred are available for questions and accompany about the lay-out of the research. The principal and the teachers from the Dambuza primary school, Mister Chipumuro and Mzameli Dikini are available for questions about the substantive side of the school and the education here in South Africa.

The research instruments and activities who need to be tested during the research will happen in Grade four till Grade seven at the Dambuza primary school. Grade four, five and seven do have two groups, those groups switch every day from teacher and subjects. Notwithstanding the recommendations will not be only for the teachers of Grade four till seven but for all teachers and grades and usefully for other schools in South Africa.

1.5 Relation of the research with the school

The Dambuza primary school will become a special needs school in five years. The research with the recommendations will connect with this five year programme. The research is a valuable introduction of guideline to observe the educational needs from the children and especially how to work with the educational needs that the children have. The research ensures that there can be more achieved from the children and the learn efficiency can be enlarged. Further can the teachers use the research to increase more deepening in the field of education and differentiation.

2. Problem analysis

The problem is based on the fact that the teachers at the Dambuza primary school only give classical lessons and don't know how to work with the children who have educational needs. If the teachers from the Dambuza primary school have more knowledge about how to handle with children who do have special educational needs, the education will increase. The teachers in the Dambuza primary school lose a lot of time because the children with special educational needs can't finish their tasks at the same time as an above-average child which causes in long waiting periods during the lessons. This losing of time and the long waiting periods make the teachers from Grade four till Grade seven frustrated, even as the children in the classes with and without special educational needs.

The teachers and the children have to deal with the problem about the shortage of knowledge if we talk about working with and on the educational needs. Teachers are frustrated because they have long waiting periods during their lessons and learners are frustrated because they will be designated as the slow learners and don't get the correct help they need. The problem occurs in all the lessons and subjects but aren't always the same children because not all the children have a difficulty with the same subjects.

This problem about the lack of knowledge of working with the special educational needs is a problem because it's better for children to show, know and develop their own qualities. For the teachers at the Dambuza primary school is it also effortless because the teachers know the obstacles and disabilities that a child have. This make ensure that children can work on their own level and counter to have frustrating children who have an inferior complex because the children feel not being understood.

The problem happens at the Dambuza primary school in Nemato, this is the school where the research will take place. After an acquaintance with the principals of the other four schools around Port Alfred is it clear that this schools have to deal with the same problem as the Dambuza primary school. The organisation of the equal education in South Africa report that this problem occurs at multiplied schools in South Africa since the Apartheid.

The problem started a long time ago but now there's a shortage of teachers and especially a considerable shortage of teachers who are trained to help children with special educational needs or learning support challenges. The teachers from Grade four till Grade seven at the Dambuza primary school are not trained in working with children with special educational needs. Every group at the Dambuza primary school has a minimum of four children who has a special educational need. This start from the communities where the mothers don't have a healthy pregnancy what causes that there a considerable number of children is with something like a divergence, restriction, backlog or another obstacle what makes learning difficult. The teachers has to deal with those considerable numbers of children with a special educational need.

3. Theoretical Framework

The first theoretical source is from the Dambuza primary school. This is the policy about early identification of learners with learning problems. This source is used in the theoretical framework because it can help answering the sub-question about the currently status of dealing with the (special) educational needs of the learners.

The second and third theoretical sources are about the status of inclusive education in South Africa, the ravages of the Apartheid and what the definition of inclusive education is according by the government. The fourth till seventh theoretical sources are about differentiation, the definition of differentiation, the different ways of differentiation and the barriers of differentiation. The eighth and ninth sources are about action-oriented education, the definition, why to use action-oriented education and the implementation of action-oriented education. The tenth source is about the group plan, the definition and the implementation of a group plan. The eleventh source is about the difference between a behaviour problem or disorder. The twelfth till the fifteenth sources are about cooperative learning, the definition and why and how to use cooperative working.

These sources are used in the theoretical framework because it can help answering the following sub-questions; "How it is recommended from the literature to deal with the (special) educational needs of the learners?" and "Which opportunities can be used to satisfy the (special) educational needs that the learners have at the Dambuza primary school?". These sources helps also by drafting the survey format, the observation format and the interview format to get an answer of the other sub-questions.

The theoretical framework is used by answering and analysing every sub-question to come to a conclusion of the research question. The theoretical foundation of a research is very important to come to a valid research and answer at the main-question. The research is based about this theoretical framework.

3.1 Dambuza primary school: Policy about early identification of learners with learning problems

This is the policy about the early identification of learners with learning problems in the Dambuza primary school:

1. The learners strong and weak points and needs should be identified as early as possible in Grade 1, in order to ensure the learners progress. New learners who join later in a Grade and who experience problems should be identified and should join the other learners. In Grade 2 – 7 learners with learning problems should be identified in the first term. The report with the names of the learners should be submitted to the principal and then to the school clinic for further action.
2. Learners with special needs or barriers to learning should under no circumstances be forced into the main stream. Intervention should occur as early as possible.
3. Educators should have a good and clearly planned intervention programme in place. Learners should be observed from the first day in Literacy, Mathematics and Life Skills. Educators should support the learners regarding their needs and barriers for learning.
4. Educators should record all observations in the learners profile.
5. Other identified role players, such as the TST at the school and the school clinic, should help with more specialized support.
6. Parents or guardians should be informed timeously so that an extensive support and enrichment programme can be developed. Parents are important partners in the learning process. They should understand this and they should be fully informed.
7. The following aspects should be recorded on the learner support sheet: all contact with parents and all support offered.
8. All evidence of intervention, such as activities and assessment, should be stored.
9. Learners may not be allowed to spend an extra year in the same grade without having complied with the official, prescribed procedure according to Circular 108/99.
10. Educators should identify learners who:
 - Need support;
 - Need diagnostic help in certain aspects of a learning programme;
 - Have a barrier for learning;
 - Are over or above age;
 - Experience problems with the language of learning and teaching because it is not the same as their mother tongue;
 - Experience physical problems, such as with sight, hearing, etc.;
 - Experience health related problems, such as malnutrition etc.;
 - Experience emotional problems due to molestation, violence etc.;
 - Do not attend school regularly.

(Dambuza primary school, n.d.)

3.2 Inclusive education in South Africa: the ravages of the Apartheid and the numbers of learners

Special needs education is a sector where the ravages of Apartheid remain most evident. Apartheid special schools were organised according to two segregating criteria; race and disability. The schools that accommodated white disabled learners were extremely well-resourced, whilst the few schools for black disabled learners were systematically under-resourced. The categorisation system allowed only those learners with organic, medical disabilities access to support programmes. That means that the few special schools who are there, were limited to admitting learners. Learning who experienced learning difficulties because of severe poverty did not qualify for educational support.

The impact of this policy was that only 20% of learners with disabilities were accommodated in special schools. There are more than 400.000 disabled or impaired learners and only about 64.200 learners with disabilities or impairments are accommodated in the 380 special schools who are there. That means that there 280.000 learners with disabilities or impairments who don't get the education they need.

Even now, when the Apartheid ends, there is an imbalance between special schools and there are more white disabled learners that go to the special schools and get the better education than black disabled learners (Department of Education, 2001, p. 9).

3.3 What is inclusive education and training?

In the White Paper written by the Government of Education inclusive education and training:

- Are about acknowledging that all children and youth can learn and that all children and youth need support.
- Are 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.
- Are about enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status.
- Are broader than formal schooling and acknowledge that learning also occurs in the home and community and within formal and informal modes and structures.
- Are about changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Are about maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.
- Are about empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

(Department of Education, 2001, p. 19)

3.4 What is differentiation and what are the conditions of good differentiation

There is a difference between differentiation and cope with differences. Managing differences means that the teacher considers with the differences at the level of the classroom and not every child individual coached. Differentiation is an elaboration of cope with differences. The teacher is aware occupied with the individual learner and his educational needs.

Differentiation is about knowing the differences between the learners and anticipate to the organisation and the content of your education. Differentiation is work in more detail on the educational needs of children. Differentiation is very important because children learn at different ways. There are variable ways of differentiation. The differences between learners can be split in the pedagogical and the didactical differences. The pedagogical differences are aspects of motivation, talents and the learn style. The didactical differences are differences in goals, instruction, time and study material (Bouwman, 2013).

Differentiated instruction helps teachers avoid learners anxiety and boredom that can be evident in one-size-fits-all curriculum. Differentiation is having high expectations for all students, adjustment of the core content, providing students with choices about what and how they learn. It give acknowledgement of individual needs and differentiation is an assessment to determine students growth and new needs. Further can differentiation help to give educational experiences which extend, replace or supplement the standard curriculum (Foucault, 2008).

Bouwman (2013) make distinctions in internal and external differentiation. Internal differentiation is in the group or in the classroom and external differentiation is cross-group working. Also is there a difference in convergence and divergence differentiation. Divergence differentiation is specific for one learner. The learner goes through his own learn route with specific goals, instruction and processing forms. This form of differentiation is perfectly in line with the learners own educational needs. Convergence differentiation is the that the whole group the same goals has and the teacher starts the lesson with all the learners in the classroom. The difference is in the instruction, the accompanied practice and the processing. The learners have education at custom in those lesson phases. Bouwman (2013) says that convergence differentiation most effective is because all learners achieve the goals.

There are basic skills which a teacher needs to improve their way of using differentiation. They are also the conditions of good differentiation called. It's like a pyramid; the lower levels are responsible for the higher levels. A teacher can start with differentiation if he has 'a filled toolkit'. The first thing a teacher need are the basic skills, who can be summarised in five rolls:

- The host: having good contact with the learners, starting the day and the lessons.
- The presenter: catch and hold the attention of the learners in your group.
- The didactician: giving instruction, motivate the learners and knows the learning process of the group and whether the individual learning process of the children.
- The pedagogue: create a save learn climate.
- The valve: reflect with the learners on the process and the content of the lesson, the teacher makes learners aware of their own learn process and end the day and the lessons.

Level two is based about the working methods teachers use. The working methods need to activate the learners and strive to achieve the learning results. Cooperative working methods are very useful because children learn with and from each other.

Level three is about dealing with the differences between children. In this phase teachers shall be capable of giving alternatives to learners who needs a different approach. Teachers at this level have the knowledge and the skills to steering the group whether the sub groups at an appropriate way. Dealing with the differences goes also about differentiation.

The last level is the level of self-regulation. This level of self-regulation is the target because you let the learners self-regulating working in this phase. The learners contains all the abilities for self-learning. They make their own goals, steer their own learn process and are motivated. The teacher give only assistance when a learner ask for it. To let learners create their own goals is the first step for self-regulation (Bouwman, 2013).

3.5 Differentiation in the instruction and the guidance

The Interactive Differentiated Direct Instruction model (IDDI) is an organisation model that help teachers with realizing of a differentiated instruction and guidance. This model is purposeful and based about convergence differentiation. The four aspects of the model can be summarized as:

- Interactive: cooperative working forms, property questions and variated assignments which activate and stimulate the thought process of the learners.
- Differentiated: cope with the differences between the learners, by example to separate the group in sub-groups.
- Direct: giving structure in time, offer, working methods and instruction for the learners who wants.
- Instruction: learners learn what they can't, don't understand or don't know from the teacher and from other learners.

IDDI consists of six phases, who give the lessons a permanent structure. The six phases are based in every lesson but the time what is spend on the phase is each lesson different. The six phases are the following:

1. **Start of the lesson with the whole group.** Flashback of the last lesson, prior knowledge collecting and summarizing, give a course plan and draw up the learning goals.
2. **Interactive group-instruction for the basis and the low-achieving learners and work explanation for the above-average learners.** Give the instruction in small steps with specific examples and let the learners also give examples from their daily experience. Let learners learn from each other to return their questions to the group and give always a summarize at the end of your explanation.
3. **Accompanying practicing with the basis and the low-achieving learners.** Guide your learners and give them short and clear practices. Review the answers and let the learners be involved. Use materials, roadmaps and cooperative working methods.
4. **Independently processing for the whole group, with extended instruction for the low-achieving learners and instruction and process guidance for the above-average learners.** The exercises must be like that, that the basis learners can start immediately. You can use cooperative working methods in groups or duo's like thinking, sharing and exchanging or the placemat. Make clear that you have enrichment material for learners who are done with their exercises.
5. **Feedback round with the whole group.** Give frequently process feedback, correct faults immediately and show your encouraging. Give not only feedback but also feed up and feedforward.
6. **Conclusion, process- and product evaluation.** Check if the lesson goals are achieved, look back and look ahead.

IDDI is effective for learning of the basic skills, like technical reading, orthography and mathematics because these lessons are structured; they have a start, core and a closing (Bouwman, 2013).

3.6 Differentiation in learning goals, time and the curriculum.

You work with all the learners on the same goals when you use the convergence instruction method. Most of the time you don't differentiate the goals who the learners has to achieve. Only when it's clear that a low-achieving learner can't achieve the goal, then has the teacher to adjust the goals for the low-achieving learner. Further is it possible to make a learning goals more specific. For low-achieving learners is it also possible to achieve lower learning goals. For above-average learners is it possible to make the learning goals more impossible, so they have more challenging and will be more motivated. Further is it possible to draw individual goals, most of the time are these for learners with special educational needs.

Differentiation in time is based about the fact that not all the learners needs the same time. Low-achieving learners benefit usually more with more instruction time than above-average learners. It is important that every learner gets the time which he need to develop himself and his qualities. You can make sub-groups when you give instruction so the learners who don't need many instruction can start earlier than the learners who wants more instruction and maybe some accompanying practicing together.

Differentiation in the curriculum is what you automatically doing when you differentiate. It's easier to draw first a learning goal up and search then for a subject matter that fits in. For low-achieving learners is it good to differentiate with the amount of the curriculum of the subject who is difficult for the learner. Above-average learners requiring a customized curriculum. They don't need repetition in comparing with the low-achieving learners but they need and want challenging work. You can compact the amount of the subject matters and notably the repeating exercises and accelerating the basis curriculum so they can learn new and challenging things (Bouwman, 2013).

3.7 Differentiation and the barriers

Many schools has the common belief that including students with learning disabilities is fundamentally a matter of ensuring that the student fits in. They think that differentiation is about fit in, not stick out, to be well accepted and that those learners feel comfortable. This translates into that teachers not want to treat them different but those learners needs requires treating them considerably differently. If the goal is to fit in will that make those learners feeling discomforting and embarrassing.

Further is it understandable that teachers do not add many such adaptations to their already full plates. The learners requirements seem to go well beyond what is possible for one teacher to run around and meet, given the other learners and priorities in the general education class. There is a prevailing belief that treating students differently is somehow detrimental either bad for the individual, not good for the group. This belief is called the "fairness doctrine".

In fact are all the different learners are treated substantially differently in all classrooms. Some of this intended but much is unintended even unnoticed. So fairness in the sense of sameness of instruction or equity of instruction or even in the sense of "each challenged to near capacity" is not very operative in classrooms, certainly not as much as we might like to think. The special educators, set down in the midst of general education classes, adapt to the prevailing focus on the activities and the whole classroom management. They become supportive regular classroom teachers and generalize their "special" advice in stereotypical terms (Garnett, 2010).

