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FROM THE DIRECTOR'S DESK

This is always an exciting time of the year for IEWC as we start to receive nominations for our Teachers' Recognition Event. Every year we receive around 100 nominations of Teachers, Schools and ECD Centres across the province who are all making an incredible effort towards being more inclusive and ensuring each child is being supported to learn in a welcoming environment.

In light of this, we thought we would interview some of the nominees who have attended previous year's events and check in with them regarding their personal and professional journeys towards inclusion. The focus of this newsletter is feedback from some of these interviews.

We also hear from a mother who shares the education journey her family undertook with their daughter, Alex. Alex experienced both Special and Mainstream Schooling and her mom explains the challenges and joys of both.

Included in this newsletter are details about our upcoming AGM at which Gavin Keller, Principal of the Sun Valley Group of Schools and excellent educational speaker will be presenting.

Keep up the good inclusion work!

Robyn

ANNEEN ABELS, BELTHORNE PRIMARY SCHOOL— ON TEACHING AND LIVING VALUES



Above: Anneen and her team!

Colleen, the school secretary, interrupts Anneen's interview with a guest eager to learn about 'The Virtues Project', to share it with a school encountering 'discipline problems': "Ma'am, there is a group of boys who have been sent to the office for 'fighting'". Anneen invites the guest to join her so that she can witness a small aspect of the project in action. The tiny principal walks out of her office, confident and calm: "Good afternoon, boys. I have a guest now and I will speak to you once she has left. In the meantime, do you agree to be peaceful until I come to speak to you?" Anneen then proceeds to get the boys to agree to be peaceful individually, maintaining her serene demeanour. She then excuses herself and continues the interview with her guest. Anneen was a 2013 nominee for IEWC's Teachers' Recognition Event.

She remembers the day as one filled with joyful sharing of good practice, affirmation and hope, rather than the common commiseration session. She was moved by the humility of the other nominees, who finally understood that they had been nominated because of

the love they share for the children that they serve. She calls it the one 'not tick-offable' thing in their profession, the one thing parents most want but are not quite sure how to ask for – "Will you love my child?" She describes inclusion as the ability to recognise the inherent good and possibility in all - the nobility of virtue and character in every child, not just one or some but everyone.

She now includes a learner who has been identified as being on the Autism spectrum, as well as other learners whose barriers arise from socio-economic circumstances. The school has accessed support from art, pet and speech therapists and a resident counsellor. Sourcing agencies with zero cost presents the school with challenges, and often they depend on the goodwill of others. She describes their approach as one of 'working while you wait, with the pace of grace'. The school focusses on creating opportunities for children to learn at their own level.

Anneen ascribes her resilience and attitude to a television-free lifestyle, a monthly debrief with a psychologist, a consultative and collaborative approach to working with her colleagues, a supportive partner and her relationship with God. When asked about further support needed from IEWC, she responds "You have already done it, you've created a willingness to discuss matters with us and a willingness to participate and support. When we need you, you come."



IEWC Presents: Gavin Keller, Principal of the Sun Valley Group of Schools “Agents of Change – Making Inclusion Work”

“Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.”

Barack Obama

The role of educating our children does not only rest on the shoulders of our teachers. Each one of us plays a part in ensuring that each child is supported to learn and reach his/her full potential. However, we often don't know how to play our role, how to get involved – how to become agents of change!

Gavin Keller, Principal of the Sun Valley Group of schools, demonstrates an innate understanding of what it means to effect change in a school community. He has successfully managed to create a welcoming and inclusive school environment where learners, teachers and parents have been empowered to participate meaningfully in transforming the education experience.

IEWC is delighted to have Gavin Keller, a renowned and engaging educational speaker, join us for this once off session. In addition, we will hear from a learner's perspective how students too can be agents of change in their own schools.

Date: 20th August 2014
Time: 3pm - 4.30pm
Venue: Erin Hall, Erin Road, Rondebosch
Cost for workshop: Free.

This is a popular once off session and we can only accommodate 40 delegates so book early to avoid disappointment.

TO REGISTER please email natalie@included.org.za or telephone Natalie at 021 762 6664.

Registrations close Wednesday 13th August 2014.