3.8 Action-oriented education: what is it and why?

Action-oriented education intend the quality of the education and increases the guidance for all the learners. There are seven principles for action-oriented education who coherent with each other:

1. The educational needs of the learners stand centrally.
2. It goes about coordination and the interaction.
3. The teacher makes the difference.
4. Positive aspects are important.
5. We work constructive together.
6. The conduct is targeted.
7. The method is systematic, in steps and transparent.

Action-oriented education means the appreciative of the differences between learners. Educational needs are the leads for the conducting of the teacher, furnishing the learn environment and the contact with groupmates. Knowledge about a problem of a diagnose is important but the goal who needs to be achieved and the approach for that goals is much more important. When you work out of the educational needs, you concrete the aim to coordination. You have to use all the knowledge and experience from all the involved people, even the learners experience and knowledge. That's how you create involvement and shared responsibility. If you work with the educational needs of a learner, you make a clear context for communication about special education (Pameijer, van Beukering, de Lange, 2011).

Action-oriented education is based about working targeted. Goals are the first step for formulating the educational needs of the whole group, sub-groups or an individual learner. You can create your goals S.M.A.R.T.:

- **Specific:** a specific goal has a much greater chance of being accomplished than a general goal. It's concrete, smart and clear.
- **Measurable:** establish concrete criteria for measuring progress toward the attainment of each goal you set.
- **Attainable:** it is acceptable for the involving people.
- **Realistic:** a goal must represent an objective toward which the learner and the teacher are both willing and able to work.
- **Timely:** a goal should be grounded within a time frame. A goal is probably realistic when the teacher, the learner and the parents truly believe that it can be accomplished.

The action-oriented education has four phases with in total six steps.

Phase 1: observing and signalling

Step 1: collecting of details of the learners in a group overview.

Step 2: signalling learners who needs extra guidance.

Phase 2: understanding and analysing

Step 3: appoint the educational needs of the learners.

Phase 3: planning

Step 4: clustering the learners with similar educational needs.

Step 5: draw up the group plan.

Phase 4: realizing

Step 6: execute the group plan.

Step 1, 2 and 3 can be find in the group overview. This gives for every learner an overview about their test results, observations, conversations and the educational needs which the learner has. Step 4 and 5 has to process in the group plan. This gives an overview of the basic educational matter for the whole group and the specific educational needs for some sub-groups or learners. Action-oriented education is between the teacher, the learners and their parents (Pameijer, van Beukering, de Lange, 2011).

3.9 Implementation of action-oriented education

Implementation of action-oriented education is a dynamic process that will develop gradually. A school has to work from desirable to feasible and from the content to the organisation. Active participation from the whole team is necessary. The school has to give the teachers space to try and experiment with action-oriented education. The school has to make choices who fits with the mission and vision of the school. The first step is to think about who are we as a school, then look at the school mission and think why are we doing this. The next step is to look at the school his vision and what do we want to create. Then the school makes their strategy and tactic. How are going to do this and which choices do we make. If you know how you going to do it and which choices you are going to make, then the whole school can convert it into activities.

Then you start with the real implementation of action-oriented education. The school continuous seven steps which overlapping each other and are a continued process. It is important that the teachers having an investigative and reflective attitude in all the steps. The following steps are necessary for implementation of action-oriented education:

1. Have knowledge about the principles and the method of action-oriented education.
2. Certain the start situation of the school: at which ways are we working action-oriented and what do we want to develop?
3. Formulate S.M.A.R.T. goals for the long and short terms.
4. Know the supports what the team and the individual teacher needs.
5. Organize activities who can help you to achieve the goals.
6. Realise the implementation.
7. Evaluate, adjust and determine as a school how to go on.

(Pameijer, van Beukering & de Lange, 2011)

3.10 How to make a group plan?

The group plan is essential when you work action-oriented. You split the group in three groups when you work with a group plan: the basis group, the low-achieving group and the above-average group. A group plan helps you to work systematically with the educational needs of children. A group plan helps you further to give more attention to the differentiation which you give to the three groups. A group plan needs to be draw up for a prior determined period. When you make a group plan, you have first to collect the details about every learner in a group overview. When you start making goals, then you have to split the group in three groups. Each group has his own educational needs and need their own approach.

In a group plan is the educational content for all the learners in a group defined. There is a cohesion between the goals, the content, the organisation and the approach. In the six columns of the group plan are the following components:

- **Column 1: Names of the learners:** you differentiate because the group is split in three subgroups.
- **Column 2: The goals:** which goals do you want to achieve with those learners in the specific period?
- **Column 3: The content:** which educational matter are you offering in the specific period?
- **Column 4: The approach/method:** How do you give instruction and which instruction model do you use?
- **Column 5: The organisation:** how many time do you spend on the activities and the lessons and how organise you those activities and lessons?
- **Column 6: Evaluation:** at which way do you follow the development of the learners and how do I evaluate my content?

It is also possible to take up the behaviour aspects in the group plan. Take the behaviour goals up in the column 'goals' (Bouwman, 2013) (Pameijer, van Beukering, de Lange, 2011).

3.11 Behaviour disorder or behaviour problem?

There is a difference between a behaviour disorder or a behaviour problem. For a behaviour disorder is no remedy, the person has to deal with it. A disorder occurs in the body of the person and is most of the time passed through the predisposition. The disorder is occurred in the predisposition and the maturation of the nervous system. Those two point having direct influence of your developmental functions. A behaviour problem is more a problem outside the person and only reactive to see. There are barriers in the environment whereby the development of a child stops or struggled. A behaviour problem is situation bounded, the situation is determinative and out the situation comes most of the time a behaviour problem. Learners with a behaviour problem have often a shortage of an own structured and problem-solving ability.

A behaviour problem occurs most of the time through his situation but by a behaviour disorder is the surrounding also important. Most important is the communication between the child and his parents. Communication can reduce or aggravate the behaviour problem or disorder. Good support and education can make a behaviour problem or disorder less negative. Further is it good to know the positive points that a child with a behaviour problem or disorder has.

Educators and parents are very important because they have a big influence at the children. They have to create a good pedagogical climate what create the basic needs from every person: relation, competency, autonomy. Relation is most essential for optimal development. The learner must his feel to be seen, heard, known and recognized. The teacher need to have positive expectations of the learner, this will also prevent problems. Lieshout (2009) says that the quality of the relationship between the learner and the teacher determined is for the effect of the work you do with the learner. Try to empathize you as a teacher in the children (Lieshout, 2009).

3.12 What is cooperative learning and why is it important?

Cooperative learning is an education and learn situation whereby the learners in small heterogenic groups in a structured way work on a learn task with a collective goal. The learners learn from each other and with each other. They're not only focussed at their own learning process but also at the learning process from their groupmates. Not every form of teamwork may you describe as cooperative learning. You can talk about cooperative learning if the following points are included in the lesson:

- Positive mutual dependence
- Individual responsibility
- Direct simultaneous interaction
- Collaborate skills
- Evaluation of the group process

Positive mutual dependence means that learners depend of each other to reach the learning goal. They can only arrange the goal if they work together, so everybody needs to give his commitment and effort. This dependence give learners the experience that they can do more together than alone and every learner in the group is important for success. The meaning of cooperative learning is that all learners have a contribution in the group. To prevent that there are learners who are drop off or profit from others work is it important that all group members are active and involved. You can prevent learners who are drop off or profit from others work to give all the group members their own responsibility, so they know that they have responsibility for their own commitment. Positive mutual dependence and individual responsibility are the core of cooperative learning.

When learners work together they have many conversations with each other. The curriculum has more meaning for the learners if they talk about it with each other. If you work in groups there are more learners who can talk at the same time and swap information with their groupmates. You call this direct simultaneous interaction. Cooperative working methods have always two goals: a content goal and a goal focussed at the collaboration between the learners. The teacher needs to give attention for those collaborate skills and have first to practice the collaborate skills with them. After the collaborating process there is always an evaluation. The evaluation has also two goals: they reflect about the collaborate skills and about the content.

Cooperative learning is very important because it is a form of active and constructive learning. The main thing in school is that learners learn how to collect and process information and not only the transfer of knowledge from the teacher. Cooperative working and learning stimulate that learners acquire, practice, edit and apply at an active way information. The curriculum get a personal edit and that causes that the learners acquire functional knowledge.

Further stimulate cooperative learning the interaction between learners. Interaction between learners leads to development, at cognitive and social field. The learners learning how they can tell their knowledge, thoughts, ideas and views at cognitive field. At the social field is it good for the social and communicative skills. You have to learn listening and react at your groupmates, you have to give them a chance to say things and you have to make the exercise together till a good end.

Collaborating is a skill that you will need if you want to function in the society. One of the goals in the primary school is to increase the skills in the field of function in the society. They have also to learn how they can participate in group work and group processes. Cooperative learning give learners those chances to learn those points.

At least promotes cooperative learning the chances to learn from each other differences and does it stimulate a positive pedagogic climate in the group. The children have to work together on the cooperative working methods and they learn know each other better. The learners have to collaborate with different learners and that causes for respect and appreciation for each other. Especially for the children with special educational needs is a save and positive pedagogic climate in the group a condition for the development in the regular primary schools.

Cooperative learning has a positive effect for the learning presents of the learners. Further has it a positive effect at the affective development of the learners. Cooperative learning increases the social and communicative skills of the learners. The learners are more positive towards learning, the subjects and the other learners. They can better deal with other learners and the teachers because they feel supported through the teacher and the other learners and have a good self-image (Förrer, Jansen and Kenter, 2004).

3.13 Cooperative learning: an supplement in the practice.

In the education are two interaction patrons. The atmosphere focussed at competition and the atmosphere focussed at individualism. You compare the results of the learners with each other in a competitive situation. In this situation are "the winning results" only for a few learners. Learners doing their best to present as well as they can whereby the good is related to the results of the other learners in the group. When the learners work on their own learning tasks and try to reach their own learning goals does we talk about the individualistic situation. Each learner has his own learning material and work in his own space. The individualistic approach means that the teacher differentiate between all learners in the class, every learner has his own curriculum and learning way.

Those two situations of interaction has his disadvantages. The competitive atmosphere can lead to demotivation by the learners that aren't the best learners and it doesn't invite learners to help each other or to collaborate. When the individualistic atmosphere too big is, can this lead to isolation and will the chances to learn from and with each other be unused. Cooperative situations can be a supplement in competitive and individualistic situations.

Cooperative activities can be a supplement or an enrichment in the practice. If learners work together in some situations can that lead to active and involved learners who want to give their contribution to the group work. Cooperative learning doesn't replace the direct and activating instruction of the teachers. Then they would miss the didactic and subject specific knowledge that a professional teacher has. Teachers can decide when they want to use the cooperative activities in their lessons. They can decide when the cooperative activities a supplement are in their lessons. The cooperative working methods has to be a part of the action repertoire that a teacher have.

3.14 The classroom and classroom management when you work with learners with learning disabilities.

Classrooms can be perilous in a number of ways for students with learning disabilities. Common classroom conditions can and do affect many students. Students with learning disabilities are among the most vulnerable-at chronic risk for 'not learning' under the aforementioned conditions, for long-term academic and social problems and for lifelong debilitating side-effects of their classroom experiences. Classrooms can be perilous in a number of ways for students with learning disabilities.

Don't let your classroom be a crowded and busy place. If you're classroom is very crowded, give learners with learning disabilities then more space or a place separate of the rest of the group. Don't let the level of noise come harder than talking and try to reduce the rapid interactions. Children with learning disabilities experiences the spotlight of public attention as a shame, try to avoid this for them and ask them question when they're only talking with you.

Some children have to talk a lot but the learners talk is minimal, especially during times of intentional learning. You can use cooperative working methods to help them to understand and remember content area information. When you use cooperative working methods during the intentional learning the learners can talk and can formulate, rehearse and verbalizing the steps of study tasks. Whole-group instruction can be also overwhelming, give clarify interchanges to let the learners with learning disabilities oversee the instruction and the work they have to do.

Further you have to checking in on the performance of learners frequently. You have to understand individual learners, provide instructive feedback or monitor their individual progress. It is crucial to give corrective feedback because mostly the advancement is slow and in smaller than common steps but you, as a teacher, and the learner need to see the tangible traces of learning to stay motivated to go on. It is important to see all those things because that is affecting what happens (and doesn't happen) throughout the school day and how changes in these features can alter classroom dynamics and learning (Garnett, 2010).

3.15 Cooperative learning and learners with special educational needs.

Many schools start with the qualities that children have and everybody has a positive position in the school. That make learners feel well-being and if learners feel well-being they are open for new things, are curious, have energy and take initiatives and that means that they can develop their self. If you want to make learners feel well-being, you and the learner have to believe in their own qualities. This is also very important for learners with special educational needs. They have to feel that their classmates have respect for them. Those learners must know that there are other learners who can help them at the moments if they need some help. A good pedagogic climate is created by the teacher and the learners together.

Cooperative learning can help by creating this pedagogic climate. The teacher can use cooperative working methods to increase the participation of the learners with special educational needs. Learners with special educational needs have profit by cooperative learning situations. Those situations are good for their social, emotional and cognitive development.

All learners develop their self in interaction with their environment. The quality of the communication between the teacher with the children, the children with each other and the material learn surrounding has influence at the development of the learner. That means that when the learners feel well-being, they're possible to develop their self. Stevens (1996) says that the three most important conditions for let people feel well-being are:

- **Relation:** the feeling that people respect you in the way you are and will be with you.
- **Competent:** the believe and fun in their own abilities. Learners use their own knowledge, skills and energy to manage something. When they complete it, gives it satisfaction.
- **Independence:** to get something done with your own effort. It gives satisfaction when you do tasks at your own independence.

Besides those three conditions in according with Stevens is cooperative learning also important for learners with special educational needs to create a good pedagogic climate in the group (Förrer, Jansen, Kenter, 2004).

4. Problem statement

4.1 Research purpose

There isn't one research purpose because there are more reasons for doing this research in South Africa. The research purposes are based about the development of the knowledge about the way of working with learners with (special) educational needs if there's a lack of teacher skills at that field. The Dambuza primary school have a five years plan to become a special needs school and this research can help with this five years plan because the knowledge can be shared with the teachers. Further is it about learning more of differentiation and teaching in general here in South Africa.

4.2 Research question

The research question is the following question:

How deals the Dambuza primary school with the (special) educational needs that learners have and how can this be improved?

4.3 Sub-questions

The following sub-questions are drafted to come to an answer for the research question are:

1. *How is recommended from the literature to deal with the (special) educational needs of the learners?*
2. *What is the currently status of dealing with the (special) educational needs of the learners at the Dambuza primary school?*
3. *What is the attitude of the educators towards differentiation between children/groups and to which are they prepared?*
4. *What is the attitude of the parents and learners towards differentiation between children/groups and to which are they prepared?*
5. *Which opportunities can be used to satisfy the (special) educational needs that the learners have at the Dambuza primary school?*

4.4 Hypothesis

The expected answer of this research question is that the teachers at the Dambuza primary school can't deal the educational needs that children have and they don't differentiate between the children. The teachers only give classical lessons and don't know the benefits of using a group plan or differentiate between the children. The teachers try to work with the slow learners in a different way but they haven't enough handgrips to make it count. This is expected because the literature says that the inclusive education in South Africa failed thus far because the ravages of the Apartheid are still there in the schools in the townships (Department of Education, 2001, p. 9).

The expected answer about the improving is that the benefits of using a group plan or differentiation will be showed to the teachers. If you see the literature framework there are multitude options to improve working with the (special) educational needs that children have at the Dambuza primary school.

4.5 Discussion about the problem statement

After a talk with the principal about the problem statement, the principal came up with points about the problem. The principal says that the teachers are old and they don't want to improve their skills anymore and that's why the teachers have problems with working on the (special) educational needs. The teachers don't know how to work with the educational needs that children have. According to the principal is the government also a problem, because they don't invest enough money to the special needs schools and also to the local public primary schools. According to the principal is that why the Dambuza primary school has no teachers with special needs skills and that explains the shortage of teachers.

Most of the teachers in the Grade four till Grade seven at the Dambuza primary school tell that they are tired about the large groups they have to teach and they see working with and on the educational needs of children as more work what they need to do. They're afraid that they have to improve their skills with more workshops outside of the schooldays.

Another problem what can influence the research is the fact that the teachers from the Dambuza primary school not always are honest if they answering questions. The teachers from the Dambuza primary school tell other things than they show in their lessons. These teachers can influence the research and the results.

5. Planning and the approach of the research

5.1 Research activities

5.1.1 Sub-question 1

The sub-question is: *How is recommended from the literature to deal with the (special) educational needs of the learners?*

The method of collect data will be studying literature. The research activities will be also studying literature and processing those literature into a literature review. There will be used different literature to get a broad literature review.

5.1.2 Sub-question 2

The sub-question is: *What is the currently status of dealing with the (special) educational needs of the learners at the Dambuza primary school?*

The method of collect data will be observing, study and questioning. The research activities will be to design an observation, performing an observation and analysing those observing's. There will be design an interview format, take of the interview with the teachers and the principal and analyse the interviews. The interviews will be taken off with the principal and the seven teachers from grade four till grade seven. The observations will be taken off at grade four till grade seven.

The results of the observation, the interview and the survey will be processed and will be helping to get an answer of the sub-question. The results will be processed in graphs, charts and reports. The observation, interview and the survey will be taken off with more people to get a better and a more objective imagine of the situation.

5.1.3 Sub-question 3

The sub-question is: *What is the attitude of the educators towards differentiation between children/groups and to which are they prepared?*

The method of collect data will be questioning with a survey and an interview. The research activities will be to design a survey, take off this survey with the seven teachers from grade four till seven and analyse the surveys. The results will be processed in graphs, charts and reports and compared with each other. The survey will be taken off with the seven teachers to get an objective imagine. This all will be helping to get an answer of the sub-question.

5.1.4 Sub-question 4

The sub-question is: *What is the attitude of the parents and learners towards differentiation between children/groups and to which are they prepared?*

The method of collect data will be questioning with a survey and an interview. The research activities will be to design a survey, take off this survey with the parents of the learners from grade four till seven and analyse those surveys. There will be also designed an interview format, take off the interviews with the 21 children and analyse those interviews. The results will be processed in graphs, charts and reports and compared with each other. The survey will be taking off with more people to get an objective imagine. This all will be helping to get an answer of the sub-question.

5.1.5 Sub-question 5

The sub-question is: *Which opportunities can be used to satisfy the (special) educational needs that the learners have at the Dambuza primary school?*

The method of collect data will be studying, observing and trying the studied literature in the practice. The literature and the methods that the Dambuza primary school is using will be studied. Those literature will processed in lessons and uses for the practice. The lessons and uses will get tried in the practice and the results will be processed. The lessons and uses get tried in Grade four at the Dambuza primary school. Those lessons and uses will get shared with the teachers. Also is there an observation in a special primary school in Grahamstown.

The tested uses and lessons will be giving answers about what possible is and what is impossible. The tested uses and lessons will be processed to recommendations and give an answer at this sub-question.

5.2 Quantitative research

The research approach that will be used for this research is quantitative research. Quantitative research is objective and based on numerical data. Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviours and other defined variables. Quantitative research uses measurable data to formulate facts and uncover patterns in research. The use of sampling techniques whose findings may be represent numerically let the researcher enable to estimate future events or quantities. Quantitative data collection methods are structured. The quantitative data collection methods are surveys, interviews, literature studies and systematic observations (Van der Donk, 2009).

The survey, interview and the systematic observation will used as collection methods for the research. Quantitative research is objective and structured what will help by the taking off the collection methods because there are different groups and then will quantitative research help to make an unit of the research.

5.3 Design and conducting a survey

In the most cases there will be chosen for a written survey. The benefits to take this form of survey are the little effort and cost who are required to get a large group of respondents. Also there get used often closed questions, so the analysing of the answers can happen quickly. A disadvantage of this type of survey and to take the survey is that there no additional explanation can be given or for additional information can be requested (Scriptieoverzicht, 2010)

According to Scriptieoverzicht (2010) there a number of aspects very important for a good survey. The most important aspect is objectivity. The information who get retrieved out of the taken survey needs to be reflect the meaning of the respondents otherwise you can't use the results of the survey. The respondents may not be influenced when they answer the survey. Further is it important that the survey can be answered by all the respondents. There must be a clear letter what explains why the respondents need to fill in the survey and how they have to fill in the survey. If the survey takes many time, the respondents needs to get very motivated in the topic to fill the survey in. At least the hierarchy of the questions is an important aspect. Scriptieoverzicht (2010) says that the questions with a sensitive subject better later in the survey can be placed because then the respondents are more used to fill in a survey.

The objective of a survey is to get information from the respondents. This information can be classified in three categories: background information, information about behaviour and information about the meaning of the respondent. Some of the topics can be sensitive or are susceptible to socially desirable answers, that makes that it important is to think about those types of questions (Scriptieoverzicht, 2010).

Quantitative and qualitative

The questions of a survey can be different in nature. It depends on the fact what the type of answer is you want to know from the respondent. There can be distinguish between quantitative and qualitative questions. Quantitative questions go over numbers and quantities. With those questions the questioner wants to know how many times something occurs or for example, how many times a product get used by woman between 20 and 50 years old. Qualitative questions want to find out a meaning or asking for the judgement of something. Those questions get most of the time an answer with a standard. This can be a report mark or a multiple choice question where the respondent needs to tell in how far the stand applicable to them is.

Quantitative and qualitative questions are both important. If you want to get a clear and assemble image of the topic, the questions and the whole survey, then it's important to use both types of questions. That is the only way to get the most useful information as a questioner. Qualitative questions are frequently open questions. Open questions are more difficult to analyse and hard to compare with each other. That's why there often will be chosen for quantitative questions, but that's squandering of important information (Scriptieoverzicht, 2010).

When you draw up a survey, you can use open and closed questions. Open questions give the respondent the freedom to fill in an answer in his own expression. Closed questions don't give the respondent the freedom to fill in an answer in his own expression but those question let them choose between a few answers.

The advantages of closed questions are:

6. The respondent knows exactly and immediately what kind of answer there will be expect of him.
7. The answers of different respondents are easily to compare and remodel.
8. The respondent can fill in the survey quickly (Praktijkonderzoek, n.d.)

The survey is designed based on the knowledge what is acquired from the literature.

Closed questions promote the trustworthiness and comparability of the survey.

The questions are formulated in a way that there no socially desirable answers can be given.

5.4 Design and conducting an observation form

Along the survey also the observation form get used as a research instrument. Observing is a purposefully activity. When a situation needs to be accurately observed, there will be often chosen for an observation. It must be clear what needs to be done and how it needs to be done to observe purposeful. It is important to determine the initial situation so it's clear what there will be observed and in what situation there will be observed. If you're observing than it is important to keep an eye on the observation goal because then will be the observation objective.

There are more ways of observing; the structured observation, the semi-structured observation and the free observation. The structured observation is an extremely detailed and systematically observation. There are strict points draw up before the observation and you have to attend those point when observe. The semi-structured observation is processed by central points. If you're doing a free observation, then you only take down the topic of the observation.

There are two ways of registration if you do an observation. This can be a descriptive observation or an observation scheme. The descriptive observation is a report where you literally write down what you observe. This way of observing is perfect when you want as many data as possible. The observation scheme is most of the time a checklist. You check the applicable box on an application when you see the observed action. When you use the observation scheme you know the observe topic before you start the observation. It's important that the checklist fits well with the aim that you're going to observe.

There is chosen for a structured observation because the observation will take off in multiple classes. With a structured observation will each observation with the same purpose be observed. The observations will registered in an observation scheme to make sure that there is worked with the same point observing points. The structured observation who get registered in an observation schema make it an unity (van der Donk, 2009).

5.5 Design and conducting an interview form

You need to design an interview form before you can take off an interview. The guide line to design an interview needs to contain the following parts:

- A description of the interview goal.
- An indication of the way what describes how you collect the data.
- A description of the agreements over the privacy from the interviewee.

There two ways to design the construction of the interview. The funnel-structure and the reverse funnel-structure. If you use the funnel-structure, then you start with common questions and after time the questions will be more specific. The reverse funnel-structure starts with specific questions and ask the interviewee to look at the answers from a broader angle.

Van der Donk (2009) says that there nine types of questions are who can used when you take off an interview. Those are the following questions:

- **Introducing questions:** To get the interview started so the interviewee speaks freely after a well opened interview. After the opening comes the remainder of the interview and following up any interesting points will get raised.
- **Follow-up questions:** These questions are used to extend the interviewee's answers to previous questions. You have to listen to what is important to the interviewee but keep you research questions always in mind.
- **Probing questions:** The interviewer probes the content of the interviewee's answers but without giving away which parts of the answers are to be taken into account.
- **Specifying questions:** The interviewer ask questions about that will allow them to gain further information about a particular aspect of the interviewee's answer. You can ask a specifying question to personalise the answer if an interviewee gives generalised answers.
- **Direct questions:** The interviewer asks very direct questions about the topics of the research. It's better to ask those questions in later parts of the interview.
- **Indirect questions:** The interviewer asks projective questions and want to know how the interviewee is thinking how other people will react, think or how they do.
- **Structuring questions:** The interviewer needs to ensure that those areas relevant to the research question are covered during the course of the interview and can use questions to structure the interview accordingly.
- **Interpreting questions:** The interviewer may involve rephrasing the answer and putting it to the interviewee or attempting to clarify their answer.
- **Silence:** Silence may be able to offer more information because it allows interviewee's a chance to reflect on what has been discussed.

The recording and organisation of an interview is very important. If you want to do an interview with someone, then you have to plan the interview with that person and arrange enough time for the interview.

It's easier to record or make notes when you're taking of the interview. Always note the name of the interviewee, the date and the time. When there were special conversation conditions, note them also. Elaborate an interview as soon as possible because then you know the most things of what the interviewee has said. You don't have to work the whole interview out if you don't need all the details, that's is timewasting. Use only the things who are relevant to your research topic (van der Donk, 2009).

5.6 Design activities

This research will have the following expected intermediates and final products:

- A literature review on the basis of a several literature resources.
- Observations, surveys and interviews who give answers at the sub-questions.
- A plan of action with recommendations of how the Dambuza primary school can improve working with the (special) educational needs that children have.
- A practice book where the recommendations converted into different forms of working, lessons or other methods which working with (special) educational needs can be let improving.
- A presentation about differentiation and the different methods which working with (special) educational needs can be let improving for the teachers to develop their knowledge.
- A report, according to the method of van der Donk (2009), with the developed sub-questions, a conclusion, recommendations and a summary.

All the design activities can be find in the attachments, including the design activities who aren't predicted in the list above.

5.7 Time management

The logbook of this research can be find in attachment 11.17.

6. Results

6.1 How is recommended from the literature to deal with the (special) educational needs of the learners?

This sub question is answered in the theoretical framework in paragraph three.

6.2 What is the currently status of dealing with the (special) educational needs of the learners at the Dambuza primary school?

It's important to know how the teachers and the principal think about the currently status of dealing with the special educational needs and what the observations says about the currently status to get an answer of the main question how the Dambuza primary school deal with the (special) educational needs that learners have and how this can be improved. For the research of this sub-question is measured with the following research instruments: take off an interview with the principal and the teachers from grade four till seven and take off an observation in the groups four till seven.

6.2.1 Data from the interviews with the teachers

The interviews with the teachers from Grade four till seven are taken off at 12, 13 and 14 September 2016 at the Dambuza primary school. The number of teachers that is interviewed is seven. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the complete interviews in the attachments.

How do you cope with the differences between the learners in your class?

All the seven teachers from Grade four till seven answered this question. All of them said that it's very difficult for them to cope with the differences between the learners in their classes. Three teachers said that they give the children more work and exercises to hold them busy or work with them after school. The problems that children have, for example discipline problems, make that they don't have enough time for dealing with the differences between the learners in their class.

One of the teachers does research about the problems that children have so she can understand what's going on and help them then with their problems. One of the teachers changes her strategy every two months so the children don't stick in one method.

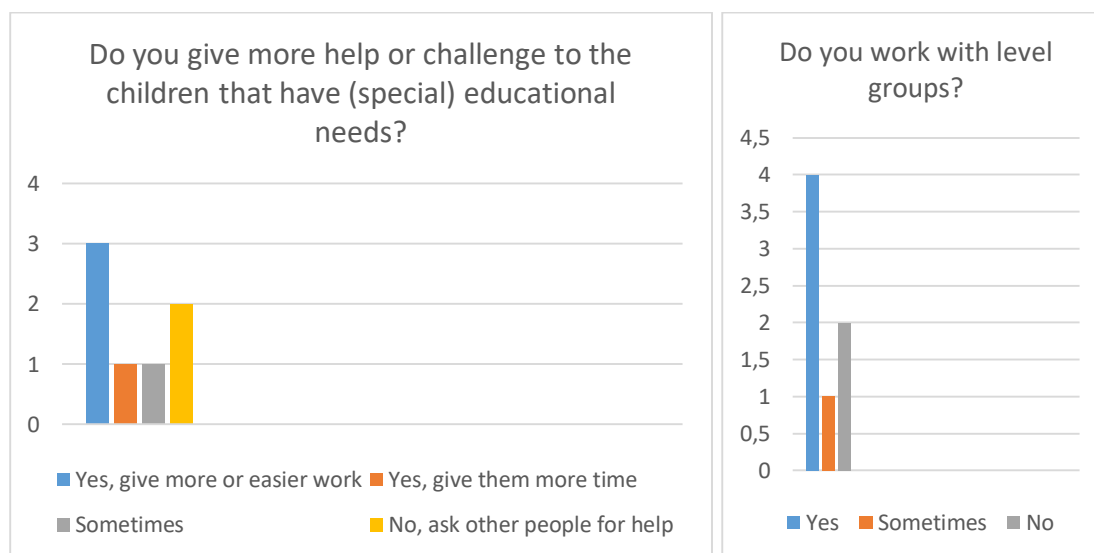


Figure 1. Giving more help?
 $N = 7$

Figure 2. Working with levelgroups
 $N = 7$

In figure 1 you can see that from the 7 teachers there are 4 teachers who give more or easier work or more time, there are 2 teachers who don't give more help or exercises and one of the teachers does it sometimes.