(Members please note the IEWC AGM will be inserted into the afternoon's programme)

KHANYI SHARES HER INCLUSION JOURNEY WITH US

Khanyisile Buyana from Sisonke was first identified as an ECD Practitioner committed to inclusion in 2010 whilst completing her L5 Training at Northlink college with Sue Bailie. Khanyi's inclusive approach to teaching stood out, so much so that when Anglo American funded IEWC's Bridging the Gap programme in 2011, Khanyi's ECD Centre - Sisonke in Khayelitsha - was chosen as one of IEWC's project centres.

Khanyi was, and is, a role model in her community through her attendance to children's holistic needs and her perseverance in pursuing all possible avenues to ensure that her centre provides the best care and education possible. She has an open, humble and welcoming manner, and displays a deep understanding of the struggles that children face in regaining confidence in the face of trauma and family or community violence.

Khanyi was nominated last year for our Teachers' Recognition event. We interviewed her recently about her experiences at the event and her inclusion journey thus far. In Khanyi's words: For me, **Inclusive Education is about building bridges**. It is a way of seeing challenges and helping children with these in preparing them for Primary School. It's about meeting with and involving parents, ensuring that they are part of the journey of education.

We have children with challenges at our centre, including health, social, emotional and learning challenges. I used to

struggle to know how to discuss issues with parents, but through working inclusively I now have a clearer understanding of how to do this. I chat to the parents about what we are doing at the centre to support them, and I try and help them to see that their children are not 'sick' if they learn differently, and that support can be given.

Our inclusive approach has led to us being recognised as 'better' teachers, as we know how to give support where it is needed. Parents know how to be open and share, as we work together and they are willing to do so if there is a promise of support. One of our children has received a grant and has been placed at a school where his needs can be met in the best way.

"One of my greatest challenges is making sure children don't get lost in the system when they leave us."

My greatest challenge on the inclusion journey is keeping track of the children's needs and, when they leave us, making sure that they don't get lost in the system at the next school. Also ensuring that parents keep appointments at the clinics and hospitals. Within the centre, we also need to help other children understand if a child is not behaving well.

There are various ways that we are supported in our work. Personally, I do Yoga which I learnt through someone from Santa Shoe Box. For the centre, our

Health Inspector is skilled and supportive and we can call on IEWC whenever we need to. I also attended a workshop about 'Lovy'. This helps us to support the children to find strength within themselves when faced with challenges, disappointment and stress.

Attending the Teachers' Recognition Event was a great opportunity to hear the various speakers describe what Inclusion meant for them. I gained a lot from talking to those sitting at my table. One person who works at a school for children with Special Needs spoke about some of the challenges she faces in working with children with disabilities. She explained to me how she manages her stress, and how she works with her colleagues to find ways of supporting children in their learning. I learnt from this.



BURNING BUSH IS A SHINING LIGHT IN THE COMMUNITY



An agent of change is someone who makes people realise that they can do more, or find a new and better perspective on life.

Cindy Engelbrecht from Burning Bush Educare Centre in Lavender Hill is one such example. In Cindy's own words: **When I'm asked to describe the idea of Inclusive Education to someone else, it's quite simple:** I introduce my centre as being an Inclusive centre, meaning that it includes all, makes all feel welcome, loved and part of our family. We are willing to make the change in order to make the person or people who might be different fit in.

One example I like to use is one of our little boys who had an eye operation and needed to wear an eye-pad on his healthy eye. He was not very comfortable in doing this, and as very unhappy wearing it in class. We surprised him one morning when he came in and we were all wearing one eye-patch (learners and staff). It turned out to be a fun activity for us all.

All children learn differently, just as adults do. At our centre, we first find out which method best suits our learners individually and then we plan accordingly.

It's not always easy, and we have faced a number of challenges on the journey to Inclusion. After chatting to my staff, I found that their greatest challenge was planning, as well as always needing an extra pair of hands, as all learners learn differently. Teachers sometimes feel they might be giving too much attention to some and not enough to others.

For me, parents still remain a challenge in some cases. Many parents honestly do not give their cooperation. An example of this is potty-training for one of our 5-year olds. After meeting with the parents, explaining the importance of potty-training as a life skill he has to learn and clearly one he can master, and even after mastering the technique with the learner at school, nothing is being done at home. This means his week now looks like this: every Monday is like the first day of potty-training for him, and by Thursday and Friday he has accident free days. After every weekend, we have to start from scratch again.

The experience of working inclusively has definitely helped me to become a more patient person. I implement Inclusion in my personal life, as Inclusion is not just about disability and barriers. Inclusion is the way I live.

My staff and I take on Inclusion as a

TEAM. To me, team-work is the most important ingredient for Inclusion to be successful. I am indeed very proud of my team – the key to our success is the combination of my staff, management (Governing Body), learners and parents. Working together with other schools who share the same vision of Inclusion is also important, for example Vrygrond Capricorn Children's Centre. The Principal of this centre, Cynthia Lewis, and I work together in our local ECD Forum and **we regularly share with other Principals the success of our Inclusive centres** and the positive influence it has on all our learners.

In terms of support, IEWC has been our greatest help on our Inclusion journey. The hands-on support and guidance we have received is priceless. If I don't know or understand something, I ask my close friend – Google! I also love reading, so you will always find my bag full of brochures, I collect them everywhere I go, read them anywhere and pass them on to my staff.

Looking ahead at ways in which our work could be further supported - our centre is 17-years old this year, and we operate from the Metropolitan Evangelistic Church Hall which we rent from the church. We are eternally grateful to the church for renting to us, but we have to pack up all our classrooms every Friday and unpack again every Monday morning. This takes a lot of time and energy, and we dream of having our own classrooms one day.

TEACHERS' RECOGNITION EVENT—NOMINATION CRITERIA



Inclusive Education Western Cape (IEWC) is proud to present the 4th Annual Event to recognize the contributions made by individual Educators as well as Whole Schools and ECD Centres towards promoting Inclusive Education practices in South Africa.

South African classrooms reflect diversity, with children from different cultures, languages and socio economic backgrounds. Learners are struggling to cope at school because of poverty, hunger, neglect, learning difficulties and other barriers to learning. Over the years we have been impressed by the many Educators who, despite many and varied obstacles, have embraced inclusion and developed innovative ways of accommodating a wide diversity of learners in their classrooms.

CRITERIA FOR NOMINATION:

Inclusive Education means that local schools and ECD Centres actively welcome and support learners with diverse needs.

Educator Category: The individual educator/ ECD practitioner must –

- ♦ Have shown a commitment to developing a welcoming and inclusive classroom, valuing equally the different contributions of each child
- ♦ Be prepared to accommodate a wide range of diverse learner needs by differentiating the curriculum/ learning programme and making use of a range of tools/ strategies to support learning for all.

- ♦ Be committed to furthering his/her knowledge of inclusion and different barriers to learning
- ♦ Encourage and support fellow educators to adopt inclusive practices in their classrooms.

Whole School/ ECD Centre Category: The nominated school / ECD Centre must –

- ♦ Be a welcoming local school/ ECD Centre responding to the needs of each of its learners and supporting the participation of all.
- ♦ have adopted inclusive education as the way forward for the school/ ECD Centre
- ♦ Be prepared to consider the admission and support of ALL children living in the vicinity of the school / centre, irrespective of any learning or other difficulties.
- ♦ The whole school/ centre, including management, governors, staff, learners and parents work together with the broader community to ensure all learners are encouraged and supported to reach their full potential.

All verified nominees will be invited to attend a high tea in recognition of their efforts on Friday, the 3rd October 2014. The event will include a delicious high tea, a recognition gift, guest speakers as well as an opportunity to meet and share ideas with other nominees.

Please complete the nomination form alongside and return it by fax or email to Natalie at IEWC by no later than **Friday 29th August 2014**.

NOMINATION FORM

You may nominate either an Educator or School/ ECD Centre or both.

I hereby nominate the following Educator/ ECD Practitioner:

Mr / Mrs / Miss / Ms _____ Tel: _____

Email address: _____

from _____ School/ ECD Centre who teaches Grade _____,

as an example of an Educator committed to Inclusive Education because he /she

AND / OR

I hereby nominate the following School/ ECD Centre: _____

Tel: _____ Email address: _____

Principal's Name: _____

As an example of a school/ ECD Centre committed to Inclusive Education because

Your Name: _____ Contact Number: _____

Email this form to natalie@included.org.za, Fax 021 762 2254, Tel 021 762 6664.