In figure 2 you can see that there are four teachers who work with level groups. There are two teachers who said in the interview that they wish they had time for working with level groups. There is one teacher who works sometimes with level groups, it depends on the subject and the lesson.

6.2.2 Data from the interview with the principal

Monday 12 September 2016 an interview has been occurred with the principal of the Dambuza primary school. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the whole interview in the attachments.

How do you think the teachers work on and with the educational needs of the children at your school?

The interviewer asked the principal how he think that the teachers work on and with the educational needs of the children at the Dambuza primary school. The principal answered the following things: *"They try their best to concentrate on the barriers that the learners have. They work hand in hand with the learners with extreme cases."*

Further says the principal that all the teachers need to have at least three level groups in their classes. Those levels will be decided by the test the teachers take of in the start of the year. The principal says that he prefer to see a lot of individual attention for every child and want that the teachers concentrate about the relationship they have with the children and must see their needs as a priority.

Do you help the teachers at this field?

The principal answered the following: *"Definitely, by inviting experts for example to the school, give them social development as well colleges form the department."* The interviewer asked if there is a possibility for teachers to follow courses to develop their knowledge how to work with and on the educational needs that children have. The principal answered the following: *"Yes, there is a possibility to follow courses. The South African counsel of education offer courses to the teachers. Those courses are free but they have to drive sometimes to other place for the courses."* The principal said that there are teachers at the Dambuza primary school who follow a course. He doesn't know which courses they follow.

How does the Dambuza primary school deals with learners that needs to go to special education schools and what's the procedure?

The principal says that the teachers in Grade R and one try to identify the learners with a list from the government; the ESSS. The principal says that the procedure is the same, they use also for that the ESSS.

What are the improvement and advantage points at the Dambuza primary school when we talk about work with and on the special educational needs that the learners have?

The interviewer asked for the improvement and advantage points at the Dambuza primary school. The principal answered the following about the question about the improvement points: *"When we refer learners and they get helped, then they can come back so that we can give them again education at our school. Further do I want more involvement from the department and the parents. I think that workshops about how to identify and how to work with learners who has special educational needs very helpful can be."*

The principal says that the most difficult problem is that the government isn't helping and that the shortage of the teachers also causes that they can't work on the special needs that children have.

The interviewer asked also about what the advantage points are at the Dambuza primary school. The principal answered the following: *"The learners perform very well in exams and there is a good relationship between the teachers and the children and the principal."*

6.2.3 Data from the observation

The observations are taken off at 12, 13 and 14 September 2016 in Grade four till seven at the Dambuza primary school. The number of teachers that is observed is seven. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the complete observations in the attachments.

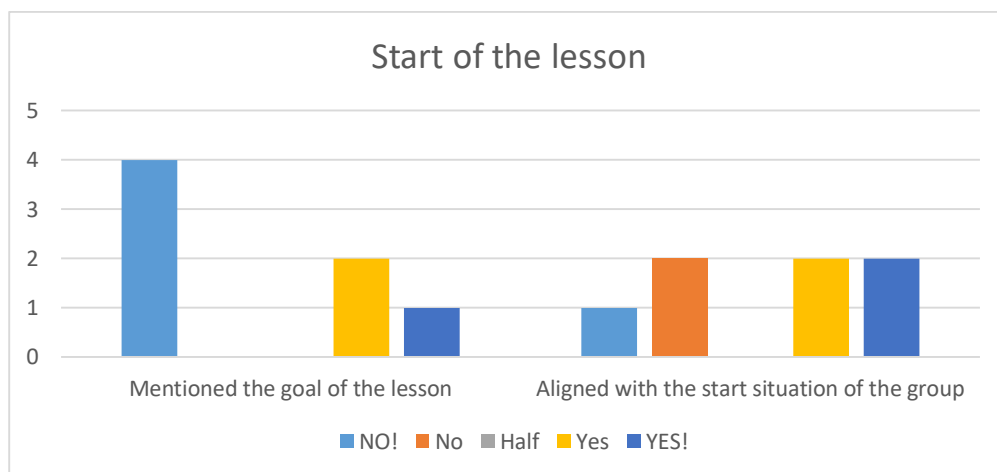


Figure 3. The lesson start.
N = 7.

In figure 3 you can see that of the 7 teachers there are 3 who mention the goal in the start of the lesson. There are 4 teachers who don't mention the goal of the lesson. The results of aligning with the start situation of the group are precariously. There is a total of 3 teachers who don't align with the start situation of the group. The other 4 teachers start with repeating the lesson before from the same subject and explain the most important terms in the lesson start.

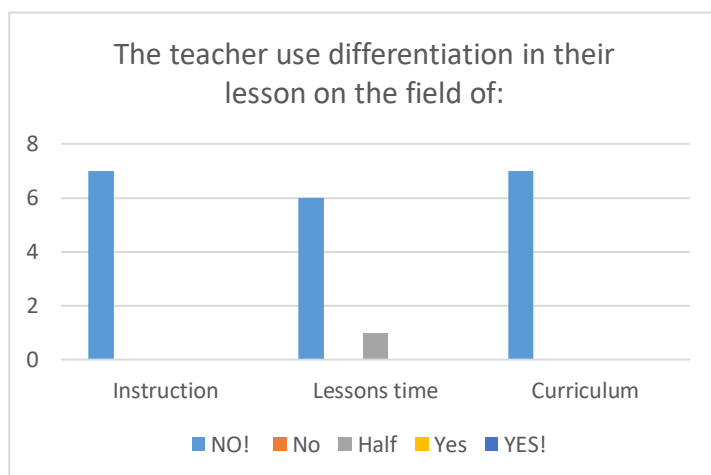
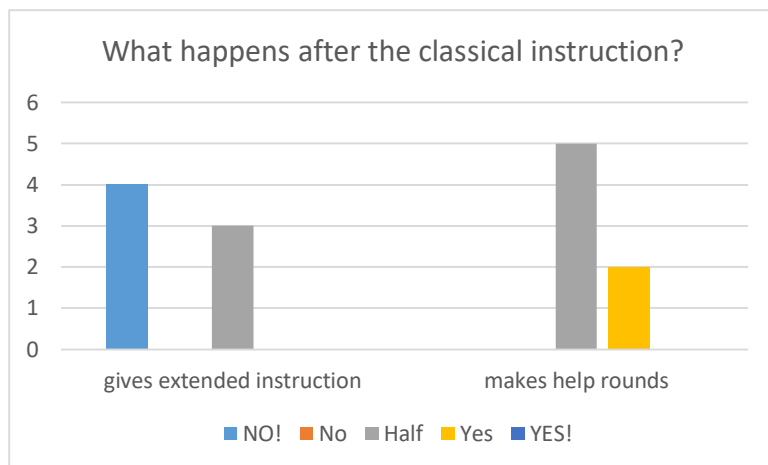


Figure 4. Different ways of differentiation.
N = 7.

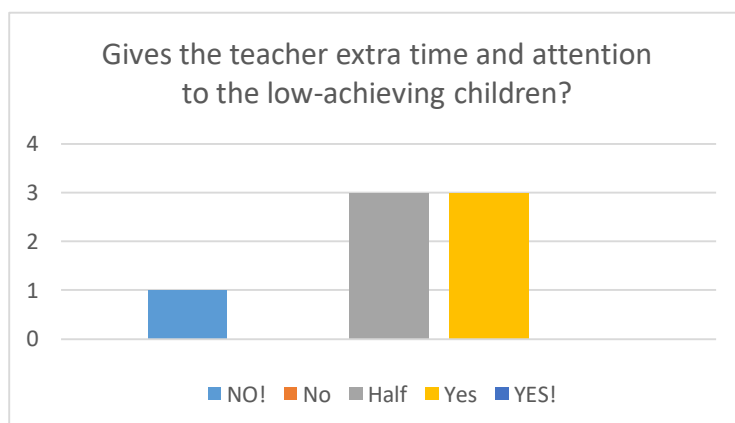
In figure 4 you can see that the 7 teachers in Grade four till seven don't work with differentiation in their lessons. There is one teacher who works half with differentiation on the field of the lessons time. The teacher gives the children with special educational needs more time to finish their exercises and let the other children work on their homework.



In figure 5 can you read what happens after the classical instruction. There are 4 teachers who don't give extended instruction to the learners who need this instruction. The extended instruction who is given half means that the teacher is answering questions that learners have and explain sometimes things when the learners ask for that but it isn't specific extended instruction.

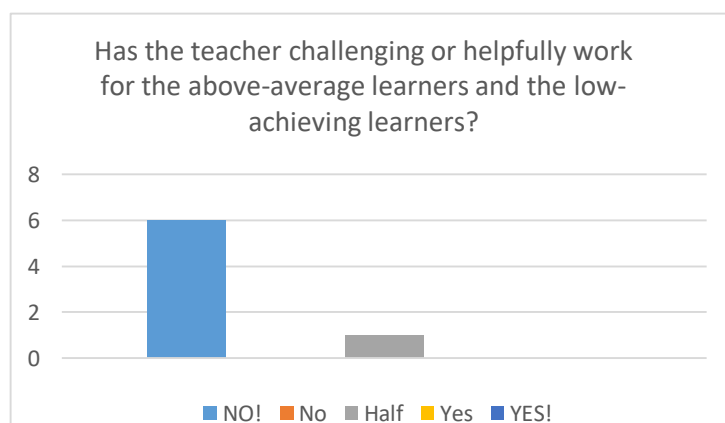
Figure 5. Help after classical instruction.
N = 7

The results of the teachers that make help rounds you can also see in figure 5. There are 2 teachers who make help rounds. The other 5 teachers are doing this half. Those 5 teachers don't make the specific help rounds but they answering questions that children have or let come the children to their table with their questions. The teachers let them ask questions and are willing to help them with those questions.



You can see in figure 6 that there is one teacher who doesn't give extra time or attention to the low-achieving learners. There are 3 teachers who get a half. Those teachers give the children more time to finish their exercises. There are 3 teachers who give the low-achieving children more time and attention.

Figure 6. Extra time and attention
N = 7



You can read in figure 7 that there is no teacher who has challenging or helpfully work for the above-average learners and the low-achieving learners. There is one teacher who has extra work to take home for the low-achieving learners. You can see that there are 6 teachers who don't have challenging or helpfully work for the above-average learners and the low-achieving learners.

Figure 7. Work for the above-average learners and the low-achieving learners.
N = 7

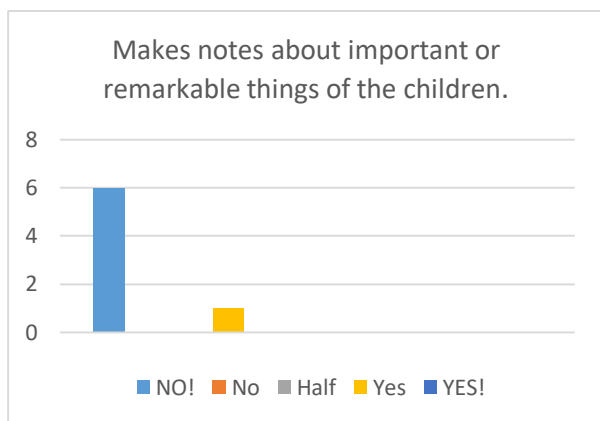


Figure 8. Making notes
N = 7

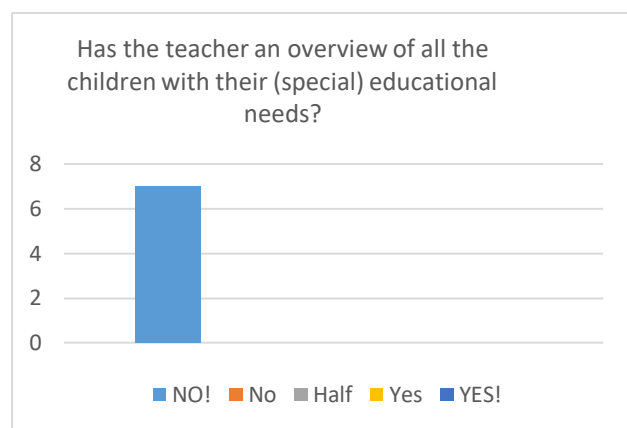


Figure 9. Overview of the children.
N = 7

In figure 8 you can see that there is one teacher who makes notes about important or remarkable things, like questions, answers or observations from the children. There are 6 teachers who don't make notes.

In figure 9 you can see that there is no teacher who has an overview of all the children with their (special) educational needs.

6.3 What is the attitude of the educators towards differentiation between children/groups and to which are they prepared?

It's important to know what the attitude is of the educators towards differentiation between children and groups and to which they are prepared to get an answer of the main question how the Dambuza primary school deal with the (special) educational needs that learners have and how this can be improved. For the research of this sub-question is measured with the following research instruments: take off a survey with the teachers from grade four till seven and take off an interview with the teachers.

6.3.1 Data from the interview

The interviews with the teachers from Grade four till seven are taken off at 12, 13 and 14 September 2016 at the Dambuza primary school. The number of teachers that is interviewed is seven. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the complete interviews in the attachments.

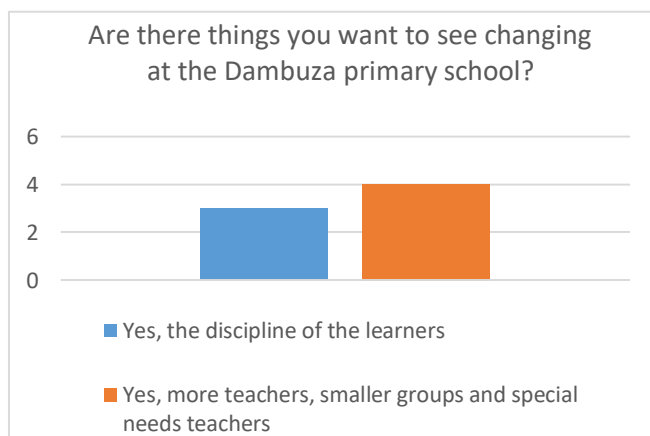


Figure 10. Changes at the Dambuza primary school.
N = 7

In figure 10 you can see that there are 3 teachers who want to see the discipline of the learners changing. There are 4 teachers who want to see changing the large groups into smaller groups, who wants more teachers and special needs teachers.

What are the improvement points at the field of working with the educational needs of the learners according to the teachers?

All the 7 teachers of Grade four till seven answered this question. There are 5 teachers who wants to improve their knowledge about dealing with children with (special) educational needs. There are 2 teachers who wants to learn more about differentiation. Also are there 4 teachers who wants to know more about skills and methods so they can work easier with those children. One teacher wants to give more time to the children. Of the 7 teachers are there 6 who gave improvement points. There is one teacher who says that it's a challenge for her every day to work with those children and don't have improvement points at that moment.

What are the advantages if we talk about teaching and working with the educational needs of the learners according to the teachers?

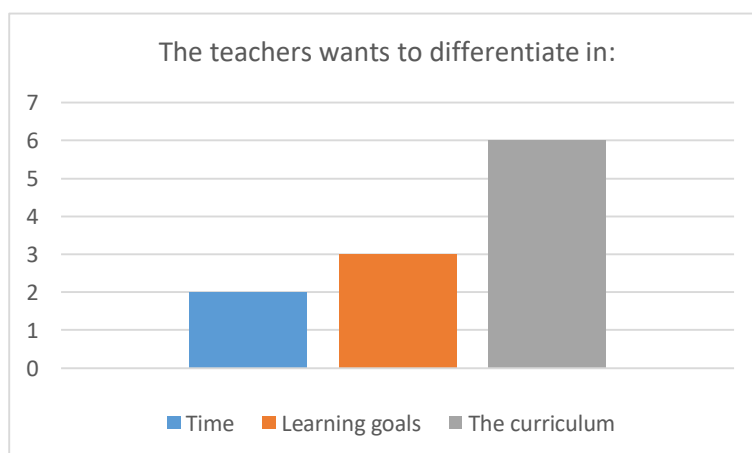
All the 7 teachers of Grade four till seven answered this question. There are 2 teachers who don't work with the special needs so they don't have advantages. There are 2 teachers who give the learners more time, attention and structure. The other 3 teachers talk a lot with the children about their problems and are willing to help the children and to improve their self.

6.3.2 Data from the survey

The survey with the teachers from Grade four till seven is taken off at 20 September 2016 at the Dambuza primary school. The number of teachers that filled in the survey is seven. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the whole survey in the attachments.

Are there learners with special needs or learning barriers in your class?

The 7 teachers from Grade four till seven who answered this question said that they have learners with special needs or learning barriers in their class.



You can see in figure 11 that there are 6 teachers who wants to differentiate in the curriculum. 3 teachers wants also to differentiate in the learning goals and 2 teachers wants to differentiate in the time that the learners get for making exercises.

Figure 11. Differentiation in time, learning goals or the curriculum.
 $N = 7$

How are the teachers thinking about managing the differences at the level of the classroom?

There are 6 teachers who answered the question about how they think about managing the differences at the level of the classroom. 3 of the 6 teachers would group the children, the other 3 teachers said that you have to know the difficulties and use other methods for those learners to help them.

How are the teachers thinking about differentiation with the individual learner?

There are 7 teachers who answered the question about how they think about differentiation with the individual learner. There is one teacher who says that it is impossible due to the large numbers of learners. There are 3 teachers who think that it's good because they can give them special individual attention. 2 teachers think that it is easier to notice slow learners and know their problems better when you're differentiate with the individual learners. There is one teacher who says that the differentiated instruction is not the same as the individualized instruction so you have also to switch the way you think about learning and teaching to create differentiation with the individual learner.

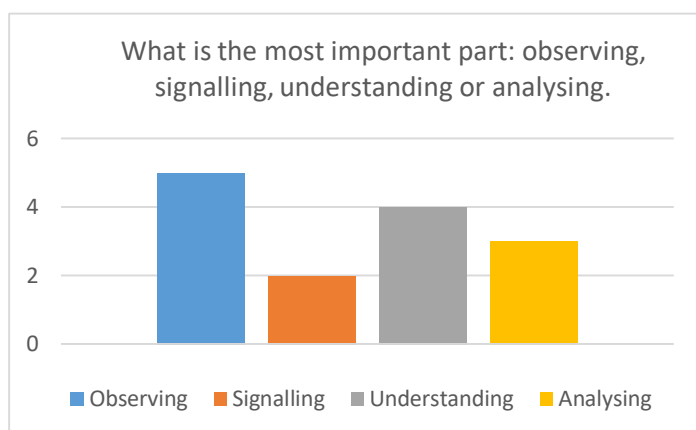


Figure 12. Observing, signalling, understanding and analysing.
 $N = 7$

At the question of the teachers think if it is important to observe, signalling, analyse and understand the barriers that learners have answered all the 7 teachers from Grade four till seven that they think that it is important for them.

In figure 12 you can see that five teachers think that observing the most important part is. There are 4 teachers who think that understanding also an important part is. 3 teachers think that analysing also important is and 2 teachers think the same about signalling.

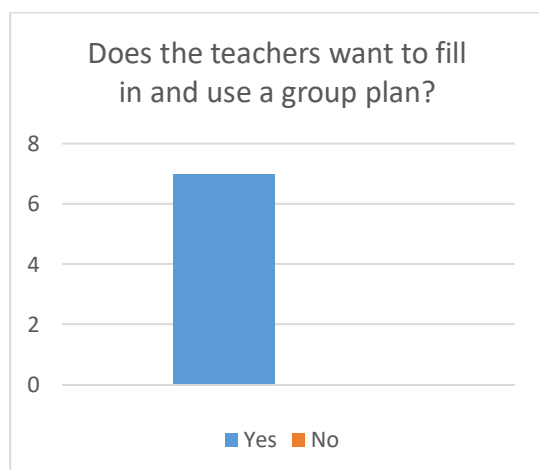


Figure 13. Group plan
 $N = 7$

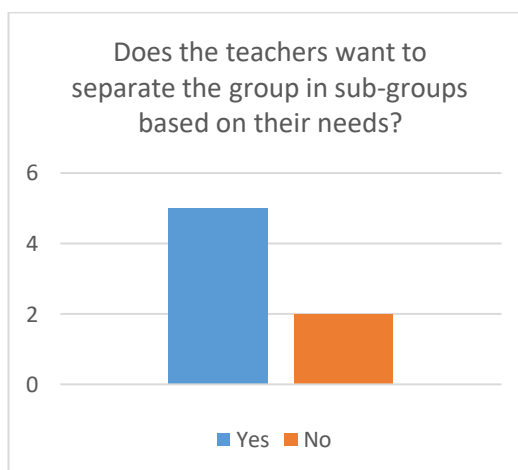


Figure 14. Sub-groups?
 $N = 7$

In figure 13 you can see that all the 7 teachers who answered the question want to fill in and use a group plan. 3 teachers want to fill in and use a group plan because with a group plan you can help each other, it is also easy for the teacher next year. Also says one of the teachers that a group plan can help to identify learners and a group plan makes it easier to work with learners with special needs or with learning barriers.

At the question if the teachers want to separate the group in sub-groups based on their needs answered 5 teachers that they would do that. You can see the results in figure 14. There are 2 teachers who don't want to separate the group in sub-groups because they say that it can make the learners feel uncomfortable. The other 5 teachers want to separate the group in sub-groups because they say that there would be more time for the learners with special needs or learning barriers. Also is there a teacher who says it is good because every teacher has to analyse the learners before they can be separated. Another teacher want to separate the group in sub-groups because it is easier to see and know the low-achieving learners.

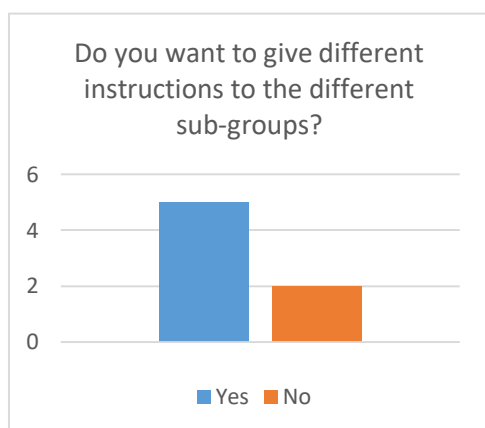


Figure 15. Different instructions in sub-groups.
 $N = 7$

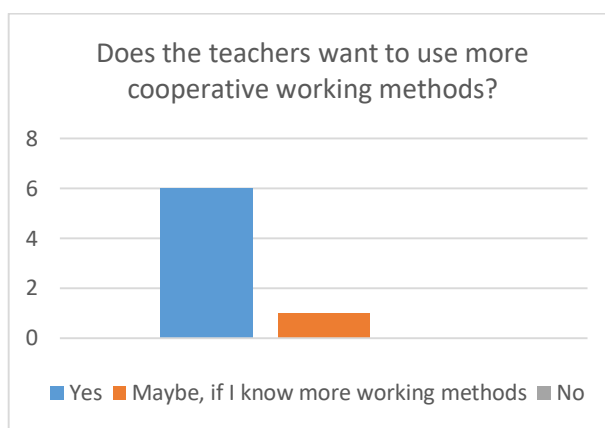


Figure 16. Cooperative working methods
 $N = 7$

In figure 15 you can see that there are 5 teachers who wants to give different instructions in different sub-groups. They want to give different instruction so the low-achieving children can have a simpler instruction and to test more the individual knowledge of the children. There are 2 teachers who don't want to give different instructions to the different sub-groups because it will be in the same class or lesson and they think that it will come up with confusion.

In figure 16 you can see that there are 6 out of the 7 teachers want to use cooperative working methods. There is one teachers who want to use cooperative working methods but she said that she don't know enough working methods so she want to learn more methods.

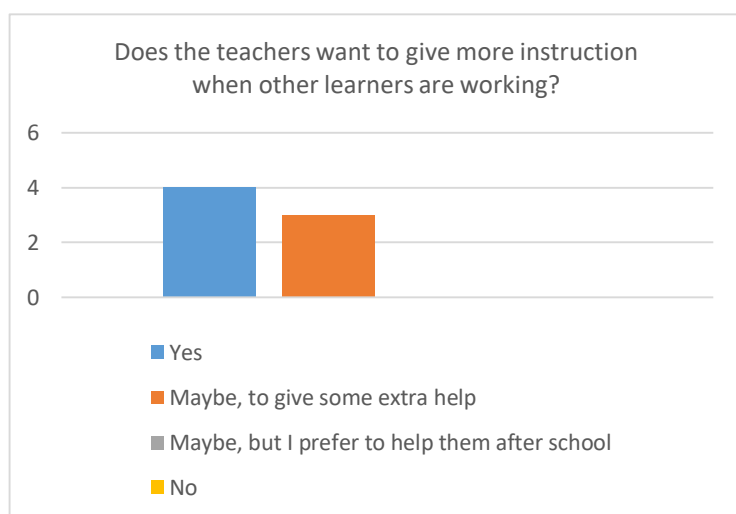


Figure 17. More instruction
 $N = 7$

In figure 17 you can see that there are 4 teachers who want to give more instruction when other learners are working. There are 3 teachers who want to give more instruction if necessary to give some extra help. There is no teacher who don't want to give more instruction.



Figure 18. Other exercises
N = 7

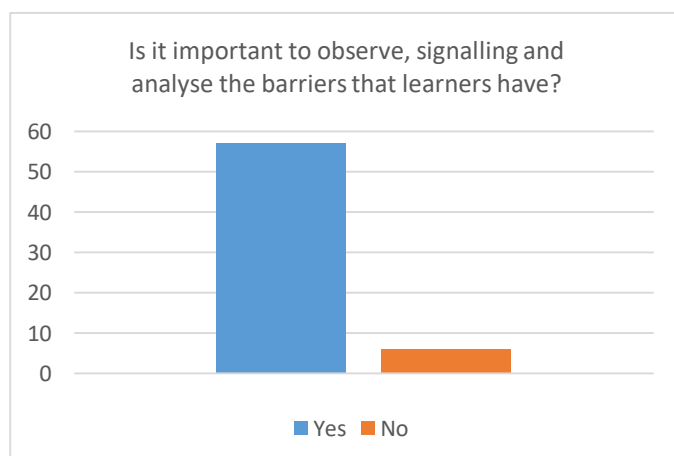
In figure 18 you can see that there are 3 teachers who would develop other exercises for the learners based on their level. There are 2 teachers who want to give the learners with special needs or with learning barriers also different exercises but those exercises have to be there already. There is one teacher who want to give the learners more exercises if she had more methods and exercises. One of the seven teachers don't want to give some learners other exercises than the basic learners, based on their level.

6.4 What is the attitude of the parents and learners towards differentiation between children/groups and to which are they prepared?

It's important to know what the attitude is of the parents and the learners towards differentiation between children and groups and to which they are prepared to get an answer of the main question how the Dambuza primary school deal with the (special) educational needs that learners have and how this can be improved. For the research of this sub-question is measured with the following research instruments: take off a survey with the parents of the learners in Grade four till seven and take off an interview with the learners.

6.4.1 Data from the survey with the parents

The survey with the parents of the learners in Grade four till seven is taken off at 17 October 2016. The number of parents that filled in the survey is 63. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the whole survey in the attachments.



You can see in figure 19 that at the question if it is important to observe, signalling and analysing the barriers that learners have answered 57 parents that they think that it is important. There are 6 parents who think that it isn't important to observe, signalling and analysing the barriers that learners have.

Figure 19. Observing, signalling and analysing the barriers.
N = 63

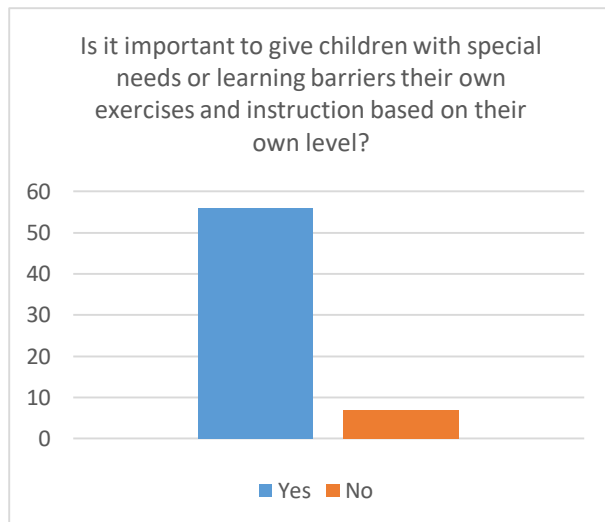


Figure 20. Exercises and instruction based at the levels of the learners.
N = 63

In figure 20 you can see that there are 56 parents who think that it is important to give children with special needs or learning barriers their own exercises and instruction based on their own level. There are 7 parents who think that it isn't important to give children with special needs or learning barriers their own exercises and instruction based on their own level.