“OUR ANGEL ON EARTH” - A PARENT’S STORY



13 years ago my husband and I were blessed with a beautiful daughter, Alex. She was born with a rare form of dwarfism (Diastrophic Dysplasia). At the time, there were not many children in South Africa with her condition, and it took me a while to get to know about it, seeking help locally and abroad. She has many orthopaedic problems and has had more than 10 operations to help improve her quality of life. It has been 5 years since her operations on both legs and it has been really hard for her to lose her weight, so we encourage her all the time.

Through all of this, Alex is a brave, caring, bright young lady who loves people and, importantly, loves her family.

Our challenges are many, including altering of clothes, not finding shoes for her and, as recently as last year, finding a high school (mainstream) that is wheelchair friendly. I called many schools who told us that they were not wheelchair

friendly, until I was welcomed to **Pine-lands High**. We attended the open day and when we left Alex said that she was home. We were briefed that it would not be easy and I was beside myself with worry that Alex would not fit in—but she proved us wrong, she is a little socialite and has many friends who has made her feel part of the family. **Help from the dedicated educators at the school has given us peace of mind that it is possible, and I thank them.**

“Nothing can stop her! She is determined to get past her disability.”

Being at a special needs school since the age of 3 was an adjustment for all, and it was her who initiated the move to mainstream. That is Alex! She embraces life with open arms and lives her life to the fullest.

Besides her extra murals, she is excelling academically with a pass rate of 80% in maths the past term, to mention just one example! She also gives of her time as a mentor at the Chaeli Campaign for the past 3 years. Nothing can stop her! She is determined to get past her disability.

She is an avid swimmer, plays marimba’s, chess, table tennis and loves to attend music concerts. ...and the list goes on .

The difficulty I experience as a parent is not receiving enough support from family. We fully understand the concept of time,

everyone is busy with their own lives, but the gift of time has always had a really significant meaning to me. As parents of a special needs child I say if you are unsure of what to do for us, just ask? **Just spend some time with Alex. You will not only be inspired ,but you will show Alex that she is not alone.**

There are many things that Alex cannot do, but we do not focus on those. **She finds ways to conquer her challenges and finds ways to do the things she can** - that’s what we draw our strength from every day.

Music is her first love and, coming from a musical family I try and encourage her all the time. However, one has to be realistic as the instruments she would like to play have to be altered for her and that is expensive.

A day in the life of Alex is not only an inspiring one, but one that that will make you look at your life in a whole new way. She has the tendency of creeping into your heart and staying there.

Below: Pinelands High School, who opened their doors and hearts to Alex



SANDRA HAMMAN, A PASSIONATE INCLUSION CHAMPION SPEAKS OUT!

Sandra Hamman is a learning support teacher at both St James and Bay Primary Schools. In Sandra's words:

"When we do label a child, the uniqueness of a child is lost."

The idea of Inclusive Education to me is not a judgement you make through physical appearance or labels. It is a chance or opportunity to **not** receive a label. When we do label a child, the uniqueness of the child is lost. We put them all into one box so that we can cope with them! We need to understand the limitations a child is experiencing, and we don't need to turn it into a label, but rather to pull on his or her strengths. It refers to all of us. If I walk into a new job, you'll see my limitations but **hopefully you will take the time to see my strengths.**

Inclusivity is not only about schooling. It cannot be confined to one thing. It is a lifestyle – a reality every day. It is about culture, race, belief, language, all our "uniquenesses". We have children with a range of challenges – for example dyslexia, visual impairment, cognitive challenges, although we try to avoid labelling them.

I am very vocal about Inclusive Education, especially about the issue of assessment, because I believe that it must be a part of the teaching and learning process. I refuse to do a diagnostic test and judge a child on the basis of that one test on paper. **Assessment must**

help us understand where learning has taken place as a result of our teaching. I will fight for concessions for a child so that they can have a chance to participate as fully as possible, even if they struggle to read.