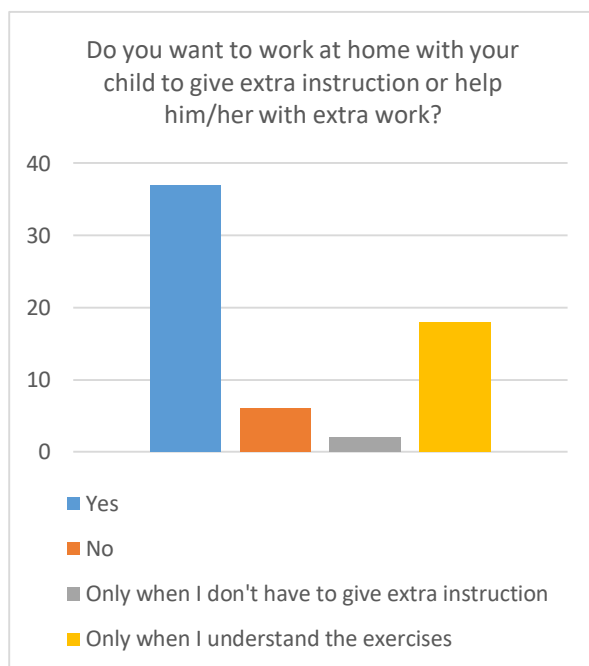


Figure 21. Work at home with your child.
N = 63

In figure 21 you can see that there are 37 parents who want to work at home with their child to give extra instruction or help with exercises. There are 18 parents who only want to help and give extra instruction if they understand the exercises. There are 2 parents who only want to help their children with extra work and don't want to give extra instruction. There are 6 parents who don't want to give extra instruction or help their child with extra work.

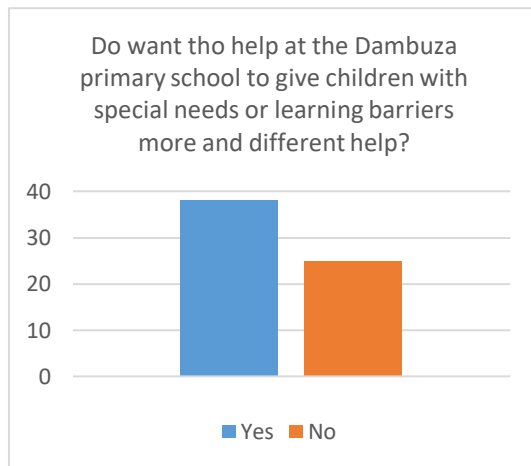


Figure 22. Help at school.
N = 63

In figure 22 you can see that there are 37 parents who want to help at the Dambuza primary school to give children with special needs or learning barriers more and different help.

It was an open question and the parents give different answers why they want to help at the Dambuza primary school. The parents had given the following answers; that they want to help because they're very interested to help the school, they want to improve the standard of understanding of the children, they want more to work together with the school. They want also improve the skills of the children and to make Dambuza a better school.

There are 25 parents who don't want to help at the Dambuza primary school to give children with special needs or learning barriers more and different help. The parents give different answers why they don't want to help at the Dambuza primary school; some of the parents helped already, there were a lot of parents who are working or studying so they don't have time. Further are there parents who think that they don't have enough knowledge, education, skills or experience to help at the school. There were 2 parents who don't want to help because it's important to let the teachers do their work at the school and trust them.

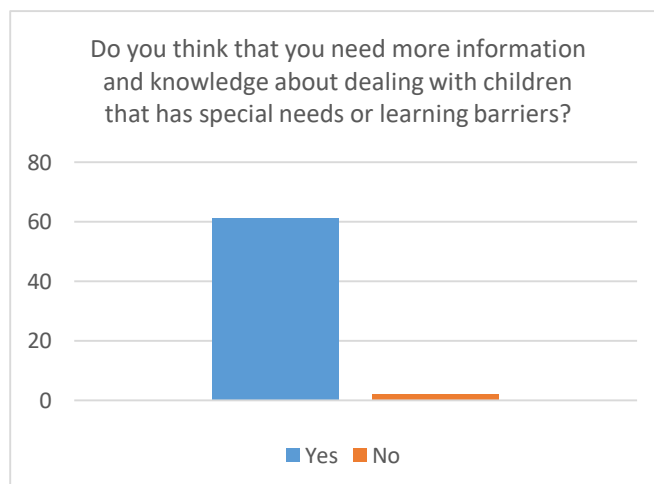


Figure 23. More information about special needs.
N = 63

In figure 23 you can see that there are 61 parents who wants more information and knowledge about dealing with children that has special needs or learning barriers.

This was an open question and the parents give different answers why they want more information about dealing with children that has special needs or learning barriers. The most common answers are so they can help their child at home, they want to help others in their community and they want to know how to deal with the problems their children have. Further say parents that it is very important and it helps to encourage the children and make them feel important.

There were two parents who said that they don't need more information and knowledge about dealing with children that has special needs or learning barriers. One of the parents don't have enough time and the other parent think that it's not important for them because they don't have a child with special needs.

6.4.2 Data from the interview with the children

The interview with the children is taken off with 21 learners from Grade four till seven. There were three learners chosen out every class. The interview is taken off at 18 October. The most important questions who are related to get an answer of the sub-question has been described here below. You can find the whole interview format in the attachments.

Do you want to have more instruction, exercises or help from the teacher of other children?

There was one learner who said that he didn't want more instruction, exercises or help from the teacher. The other 20 learners want more instruction, exercises or help from the teacher. Most of them want more exercises to practice also at home.

Do you want to work together with other children or in level groups?

At those two questions answered all the 21 learners that they would work with other children or in level groups. They think that it is easier to work with other children or in level groups because you can help each other and in the level groups are the exercises based of their level and that makes learning easier.

Do you want more time, another curriculum or other exercises to make things easier or more difficult for you?

Ten learners answered that they want other exercises or another curriculum to make things more difficult. The other eleven learners want more time, another curriculum or other exercises to make things easier for them.

6.5 Which opportunities can be used to satisfy the (special) educational needs that the learners have at the Dambuza primary school?

To come to an answer of the main-question how the Dambuza primary school deals with the (special) educational needs that the learners have and how this can be improved is it necessary to discover different opportunities. There are many opportunities that can be used to satisfy the (special) educational needs that the learners have at the Dambuza primary school. In the literature framework are different ways described. To give a valid answer at this sub-question there are different ways tried out in the daily practice. The lessons and formats can be found in the attachments.

The Dambuza primary school can make a group overview of every group. The group overview will give an overview for every learner about their (test) results, observations, conversations and the educational needs that the learner has. After making a group overview the Dambuza primary school can cluster the group in three level groups: the low-achieving group, the basic group and the above-average group. The teacher can see the group overview and see at a glance what the educational needs are in a specific subject for every learner. This is tried out in practice and if the group is clustered the teacher says that it for her now easier is to see the different levels in the group and to give different attention and help to the learners.

After making a group overview they can make a group plan. A group plan will help the teachers to work systematically with the educational needs of the learners. It helps the teachers to give more attention to the three level groups and to differentiate easier between those three groups. It also helps the teachers to think about how they can work on the (special) educational needs that the learners have. The teachers have to think about the approach and the method that they will use, they have to organize it and to evaluate the goals after a specific period.

For every lesson the teachers have to draw up goals. To draw up correct goals the teachers can use the S.M.A.R.T. method. If the goals are smart, the goals will be achieved earlier because they are more specific, better measurable, it has a time frame and the goals are attainable and realistic. This will make sure that the learners want to work to achieve the goals. The teachers can draw up the goals in different parts to let every level group achieve their own goal that is S.M.A.R.T. and based at their own level. This is tried out in practice in four different lessons and the goals were drawn up to let all the learners achieve those goals. At the end of the lesson all the learners achieved the goals at their own level.

To differentiate in the lessons the teachers of the Dambuza primary school can use the differentiation lesson format to differentiate in time, study material and the curriculum. The teachers can follow the method but have to make other exercises for the different groups or have to give more time to the different groups. There is a lesson based on differentiation in the curriculum tried out in practice. All the learners finished their essay in twenty five minutes because the learners had to answer questions and write an essay about those questions. The questions were based at the different sub-groups.

To differentiate in the instruction and the guidance, the teachers of the Dambuza primary school can use the Interactive Differentiated Direct Instruction (IDDI) lesson format. IDDI is effective for learning of the basic skills and helps to differentiate easily in instruction and in guidance between the three different level groups. IDDI works with cooperative working methods, varied assignments and property questions which activate and stimulate the thought process of the learners. IDDI gives structure and help to achieve the goals for every level group. IDDI is tried out in practice with three different lessons. To start the lesson with collecting foreknowledge and telling the lesson goal makes the learners motivated. The instruction of the new knowledge is for all the learners the same but the guidance is different. The learning for the above-average is now more discovery-based and the low-achieving group get more instruction and guidance from the teacher.

7. Conclusion, recommendations, discussion and evaluation

7.1 Conclusion

The Department of Education (2001) says that inclusive education means that the teachers have to accept that all learners are different in some way and have different learning needs and the teachers have to be enabled to have education structures, systems and learning methodologies to meet the needs of all learners. Regarding the way the Dambuza primary school deals with the (special) educational needs that learners have is it at the overall that all teachers do have troubles with coping the differences between the learners in their classes. The identification of the learners with a (special) educational need starts in Grade R or 1. The teachers try to identify the learners with a list from the government. The Dambuza primary school policy about early identification of learners with learning problems (n.d.) says that the educators should identify learners who need support. The Dambuza primary school (n.d.) recorded that learners with special needs or barriers to learning should under no circumstance be forced into the main stream. But the teachers at the Dambuza primary school don't have enough knowledge to observe the right signals what causes that the children stay at the school, be forced in the main stream and don't get the help they need.

Most of the teachers say that they work with level groups and that they give the learners more help, other instruction or exercises. This is contradictory with the observations. The teachers don't work with level groups and don't differentiate in their lessons in the field of instruction, lesson time or in the curriculum. There is no challenging or helpfully work for the low-achieving and the above-average learners. The parents, teachers and children are prepared to work with level groups, other exercises based at the levels of those groups or give more differentiated help and instruction. Bouwman (2013) says that if a teacher use the Interactive Differentiated Direct instruction model (IDDI), it would be easy to realize different instruction and guidance for the children. Most of the teachers at the Dambuza primary school want to give different instruction to the different-subgroups, the others think that different instruction will lead to confusion for the learners.

Bouwman (2013) says that differentiation is about knowing the differences between the learners and anticipate to the organisation and the content of your education. Differentiation is very important because all the learners learn in different ways. The teachers of the Dambuza primary school don't differentiate in their lessons but they are prepared to develop their knowledge about differentiation and special education. This is the same for the parents, they want to develop their knowledge about special education and are prepared to help at the Dambuza primary school to support the teachers with differentiation. The teachers think more positive towards differentiation at the level of the classroom than differentiation with the individual learner due the large numbers of learners in a group.

The learners and teachers are positive towards cooperative learning. Cooperative learning is useful because the children can learn from each other (other differences) and that is challenging for the above-average learners and helpful for the low-achieving learners. This is important because all the 21 learners said that they would more exercises to help or to challenge them. This helps further to develop the social and communicative skills of the learners, makes the learners more positive towards learning and the other learners and it stimulate the positive pedagogic climate in the group (Förre, Jansen and Kenter, 2004).

According to the Dambuza primary school policy (n.d.) should all the teachers record the observations and information in the learners profile and store the learners activities and assignments. There is no teacher who has an overview of all the learners with their (special) educational needs and only one of the seven teachers who makes notes about observations of the learners. All the teachers should have a good and clearly planned intervention programme in place (Dambuza primary school, n.d.). The teachers at the Dambuza primary school don't have a group plan or another planned intervention programme.

All the teachers are positive towards filling in a group overview. This helps the teachers to give them an overview about the test results, observations and the educational needs which the learner does have (Pameijer, van Beukering and de Lange, 2011). The teachers are also positive towards the group plan. The teachers can use the information in the group overview to create a group plan for every subject. The teacher can work more easily with the (special) educational needs that the learners have and differentiate better between the learners if they have a group plan for every subject because the group plan gives an overview of the basic educational matter for the whole group and the specific educational needs for sub-groups. (Pameijer, van Beukering and de Lange, 2011).

Currently the Dambuza primary school doesn't deal with the (special) educational needs that the learners have but the teachers are prepared to work more with the (special) educational needs and the Dambuza primary school can improve this with more knowledge under the teachers and parents, more differentiation and create a group overview and plan.

7.2 Recommendations

The learners with (special) educational needs are now the majority of the Dambuza primary school. There isn't help for those learners and the teachers don't have enough knowledge to signal the educational needs that the children have. It is positive that the teachers, parents and learners are prepared to many things at the field of working with the (special) educational needs. The recommendations are drawn up after seeing what was possible and realistic to improve the working with the (special) educational needs. The recommendations are so formulated that they can be implemented directly.

A teacher needs basic skills to use differentiation. This is like a pyramid, the lower levels are responsible for the higher levels. The pyramid has four levels but if you finished the first level you can start with differentiation (Bouwman, 2013). The teachers of the Dambuza primary school are still at the beginning of the first phase so it's important for them to develop their knowledge about differentiation and dealing with (special) educational needs that learners have. It will help also to increase the identifying system because there is more knowledge about the different special needs and that will help teachers to see the right signals. According to the principal is it possible for all teachers to follow free courses to develop their knowledge about (special) educational needs. So the principal has to set up that the teachers have to follow two times a year a course to develop their knowledge. The principal can register this and encourage the teachers to follow the courses.

To give the teachers more help the Dambuza primary school can use the parents of the learners. Most of the questioned parents said that they would help at the Dambuza primary school to give the learners more and different help. If the teachers explain to the parents what they have to do, for example reading with a small group of learners, the parents can help at the school. Further can the Dambuza primary school organize parents meetings with a guest speaker to give the parents more knowledge about special education so they can also work at home with their children.

A group overview will give an overview for every learner about their results, observations, conversations and the educational needs that the learner has. A group overview helps the teachers to cluster the group in three or more level groups. The teachers of the Dambuza primary school can make a group overview of every group. The teachers have received a format of the group overview that they can fill in for every learner. After filling in the group overview the teacher can cluster the children in an above-average group, a basic group and a low-achieving group.

If a group overview is made, the teacher can fill in the received format for a group plan. The teacher have to draw up goals, those goals need to be S.M.A.R.T. and based on the different levels of the children. S.M.A.R.T. goals make sure that the children want to work to achieve the goals because they are more realistic and measurable (Pameijer, van Beukering & de Lange, 2011). The teachers of the Dambuza primary school has to draw up the goals in different parts to let every level group achieve their own level group goal.

A group plan will also support the teachers to work systematically with the educational needs of the learners. It helps the teachers to give more attention to the three level groups and to differentiate easier between those three groups by every subject. It also helps the teachers to think about how they can work on the (special) educational needs that the learners have, they have to think about the approach and the method that they will use, have to organize it and to evaluate the goals after a specific period. The teachers at the Dambuza primary school can further differentiate between exercises, the curriculum, time and instruction. If the teachers want to differentiate at the field of exercises, the curriculum or time the teachers can use the received differentiation lesson format.