I'd like to believe that all schools have a measure of inclusivity by creating special opportunities for their learners. Whether it's carried through is another question. In addition to my own two schools, I feel especially proud that I have been able to influence a nearby high school – their learning support team and their counsellor, as well as the way they are including their parents. I was thrilled to hear about a learner getting help in the June exams.

"Where an extra facilitator or reader is needed, we use students, retired teachers... we even have a small team of senior citizens."

The biggest stumbling block to Inclusion for me is the paperwork needed to arrange concessions & exemptions, but lack of human resources is also a challenge. Here we are creative! Where an extra facilitator or a reader is needed, we look at the use of students, retired teachers, etc. We even have a small team of senior citizens. We use them differently according to their skills. Volunteers need to be "managed", so that can be something of a challenge as well.

Working inclusively has taught me that

it's "doable" - with a team approach! I love the way that Inclusion opens doors to parents, and also gives me a sense that I am forever learning and extending my own boundaries. **I know I will never get stuck in a corner on this journey!**

I have received great support from IEWC! I always knew about the organisation but I didn't know that I could access it for myself. I felt quite alone until I attended the Teachers' Recognition Event in 2013 where I realised that I am part of something bigger! I also loved the strong message of the speakers that it is not a child's entitlement but a child's **right** to be able to learn in a mainstream school and access whatever they need to improve their learning and suit their learning style.

Now I have joined IEWC and have really appreciated getting advice and having a sounding board when I have felt I am up against a brick wall. The calendar I received was a beautiful gift – I find the words very

inspirational. Inclusion really is a reality every day!

*Right:
Sandra at
the 2013
Teachers'
Recognition
Event*



DON BOSCO EDUCARE CENTRE—RECOGNISING THE ROLE OF

Cathy Visser commented in a workshop in 2010 on a child she was concerned about as he was excluded by others due to his aggression. **She went out of her way to understand what lay behind his behaviour.** As a result of this, it was identified that he had hearing challenges and needed support in all areas of learning - emotional, social, physical and cognitive. IEWC has worked with her and her colleagues at Don Bosco over the past 4 years and Cathy was nominated for an award at our Teachers Recognition event last year. Some of the children with challenges whom she was supporting in 2013 are now in the Gr R class with Alicia Adams, who continues to offer support over and above her daily 'duty'. They both hold the children in their care very close to their hearts. While Cathy was nominated for last year's event, we recently in-

terviewed them both.

Here are their thoughts on Inclusion:

Alicia: Inclusive Education to me is the connection between teacher and child, understanding barriers and helping to overcome these. Enabling the child to trust the teacher. If trust isn't there, the child won't be able to develop properly. Cathy has worked here for 17 years with me. She has patience and takes time to sit and encourage individuals.

Cathy: Inclusion means enabling the child to understand the challenge and build on their self-esteem, to know what they can achieve. This can't be done without love and trust.

Alicia: In terms of other inclusive centres, many parents complain a lot about the centres in our area, but the school that my son is at supports

those who learn differently very well. Children have improved a lot there through the attention they have been given. We as parents get called to come on Saturdays to help children in some of the

subjects where they are struggling.

They also call us in to tell us how we can help with our own children, whereas some schools don't tell parents when there is a problem. (Alicia also mentions that her son had stayed absent and she was not told until October of that year).

Cathy & Alicia: We encounter many challenges in working inclusively at our centre:

- **Getting children to trust us** and helping them back towards independence as they become very needy. It is often a shock to see children so fearful. Hearing their stories, getting involved in their lives and then, as you see their trust growing, they get moved to another area or school. This can be heart-breaking.
- Bringing children who have stayed away from school for long periods and who face challenges at home up to speed, as well as **working with children who are exposed to situations beyond their understanding** and which leave them feeling unsafe and traumatised.
- **Parents not working together with us.** It is difficult to get them to share necessary information and it takes time as they are reluctant.