The teachers at the Dambuza primary school can also use the received Interactive Differentiated Direct Instruction (IDDI) lesson format. This IDDI lesson format will increase differentiation in instruction and guidance. The IDDI format is effective for learning of the basic skills and give the lessons structure. In the IDDI lessons can the teacher work with cooperative working methods, variated assignments and stimulate the teacher it thought process of the learners. The learners are more motivated if the IDDI lesson format is used because they know the goal of the lesson and start the lesson with collecting foreknowledge. The learning for the above-average is now more discovery-based and the low-achieving group get more instruction and guidance from the teacher.

7.3 Discussion

The expected answer of the research question was that the teachers at the Dambuza primary school can't deal with the (special) educational needs that children have and that the teachers don't differentiate between the children because they don't have enough tools and knowledge. The expected answer about how the Dambuza primary school can improve this is that the benefits of using a group plan or the multiple ways of differentiation are the most simplest ways to implement it in the school. After collecting and analysing data is it clear that the expected answer the accurate answer is. The Dambuza primary school doesn't work with the (special) educational needs that children have. The teachers give only classical lessons and don't know how they can implement things like a group plan or how to use differentiation but they are prepared to improve this and their knowledge about it.

The teachers tell other things in interviews than they show in their lessons when the researcher is observing. The teachers and parents answer sometimes questions in surveys with social accepted answers. The teachers say that they're prepared to work with the (special) educational needs but the principal told at the beginning of the research that the teachers don't want to improve their skills because they're afraid that they have to improve their skills with more workshops outside of their schooldays and that the teachers see working with the (special) educational needs as more work what they need to do. This can influence the results and the recommendations. The conclusion is based at the results from the Dambuza primary school so the results can be different at another school in a township. Therefore the results can be different and aren't valuable anymore if you want to apply the research results and recommendations at another school.

The theoretical framework does have an added value in this research because it makes clear why working with the (special) educational needs very important is. The theoretical framework helps with improving the knowledge at the Dambuza primary school or at other schools and it gives a clear imaging of how the Department says that the inclusive education has to be in South Africa and what the history is of the inclusive education in the townships in South Africa. Further it does give a lot of tools that can be implemented at the Dambuza primary school but it have also an added value for other school who want to improve their working with (special) educational needs.

7.4 Evaluation

The research has strengths and weaknesses. The weaknesses can be found in the interviews and surveys that have been hold with the teachers, parents and the principal. The answers are mostly social accepted answers and are contradictory with the observations in the classrooms. This causes that it isn't sure if the conclusion is valuable in the field of the willingness of the teachers and parents. The strength of the research is that the recommendations are also tried out in practice and there are formats for the teachers, what causes that the Dambuza primary school can immediately implement the recommendations.

It's factored in the research that the results will be disappointed if we talk about how the Dambuza primary school works with the (special) educational needs. This is why the improvement points are added in the main-question. This is an added value for the research and for the Dambuza primary school because it influenced the implementation of the recommendations positive. In the research isn't factored in that the teachers and parents give social accepted answers and make this difficult for the valuable of the research.

The research method of this research was quantitative research. This was a correct choice because the research is based at a lot of different questioned people and the quantitative research makes sure that the data collection an unity is. The literature study is an important part of quantitative research, the literature study is also an important part in this research and give an answer at the first sub-question and helps answering the other sub-questions. The research instruments for qualitative research are e.g. a survey, interview or an observation. Those research instruments are used in this research to get answers at the sub-questions.

The Equal Education Law Centre (n.d.) says that the Apartheid regime adopted a medical approach to disability. The result of this is that the special education in the townships in South Africa are very poor. Because of the government's apathetic approach and general lack of support towards the schools in the townships have learners with disabilities been historically one of the most susceptible groups to barriers to learning and exclusion in the South African education system. South Africa has taken positive steps toward the development of policy frameworks for an inclusive education system but the effectively implementation has failed so far.

This research helps in the fight for better special education in the townships in South Africa and that will have positive consequences for the community. It helps again to light out the failing inclusive education and gives recommendations to increase working with (special) educational needs at the Dambuza primary school, which want to be a special needs school in five years. If the knowledge is increased by the teachers and parents will this be positive for the community because they understand better the (special) educational needs and the learning barriers that learners have. This can to let grow the knowledge in the community and that it is important for the development of the people in the community's.

The best topics for the follow-up studies are the stated in the recommendations. For a follow-up study can those topics be researched topic by topic. The researcher can research each topic thoroughly and give handgrips and formats specific of the topic. A follow-up study is the best if it is a little part of this research, that will have more chance to be implemented.

8. Summary

The inclusive education in the townships of South Africa is very poor. The policies are there but the effective implementation is still not installed. At the Dambuza primary school is this a problem as well. To get a broad and clear view how the Dambuza primary school works with the (special) educational needs that learners have is this researched and are there improvement points for the Dambuza primary school.

The Dambuza primary school can't handle the (special) educational needs. The teachers have to identify the learners but don't have enough knowledge to observe the right signals what causes that the learners stay at school, forced in the main stream. The teachers don't use the different ways of differentiation, a group overview of plan and don't have S.M.A.R.T. goals. The teachers don't use the above methods because they don't know how to work with those methods and don't see currently the advantages of those methods.

The teachers, parents and children are all prepared to work with the (special) educational needs that the learners have. The teachers want to achieve more knowledge and want to learn more about the different methods so they can use them in their lessons. The parents are willing to help at the school and learn more about special education and the different (special) educational needs so they can also work at home with their children.

The different methods that can be used at the Dambuza primary school to increase working with the (special) educational needs are explained in the research and to the teachers. The teachers all say that it is important to work with the (special) educational needs that children have and get the formats who are made to help them and to help the implementation of the recommendations.

Epilogue

I found writing this dissertation interesting and instructive. I'm proud of the results of the research I have accomplished and I'm pleased to complete my dissertation. I learned a lot about the South African education, the impact of the Apartheid in the education in the townships and how inclusive education is in South Africa.

The next time I would choose a smaller topic because I learned during this research that if you want to do research at the schools in the townships, you have to start little because there will then more chance of implementation and you can see bigger differences between the start of your research and after doing your research.

I would thank the teachers and the principal of the Dambuza primary school for their cooperation during this research. The cooperation started with difficulty but after an illuminating conversation the cooperation was much better and the teachers were more heartily.

Nathalie Hettinga

Port Alfred, November 2016

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10. Attachments

10.1 Informed consent

Informed consent form for research at the Dambuza primary school

Title: How deals the Dambuza primary school with the (special) educational needs that learners have and how can this be improved?

1. I agree that the Dambuza Primary school is participating in a research project conducted by Nathalie Hettinga from Stenden University. I understand that the project is designed to gather information about Special Educational Needs and how the Dambuza primary school works with those educational needs.
2. I know that the participation of the school in this project is voluntary. I understand that I will not be paid for my participation. If I feel uncomfortable in any way during the research at the Dambuza primary school, I have the right to end our collaboration.
3. I consent to use the information that is collected the at the Dambuza primary school for the research.
4. I understand that this research study has been reviewed and corrected by the teachers of the Stenden University Communication Development in Port Alfred and the teachers of the Stenden University OLB in Leeuwarden.
5. I consent to participate of the research about how deals the Dambuza primary school with the (special) educational needs that learners have and how can this be improved. I have understood the nature of this research. I understand the explanation provided to me. I have all my questions answered to my satisfaction and I voluntarily agree to participate in this research.

Name principal of the Dambuza primary school: N.V. MANONGA

Signature: Nthanoa Date : 02/11/16

Name researcher: Nathalie Hettinga

Signature: [Signature] Date: 02/11/16

[Stamp]
Principal: Nthanoa
DAMBUZA PRIMARY SCHOOL
PORT ALFRED 6170
TEL: FAX: 046 624 3256
Date: 02/11/16

11.2 Interview format with the principal

Interview goal: to get an answer about what the currently status is of dealing with the (special) educational needs that learners have.

1. You're the principal of the Dambuza primary school. For how long are you now at this school?
2. How will you describe this school?
3. What is important for you to give children good education?
4. How do you want to see that the teachers at your school cope with the children?
5. How do you want to see that the teachers at your school deal with the educational needs that the learners have?
6. How do you think the teachers work on and with the educational needs of the children at your school?
7. Do you help the teachers at this field?
8. Is there a possibility for teachers to follow courses to develop their knowledge how to work with and on the educational needs? And do you offer these courses?
9. Are you working with level groups at your school?
10. How does the Dambuza primary school deals with learners that needs to go to special education schools?
11. What is the procedure of children that needs to go to a special education school?
12. What are the improvement points at the Dambuza primary school when we talk about work with and on the special educational needs that the learners have?
13. What are the advantages at the Dambuza primary school when we talk about work with and on the special educational needs that learners have?

11.3 Interview format with the teachers

Interview goal: to get an answer about what the currently status is of dealing with the (special) educational needs that learners have.

Name teacher:

Grade:

1. How do you see the education at the Dambuza primary school?
2. Do you like teaching? (yes, why? No, why not?)
3. What is important for you for good and informative education?
4. How do you cope with the differences between the learners in your class?
5. Do you give more help or challenge to the children that have (special) educational needs?
6. Do you work with level groups?
7. Are there things at the Dambuza primary school which you want to see changing?
8. What are your improvement points at the field of working with and on the educational needs of the learners?
9. What are your advantages if we talk about teaching and working with the educational needs that children have?

11.4 Observation format of the currently status of dealing with the (special) educational needs.

Format for observation how the Dambuza primary school works with and on the educational needs.

Name teacher:	Grade:
Lesson:	Total of learners:

The teacher...	NO!	No	half	Yes	YES!
Mentioned the goal of the lesson.					
Aligned with the start situation of the group, so that the learners work on their level.					
Makes differentiation between the children on the field of instruction.					
Makes differentiation between the children on the field of the lessons time.					
Makes differentiation between the children on the field of the curriculum.					
Gives extended instruction					
Makes help rounds					
Gives the learners the choice to join or not to join the instruction.					
Has challenging work for the above-average learners.					
Has material and other things for the low-achieving learners.					
Make notes about important or remarkable things, like questions, answers or observations from the children.					
Has a notebook where you have an overview of all the children with their (special) educational needs.					
Gives extra time and attention to the low-achieving learners.					
Gives structure in the lesson.					
Has a positive approach towards the children, gives them compliments and positive feedback.					

Conclusion:

11.5 Survey to get an answer of the attitude of the teachers towards differentiation.

Dear teacher from the Dambuza primary school,

In response to my thesis at your school I drafted a survey to get an answer of what the attitude is at your school towards differentiation between children and groups. I really appreciated it if you fill in the survey in, in a true manner.

1. Which grade do you teach?

- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7

2. How many learners are there in your group?

.....

3. Are there learners with special needs or learning barriers in your class?

- ☐ Yes
- ☐ No

4. What's your definition about differentiation?

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

5. Do you differentiate between the learners in your group?

- ☐ Yes, why?
- ☐ No, why not?

6. Do you want to differentiate in: (more answers possible)

- ☐ Time
- ☐ Learning goals
- ☐ The curriculum

7. How do you think about managing the differences at the level of the classroom?

.....
.....

8. How do you think about differentiation with the individual learner?

.....
.....

9. Do you think it is important to observe, signalling and analyse the barriers that learners have?

- ☐ Yes
- ☐ No

10. What is the most important part: observing, signalling, understanding or analysing? *(more answers possible)*

- ☐ Observing
- ☐ Signalling
- ☐ Understanding
- ☐ Analysing

11. Do you want to fill in and use a group plan?

- ☐ Yes, because
- ☐ No, because

12. Do you want to separate the group in sub-groups based on their needs?

- ☐ Yes, because
- ☐ No, because

13. Do you want to give different instructions to the different sub-groups?

- ☐ Yes, because
- ☐ No, because

14. Do you want to use more cooperative working methods?

- ☐ Yes
- ☐ Maybe, if I know more working methods
- ☐ No

15. Do you want to give more instruction when other learners are working?

- ☐ Yes
- ☐ Maybe, to give some extra help
- ☐ Maybe, but I prefer to help them after school
- ☐ No

16. Do you want to give some learners other exercises than the basic learners, based on their level?

- ☐ Yes, I would develop other exercises for them
- ☐ Yes, but the exercises have to be there already
- ☐ Maybe, if I had more methods and exercises
- ☐ Maybe, if I had more knowledge about working with other exercises
- ☐ No, I give every learner the same exercise

17. Do you think that you need more information and knowledge about differentiation?

- ☐ Yes, why?
- ☐ No, why not

11.6 Survey to get an answer of the attitude of the parents towards differentiation.

Dear sir or madam,

In response to my thesis at the Dambuza primary school I drafted a survey to get an answer of what the attitude is of the parents towards differentiation between children and groups. I really appreciated it if you fill in the survey in, in a true manner.

1. Do you have a child with special needs or learning barriers?

- ☐ Yes
- ☐ No

2. What do you think about the education at the Dambuza primary school?

.....
.....

3. Do you think that the Dambuza primary school at the moment works with the special needs or learning barriers that learners have?

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Do you think it important to observe, signalling and analyse the barriers that learners have?

- ☐ Yes
- ☐ No

5. Do you think that it's important to give children with special needs or learning barriers their own exercises and instruction, based on their level?

- ☐ Yes
- ☐ No

6. Do you think that you need more information and knowledge about dealing with children that has special needs or learning barriers?

- ☐ Yes, why?
- ☐ No, why not?

7. Do you want to help at the Dambuza primary school to give children with special needs or learning barriers different instruction and exercises?

- ☐ Yes, why?
- ☐ No, why not?

8. Do you want to work at home with your child to give extra instruction or help him/her with extra work?

- ☐ Yes
- ☐ No
- ☐ Only when I don't have to give extra instruction
- ☐ Only when I understand the exercises

11.7 Interview format to get an answer of the attitude of the children towards differentiation.

Interview children grade four till seven

Interview goal: *to get an answer about the attitude of the children towards differentiation and working on special needs.*

1. In which grade are you?
2. Do you like school? Why (not)?
3. Do you like learning? Why (not)?
4. What is your favourite subject and which subject you don't like?
5. Is learning difficult for you? Why?
6. Do you get extra instruction, exercises or help when you don't understand something? (why (not) and how?)
7. Do you want to have more instruction, exercises or help from the teacher or other children?
8. Do you want to work together with other children?
9. Do you want to work in level groups with other children?
10. Do you sometimes want more time, another curriculum or other exercises to make things easier or more difficult for you?

11.8 Differentiation lesson format

Grade:	Date:
---------------	--------------

Subject:

Goal of the lesson:

Materials:

<u>Introduction of the lesson</u>
--

<u>Core of the lesson</u>

<u>Closing of the lesson</u>

11.9 IDDI format

Grade:	Date:
Subject:	
Goal of the lesson:	

Lesson start with all the learners

Interactive instruction with all the learners

Above average group start working.

Instruction for the basis and care group.

Accompanied exercise with the basis group so they can start working.

Extension instruction for the care group; after that they can also start with their exercises.

Evaluation of the process and product with the whole group.

11.10 Differentiation curriculum lesson

Grade: 4

Date: 31 – 10 – 2016

Subject: English – writing

Goal of the lesson: At the end of the lesson the learners know how to make sentences. At the end of the lesson the learners have made an essay about their family with questions based at their own level.

Materials: worksheet

Introduction of the lesson

Talk with the children about family members.
Make a word web on the board about the different family members that you can have.

Core of the lesson

How do you make a sentence?

A sentence is made up of different parts. Look at this sentence:

“Sally is a very good skater.” This sentence can be divided in into three parts.

- *subject (tells who did something) (Sally)*
- *verb (tells what the subject did) (is)*
- *object (tells more about the verb) (a very good skater)*

Now are the children going to make their own sentences in the essay.
If you make a sentence, be sure that you use all the three parts.

Give the worksheet to the different groups (above-average, basic and care).

They have 20 till 25 minutes to make their essay.

Walk around, give feedback and correct if necessary.

Done? Make a drawing about your family at the other side of the paper.

Closing of the lesson

Let a few children read their essays classical.

Ask the children:

- What was good this lesson?
- What went wrong this lesson?
- What do you think about this lesson?

11.11 IDDI lesson 1

Grade: 4

Date: 1 – 11 – 2016

Subject: English

Goal of the lesson: At the end of the lesson know the learners when to use the a or an.

Materials: worksheet, game board, cards with questions, game pieces, song

Lesson start with all the learners

Write the following sentences on the board:

- This is an banana.
- This is a apple.

What is wrong with this sentences?

Today we're learn about when you have to use the a or an.

Interactive instruction with all the learners

1. Explain when to use the a or the an to all the children.
2. Let the children name words and write them under the right a or an.
3. Let the children listen to the a or an song.
4. Say that the learners first have to make their worksheet and then can start with the board game.

Above average group start working.

Give the learners the worksheet. The learners have to do the worksheet by their self. If they finish, they can play the game in pairs.

Instruction for the basis and care group. Accompanied exercise with the basis group so they can start working.

Explain the worksheet and the board game to them. Do the first one of the worksheet with them. After finishing the worksheet, they can play the board game in pairs.

Extension instruction for the care group; after that they can also start with their exercises.

Do the worksheet together with the children. If you all finish the worksheet, then make pairs of the learners and let them play the board game.

Evaluation of the process and product with the whole group.

Ask the learners what they learned today.

Ask the learners what they think about this lesson.

11.12 IDDI lesson 2

Grade: 4

Date: 31-11-2016

Subject: Natural Sciences and Technology

Goal of the lesson: At the end of the lesson know the learners the difference between living and non-living things and know they the characteristics of living things.

Materials: reading text, worksheet, pictures of living and non-living things, magazines, glue

Lesson start with all the learners

Start the lesson with the pictures at the board. Ask the children how they can categorize those pictures. Write living and non-living things on the board. Tell the goal of the lesson! Tell what we're learning today.

Ask the children:

What is living? What is non-living?

When is something living?

When is something non-living?

Interactive instruction with all the learners

Read together the text and explain words if necessary.

Above average group start working.

Give the above average group the work sheet so they can start working.

Instruction for the basis and care group. Accompanied exercise with the basis group so they can start working.

Explain worksheet. Then do the first one about the dog together. After that the basis group can also start with their worksheet.

Extension instruction for the care group; after that they can also start with their exercises.

Do the worksheet together with the whole group. Ask by every picture by exercises one why is it living or non-living?

Evaluation of the process and product with the whole group.

Talk about the answers of the first 4 questions.

Ask after that:

- When is something living and non-living?
- How can you see that something is living?

11.13 IDDI lesson 3

Grade: 4

Date: 2-11-2016

Subject: Natural Sciences and Technology

Goal of the lesson: At the end of the lesson know the learners the main parts of a plant and the functions of the main parts of the plant. At the end of the lesson the learners know the definition of flowers, fruits, seeds, stems, leaves, roots, veins and trunks.

Materials: reading text, worksheet, leaves and if possible a real plant.

Lesson start with all the learners

Monday we spoke about living and non-living things. What is a living thing? What is a non-living thing? How can you see if something is living?

Today we learn about plants. Is a plant a living or a non-living thing?
Tell the goal of the lesson to the children.

Ask the children:

Do you already know something about plants? Let the learners tell everything they know about plants!
(make a word web with the children on the board about plants)

Interactive instruction with all the learners

Read together the text and explain words if necessary.

Use the leaves and plants to explain things.

Above average group start working.

Give the above average group the work sheet so they can start working. (Question > ask neighbour (whispering))

Instruction for the basis and care group. Accompanied exercise with the basis group so they can start working.

Explain worksheet. After that the basis group can also start with their worksheet.

If they have a question; ask neighbour (whispering)

Extension instruction for the care group; after that they can also start with their exercises.

Do the worksheet together with the whole group.

Make sure that the care group make exercise 1, 3, 4, 5 and if time left: 2, 6 and 7.

Evaluation of the process and product with the whole group.

Let the children guess the leaves that their neighbour used for exercise seven.

Ask what they now know about plants.

Ask what they think about this lesson.

11.14 Group overview format

Group overview of (fill in subject)					
School year:	Phase 1: observing and signalling			Phase 2: Understanding and analysing	
Period: Grade: Teachers:	Tests What test are taken off for the subject and are used to fill in this group overview?	Data from the observations and conversations. With colleague's, learners and their parents. Information about the learning process of the learner, concentration, motivation, the approach of a task, reaction of the learner if he need to start, social skills etc.		Educational needs: Matchen: How to connect with this learner? What is the best learning style for this learner? What does this learner need to develop? How feels this learner appreciated? What needs the learner perceiving his learning style and self-image? Stretchen: fill in if there are learners who need extra or different guidance at that field. <ol style="list-style-type: none"> Which goals determine you for and with the learner? What need this child to achieve those goals? (Think about instruction, exercises, activities, working methods, materials, tasks, feedback, other learners, parents, teacher) 	
Names of the learners	Test results Analyse and conclusions	Positive and stimulating Which aspects do you want to utilize?	Difficult and impeding What is problematic?	Matchen: How learns this learner the best? (Guidelines)	Stretchen:
1.					
2.					
3.					
4.					
5.					

11.15 Group plan format

Group plan		Teacher:		
Subject:	Fill in date:		Grade:	
Name learner Above-average group = red Basic group = black Low-achieving group = blue	Goals and the content: Make your goals S.M.A.R.T.	Approach and the organisation: Who? Teacher, classmate, assistant What? Materials Where? In the class, instruction table When, time and how many times How, didactics	Evaluation: For example method tests, self-made tests, exercises, observations, daily work.	

11.16 Text by presentation about differentiation for the teachers

Differentiation: IDDI, the group-overview and the group plan.

What is differentiation?

Differentiation is about knowing the differences between the learners and anticipate to the organisation and the content of your education. Differentiation is to work in more detail on the educational needs that children have. Differentiation is important because children learn at different ways. The most common ways to differentiate is differentiation in goals, instruction, time and study material.

To differentiate easy in the instruction and the guidance I designed a format for Interactive Differentiated Direct Instruction or IDDI to make it easy for you as a teacher to start working with IDDI. IDDI is effective for learning of the basic skills.

For example lessons like mathematics, technical reading etc.

The model has four aspects:

- **Interactive:** cooperative working forms, property questions and varied assignments which activate and stimulate the thought process of the learners.
- **Differentiated:** cope with the differences between the learners, by example to separate the group in sub-groups.
- **Direct:** giving structure in time, offer, working methods and instruction for the learners who wants.
- **Instruction:** learners learn what they can't, don't understand or don't know from the teacher and from other learners.

IDDI consist six phases. Each phase is based in every lesson but the time what you spend on the phase is different.

7. **Start of the lesson with the whole group.** Flashback of the last lesson, prior knowledge collecting and summarizing, give a course plan and tell the learning goals to the children
8. **Interactive group-instruction for the basis and the low-achieving learners and work explanation for the above-average learners.** Give the instruction in small steps with specific examples and let the learners also give examples from their daily experience. Let learners learn from each other to return their questions to the group and give always a summarize at the end of your explanation.
9. **Above average group start working.** The exercises must be like that that the above-average group can start working immediately. You can let them ask question to their neighbour.
10. **More instruction for the basis and care group. Accompanying practicing with the basis and the low-achieving learners.** Guide your learners and give them short and clear practices. Review the answers and let the learners be involved. Use materials, roadmaps and cooperative working methods. You use the instruction also for explaining the worksheet.
11. **Extended instruction for the low-achieving learners and instruction and process guidance for the above-average learners.** The exercises must be like that, that the basis learners can start immediately. You can use cooperative working methods in groups or duo's like thinking, sharing and exchanging or the placemat. Make clear that you have enrichment material for learners who are done with their exercises. If the care group is started with their exercises, you can go and see if everything is fine by the above-average group or the basis group.
12. **Conclusion, process- and product evaluation.** Check if the lesson goals are achieved, look back and look ahead. Give frequently process feedback, correct faults immediately and show your encouraging. Give not only feedback but also feed up and feedforward.

If you draw up goals you have to be sure that your goals are S.M.A.R.T.

If your goals are smart, you will achieve the goals earlier because they are realistic and the learners want to work to achieve the goals.

- **Specific:** a specific goal has a bigger chance of being accomplished than a general goal. It's concrete, smart and clear.
- **Measurable:** establish concrete criteria for measuring progress toward the attainment of each goal you set.
- **Attainable:** it is acceptable for the involving people.
- **Realistic:** a goal must represent an objective toward which the learner and the teacher are both willing and able to work.
- **Timely:** a goal should be grounded within a time frame. A goal is probably realistic when the teacher, the learner and the parents truly believe that it can be accomplished.

Group overview and the group plan

Before you can start making a group plan you have to first make a group overview.

A group overview gives for every learner an overview about their (test) results, observations, conversations and the educational needs that that child has.

First observe and signal all the learners and collect all their details. All those details come in a group overview, signal then which learners need extra guidance and appoint the educational needs they have.

For every subject you can watch the group overview and see what the educational needs are that the children has in your group for every subject. Now you can cluster those children with the similar educational needs. You split the group in:

- the low-achieving group
- the basic group
- the above-average group

A group plan helps you to work systematically with the educational needs of children. It helps further to give more attention to the three groups and to differentiate better between those three groups.

In a group plan is the educational content for all the learners in a group defined. There is a cohesion between the goals, the content, the organisation and the approach. A group plan has the following components:

- **Column 1: Names of the learners:** you differentiate because the group is split in three subgroups.
- **Column 2: The goals:** which goals do you want to achieve with those learners in the specific period?
- **Column 3: The content:** which educational matter are you offering in the specific period?
- **Column 4: The approach/method:** How do you give instruction and which instruction model do you use?
- **Column 5: The organisation:** how many time do you spend on the activities and the lessons and how organise you those activities and lessons?
- **Column 6: Evaluation:** at which way do you follow the development of the learners and how do I evaluate my content.

Questions? Talk about the picture!

11.17 Logbook

Activity	When?	Where and with who?	Estimated time
Pre-research in the Netherlands	May and June 2016	At Stenden University and at home for the Exam Commission.	40 hours
Meeting with the schools	27 July 2016	All the five schools in Station Hill, Nemato and Batthurst with Mzameli Dikini.	4 hours
Meeting with Mzameli Dikini about which school you would go.	1 August 2016	At Stenden University with Mzameli Dikini	30 minutes
Lecture Community Development	2 August 2016	At Stenden University with Masterson Chipomuro	1,5 hour
First day of the internship. Talked with the principal and the teachers about the topic for the dissertation.	9 August 2016	At Dambuza primary school, with the teachers and the principal.	4 hours
Lecture Community Development	10 August 2016	At Stenden University with Masterson Chipomuro.	1,5 hour
Observed in Grade four to learn more about the African education.	15, 16 and 17 August 2016	At Dambuza primary school at grade four.	12 hours
Started with the proposal; the orientation phase.	15 till 18 August 2016	At home and at Stenden University	20 hours
Lecture Community Development	18 August 2016	At Stenden University with Masterson Chipomuro	1,5 hour
Observed in Grade four to see how the Dambuza primary school works with the special educational needs	22, 23 and 24 August 2016	At Dambuza primary school at grade four.	12 hours
Worked on my proposal; the focus and make a start with the literature review.	22 till 25 August 2016	At home and at Stenden University	24 hours
Lecture Community Development	25 August 2016	At Stenden University with Masterson Chipomuro.	1,5 hour
Worked on my proposal; the planning phase and the literature review.	29, 30 and 31 August 2016 1 and 2 September 2016	At the Dambuza primary school, at Stenden University and at home.	20 hours
Did some research to know how they must work with special educational needs and had a talk with the principal	29, 30 and 31 August 2016	At the Dambuza primary school with the principal	12 hours
Observed what the currently situation of working with the educational needs is at Dambuza, talked with the principal and the teachers about how they see the situation.	5, 6 and 7 september	At the Dambuza primary school with the principal and the teachers	12 hours
Designed a survey and an interview format to know more about the attitude of the teachers towards differentiation.	12 September 2016	At Stenden University	3 hours

Token off the survey and take of interviews with the teachers	12, 13 and 14 September 2016	At the Dambuza primary school with the teachers.	12 hours
Analysed the surveys and the interviews.	14, 15 and 16 September 2016	At home and with mister Chipomuro.at Stenden University	20 hours
Lecture Community Development	15 September 2015	At Stenden University with mister Chipomuro	1,5 hour
Designed a survey and an interview format to know more about the attitude of the learners and their parents towards differentiation	19 September 2016	At Stenden University	3 hours
Token off the survey with the learners and their parents and take of the interviews with the learners	19, 20 and 21 September 2016	At the Dambuza primary school with the learners and the children has to give the survey at home	12 hours
Analysed the surveys and the interviews	22, 23 and 24 September 2016	At home and with mister Chipomuro at Stenden University	20 hours
Lecture Community Development	23 September 2016	At Stenden University with mister Chipomuro	1,5 hour
Created lessons and tried it out in Grade four	Week 4.1 till 4.6	At home, Stenden University and the Dambuza primary school at grade four.	100 hours
Lecture Community Development	13 October 2016	At Stenden University with mister Chipomuro	1,5 hour
Visiting special needs schools	17 October 2016	In Grahamstown	5 hours
Meeting with Jelle Brandsma and Hennie Annema	23, 24 and 25 October 2016	At Stenden University with mister Chipomuro	10 hours
Analyse all the sub-questions	Week 4.5 and 4.6	At home and at Stenden University	25 hours
Write the conclusion	Week 4.6 and 4.7	At home and at Stenden University	10 hours
Write the discussion, reflection and the recommendations	Week 4.7	At home and at Stenden University	15 hours
Prepare and give the presentation about the dissertation	Week 4.8	At the Dambuza primary school and at Stenden University with mister Chipomuro and the whole team of teachers.	15 hours
Write the epilogue and control the whole research report.	Week 4.7	At home and at Stenden University with mister Chipomuro	10 hours
Total extended time:			420 hours