INCLUSION IN TRANSFORMING YOUNG LIVES IN DELFT

- Also, we work at supporting the children with English and then they go to schools where the LOLT is different and they struggle.
- **Forming bonds, building trust and understanding** as mentioned, and finding strategies to ensure progress is also a challenge. Some activities take time for some children.
- **Working together as a staff** and standing together for the children's best interests.
- **Lack of monetary recognition**, as our colleagues in younger groups work just as hard as those in formal education with planning and assessment and referring to one another for support. We all ask each other for advice.
- Sometimes **transport is a challenge** in accessing the necessary resources and support outside the centre for both staff and children.

In terms of what we have gained from working inclusively:

Alicia: I used to be shy and didn't socialise. I can now relax and express myself and have grown in confidence. **Through understanding the inclusive approach, I have gained respect for those who are different for any reason.** If I didn't know what I do now about Disability and Inclu-

sivity, I would label. I have new insight and am not in the dark anymore. **It was overwhelming in the beginning, but one's heart opens when a child blossoms.** Our working conditions can be tough, but the children keep me going.

Cathy: I now see more clearly. I see progress in children as they stand up for themselves, respect themselves, gain confidence with their peers, their Teachers and their environment. **My colleagues and I can give thanks and celebrate when we share the children's progress, no matter how small it might seem.** We work so closely with the children, but often a colleague or a child notices progress in another child and we are left amazed. Little things, like expressing their needs.

At the Teachers' Recognition event last year, it was the first time I had met with teachers outside of Delft from different areas (which is why I was scared to go!). We interacted with one another and exchanged ideas on the way we educate and



support children who have barriers to learning, and I made a connection with someone from Genadendal who had established her own centre. I really enjoyed listening to her stories about the children she works with.

We are fortunate to receive good support from our Principal and colleagues, and we thank IEWC for the advice, support and input on this journey. This has created a positive understanding when things feel difficult.

Looking ahead, what would really help us would be simplifying access to information and support.



TERM 3 2014 — WORKSHOP SCHEDULE

TOPIC	DESCRIPTION	DETAILS
EDUCATOR WORKSHOPS		
Successful strategies for challenging classroom behaviour	- Understanding behaviour as a barrier to learning - Strategies in dealing with challenging behaviour - Sharing good practice strategies	21/8/14 (PBM-R) Rondebosch 2.30—4.30pm R120 (R100 members)
Establishing an effective ILST at School	- Systems that support an effective ILST - Effective referral to an ILST - what should the referring teacher provide to the ILST - Strategies to improve the effectiveness of the ILST as a support structure at school level	4/9/14 (ILST-R) Rondebosch 2.30—4.30pm R120 non-members R100 members
Managing Language Diversity in Schools	- Understanding the link between language and identity in South Africa - Understanding the relationship between language, learning and school performance - Strategies to develop learners' language abilities	11/9/14 (MLD-R) Rondebosch 2.30—4.30pm R120 non-members R100 members
Alleviating Teacher Stress	- Understanding teacher vulnerability as a barrier to learning - Care and support for teachers experiencing burn out and high levels of stress - Sharing strategies for developing resilience	28/8/14 (MTS-R) Rondebosch 2.30—4.30pm R120 (R100 members)
ECD PRACTITIONERS / GRADE R & 1 EDUCATORS		
Successful strategies for challenging classroom behaviour	- Understanding the behaviour of young children as a barrier to learning and development - Strategies in dealing with challenging behaviour - Sharing good practice strategies	26/8/14 (ECD-PBM-R) Rondebosch 1.30—4.30pm R150 (R120 members)
Early Identification of Barriers to Learning	- Introducing a simple tool to identify early, the real barrier to learning a child may be experiencing. - Discussing ways to ensure information does not get lost when a child transitions to a new school or phase.	2/9/14 (ECD-EIB-R) Rondebosch 1.30—4.30pm R150 (R120 members)
Ladders to Learning	Practical session to develop the skills to ladder activities so that each child can access learning starting at the level they have already mastered	9/9/14 (LtL-R) Rondebosch 1.00—4.00pm R150 (R120 members)



Contact us to book your place on: Tel: (021) 762 6664 Fax: (021) 762 2254 Email: info@included.org.za

A minimum of 20 participants is required to run a workshop. Please quote the workshop reference code when paying by EFT. Discounted rate for members.

Supporting diversity in education